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# SINDH COMMUNITY MOBILIZATION PROGRAM (CMP)

Case Study: The Khairpur Model

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## ACRONYMS

ASC	Annual School Census
BOG	Board of Governance
CLINS	Contractual Line Item Numbers
CMP	Community Mobilization Program
DGK	District Government Khairpur
DRR	Disaster Risk Reduction
ELD	Education and Literacy Department
EMO	Education Management Organization
GHS	Government High School
GHSS	Government High Secondary School
GOS	Government of Sindh
GPI	Gender Parity Index
GSTA	Government School Teachers' Association
HANDS	Health & Nutrition Development Society
HOD	Head of Department
IBA Sukkur	Institute of Business Administration Sukkur
IRC	Indus Resource Center
IRD	International Relief & Development
IT	Information Technology
NGO	Non – Governmental Organization
PSLM	Pakistan Social and Living Standards Measurement
SBEP	Sindh Basic Education Program
SCMP	Sindh Community Mobilization Program
SEMIS	Sindh Education Management Information System
SERP	Sindh Education Reform Program
SMC	School Management Committee
SPSSA	Sindh Professors' and Subject Specialist Association
UC	Union Council
USAID	United States Agency for International Development
WATSAN	Water and Sanitation
WI	Workshop Instructor

## I. INTRODUCTION TO THE SINDH COMMUNITY MOBILIZATION PROGRAM

On September 21, 2011, the United States Agency for International Development (USAID) signed an Activity Agreement with the Government of Sindh (GOS) to implement the Sindh Basic Education Program (SBEP). This initiative is one of several donor interventions that support the Government's broader Sindh Education Reform Program (SERP) agenda. SBEP is focused on increasing and sustaining student enrolment in primary, middle, secondary and higher secondary schools. SBEP centers on the seven Provincial Districts of Khairpur, Dadu, Sukkur, Larkana, Kashmore, Jacobabad, and Qambar Shadadkot and five Karachi City Towns of Lyari, Kemari, Orangi, Bin Qasim, and Gadap.

SBEP is comprised of six component parts: 1) Construction of schools in the areas affected by 2010 floods; 2) Support to GOS policy reforms to merge, consolidate, and upgrade schools through construction of schools; 3) Improvement in early grade reading in primary schools; 4) Community mobilization, with a focus on increasing girl's enrolment and improving the nutritional status of children; 5) Technical assistance to the GOS' Education and Literacy Department (ELD), GOS, and 6) Architecture and engineering support for school construction.

The Sindh Community Mobilization Program (CMP) is a five-year program that commenced in August 2013, and forms a cornerstone of SBEP and focuses on component four. CMP has four key objectives which are separated out into four Contractual Line Item Numbers (CLINS): 1) Increase communities' involvement in the GOS reform of merging, consolidating, and upgrading schools; 2) Improve community and district administrations coordination for increased girl's enrollment; 3) Improve child nutrition in selected communities and government schools through research that informs innovation and good practice; and, 4) Pilot component: Launch of the Education Management Organization (EMO) system.

In addition, CMP has three cross cutting themes that will significantly add value to these objectives; 1) Gender: Mainstreaming of program activities; 2) Water and sanitation (WATSAN): Improved facilities, knowledge and practice; and, 3) Disaster Risk Reduction (DRR): Improved awareness, knowledge, preparation, and practice.

The program tracks and supports the construction, merging, consolidation, and upgrading schedule of SBEP and works with neighbouring schools which fall within designated areas around new schools being built under SBEP and that accord with the specific criteria set by USAID for CMP activities. CMP inclusive community activities are designed to make these educational improvements sustainable by increasing community support for their local schools and advocacy for better educational provision generally.

## II. EXECUTIVE SUMMARY

According to the World Bank's 2010-2013 Country Partnership Strategy, public expenditure in the education sector in Pakistan stands at 1.6% of gross domestic product, below the South Asia average of 2.2%, and well below the global average for low income countries, which stands at 3.4%. In recent years, progress has been made to place a stronger focus on education in Pakistan. In 2013, the GOS passed the Sindh Right of Children to Free and Compulsory Education Act in compliance with Article 25-A of the

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<sup>1</sup> World Bank, Country Partnership Strategy 2010-2013

Constitution of Pakistan. The legislation has placed a renewed obligation on the GOS and the ELD to take steps to address the weak performance of the education sector. However, provision of quality and accessible education services in the province of Sindh continues to be very weak, and the public education system significantly lags behind regional and international benchmarks.

Sindh possesses a large public school system, comprising of more than 47,000 schools. Despite the large number of schools, the quality of education at all age levels is extremely weak, drop-out rates are high, and learning achievements are low and varied. Around 42% of school-age children in Sindh (approximately 4.6 million children) do not attend school, caused by a range of socio-economic issues as well as a lack of capacity and funds in the public school system. From a qualitative perspective, only 21% of enrolled children can read, and only 13% can do a three-digit division. Poor performance in the sector is linked to its comparatively low level of expenditure and to the lack of qualified and motivated teachers, weak governance, and oversight.

In response to the challenges and deficiencies experienced in the public school system, a strong private education system has become quite prevalent in the Sindh Province. According to the 2011-2012 Pakistan Social and Living Measurement Survey, the private educational sector in Sindh now constitutes 65% of the total primary level enrollments in urban areas and 10% in rural areas. However, the private education system is not accessible to most that live in Sindh.

Local and provincial governments and development partners have also experimented with other solutions to address the education challenges experienced in Sindh, including public-private partnership models. In 2011, the Khairpur Model was created to improve learning environments in schools in the Khairpur District. Unlike other PPP models linked to school engagement and intervention, this innovative model outsources the school management responsibilities to organizations, under the auspices of the District Government of Khairpur (DGK). In total, the DGK has outsourced six secondary and higher secondary schools (three of each) to two organizations: the Sukkur Institute of Business Administration (IBA) and the Indus Resource Center (IRC). These organizations are responsible for refurbishing and repairing the school buildings and, where missing, for providing essential facilities like libraries, computer labs, and science laboratories. They have also become responsible for teacher training and the provision of contract teachers to fill vacant seats. The children's education has remained free and the teachers have continued to draw salaries from government channels.

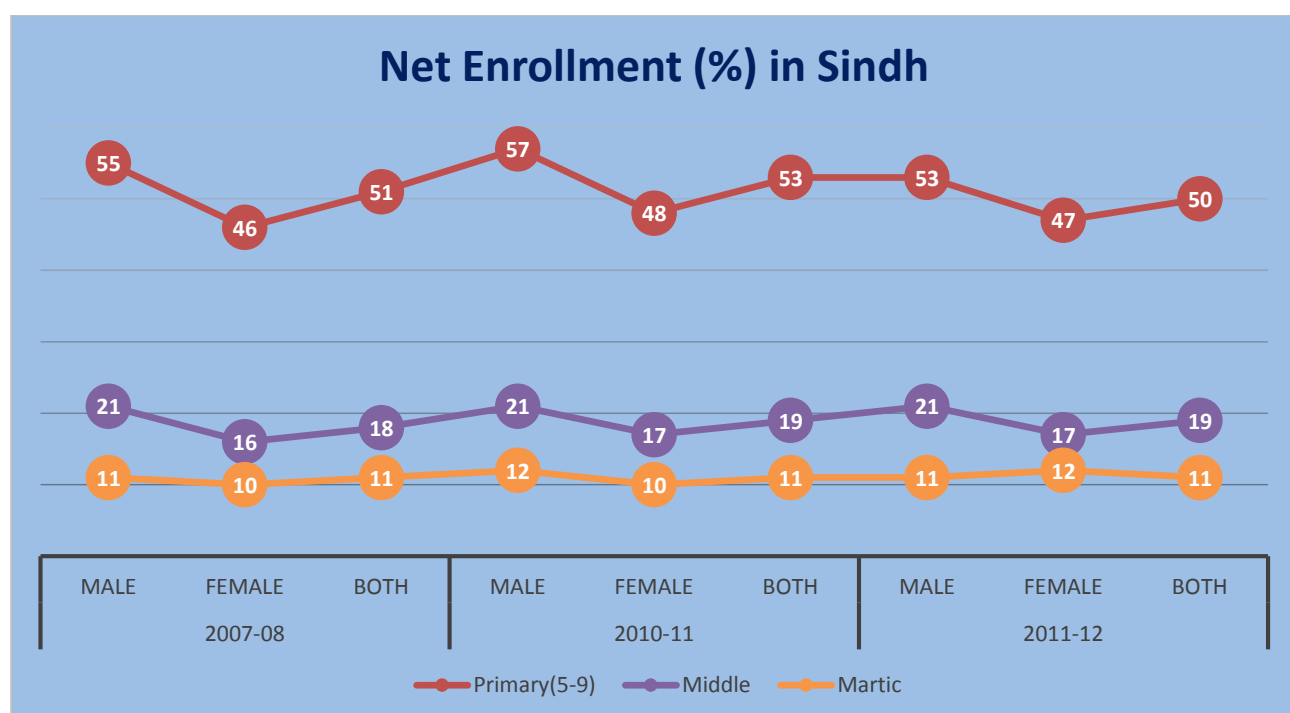
CMP was only able to gather anecdotal evidence regarding this Model for this case study. The organizations and the DGK have not established a systemic mechanism to collect, record, and analyze data on the performance of their outsourced management interventions. Findings from the anecdotal data collected showed that the interventions have led to significant gains, especially in terms of teacher and student attendance and overall community satisfaction in the quality of education being provided to their children.

The Khairpur Model has not been free of challenges or difficulties. Challenges at school and teacher levels as well as external macro changes, like change in local government laws, have profoundly impacted the school interventions. Despite these challenges, the interventions following this Model have been ground-breaking and effective. Only this Model has incorporated the actual outsourcing of school management and has had success. The Khairpur Model has the potential for replication elsewhere, providing a good template for building similar interventions in future and throughout the rest of Sindh.

### III. EDUCATION IN SINDH

The Sindh Province consists of a large public school system of more than 47,000 schools. A private education system is also present, and constitutes 65% of the total primary school enrollments in urban areas and 10% in rural areas. Despite the large number of schools available in the public and private education sectors, the overall school enrollment rates continue to be low. The primary school net enrollment rate for children ages 5 to 9 is 50% (53% for boys and 47% for girls). In the poorer, more rural areas of Sindh, the net enrollment rates are even lower and gender disparities are often higher. In these areas, 48% of boys and 36% of girls between the ages of 5 and 9 are enrolled in primary school<sup>2</sup>. The enrollment rates at the middle and matric levels are much lower and indicate huge dropouts at post-primary levels, as shown in Table I below. Additionally, education indicators are generally stagnant or declining in Sindh.

**Table I: Net Enrollment Trends in Sindh**

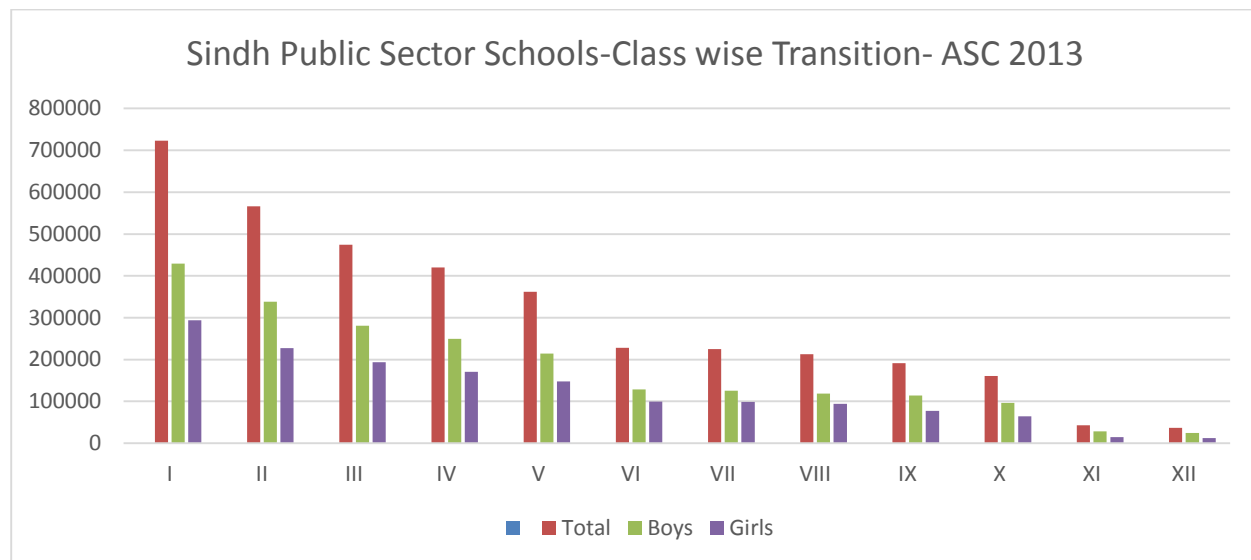


Source: Pakistan Social and Living Measurement (2011-12)

**Gender Parity:** Accessibility to schools is an ongoing challenge in the Sindh region and directly impacts the enrollment and drop-out rates for all school-aged children. For girls, enrollment rates are significantly lower than for boys. However, Sindh is witnessing slight improvement in Gender Parity Index (GPI) at the post-primary levels of education, especially at the middle and secondary levels. The GPI has improved from 0.74 in 2006-07 to 0.81 in 2010-11, and evidence shows that the index continues to rise (source: Sindh Education Sector Plan).

**Dropout Rates:** The GOS school system is facing major challenges in retaining children that enter the school system. Out of the estimated 722,000 children who enter the system in Class One, only 160,000 will remain through to Class Ten. This equates to 77% of school-aged children dropping out of school during their time in the Sindh public school system. The girls' dropout is one percentage point higher than boys at 78%. Table 2 below shows dropout ratios by class.

<sup>2</sup> Pakistan Social and Living Standards Measurement 2011-12

**Table 2: Dropout Rates in Sindh Public Sector Schools**

Source: SEMIS Annual School Census 2012-13

**School Infrastructure:** Public education school infrastructure is in very poor condition due to poor school management capabilities and building maintenance. The 2010 and 2011 floods have also had devastating effects on the education system. About 14% of the public schools were completely destroyed and 43% were damaged by the floods. An additional 17% of the schools have been damaged by heavy rains<sup>3</sup>. The schools' asset portfolio is also badly organized. Table 3 provides a snapshot of the school infrastructure challenges that the public education system is currently facing in Sindh.

**Table 3: School Infrastructure of Sindh Public Sector Schools**

Total Schools		47,394
Without building	7,976	17%
One room	8,920	19%
Two room	17,923	38%
0-2 room (A+B +C)	34,810	73%
Total rooms	110,320	Average rooms per school 2.33

Source: SEMIS, Education & Literacy Department, Government of Sindh

## IV. EDUCATION IN KHAIRPUR

Khairpur District is located in northern Sindh and is famous for its high quality dates. Khairpur was a princely state prior to its annexation to West Pakistan Province in 1955. The district has produced prominent political personalities including the current Chief Minister for Sindh, Mr. Syed Qaim Ali Shah.

Khairpur District contains 3,466 public schools, out of which 741 are boys' schools, 529 girls' schools and 2,196 are mixed schools<sup>4</sup>. The gender parity index is 0.71 at primary, 0.96 at middle, 0.76 at elementary and 0.52 at secondary level. The following table shows level based fluctuations in enrollments and demonstrates

<sup>3</sup> Sindh Education Sector Plan 2014-18

<sup>4</sup> Government of Sindh, Sindh Education Information Management System, Annual Census of Schools (ASC)

how aggregated boys' enrollment has declined by 5% and girls' enrollment has increased by 5% in the last five years.

**Table 4: Enrollment in Public Sector Schools**

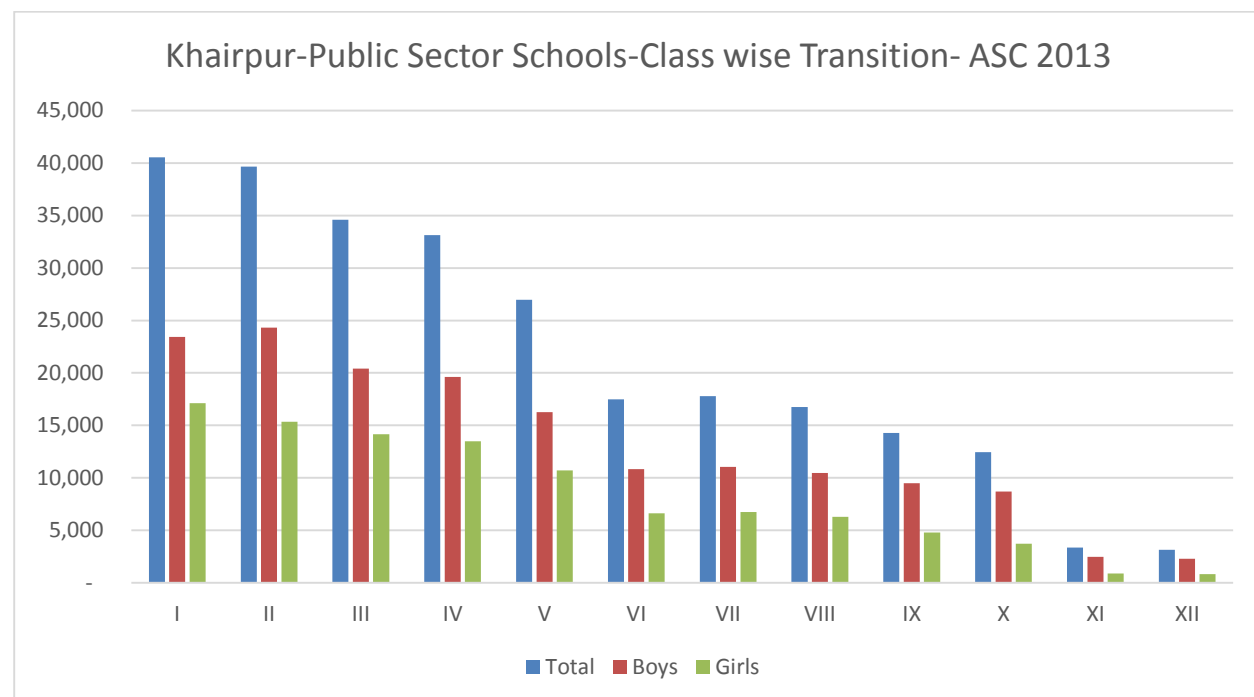
Annual School Census	Primary	Middle	Elementary	Secondary	Higher Secondary	Total Boys	Total Girls
ASC 2006-07	257,801	11,199	3,553	40,656	11,322	204,608	119,923
ASC 2011-12	195,271	11,977	26,369	63,259	23,752	194,476	126,152
Difference	-24%	7%	642%	56%	110%	-5%	5%

Source: SEMIS Annual School Census Data

However, the above increases/decreases need to be viewed in relation to the overall increase in the primary age (5 – 9) population. This has increased from 330,690 (2007) to 378,546 (2012) and represents an increase of 14%. The gap in service provision is being filled by an active private sector which now contains approximately 12% of total enrollments at primary level<sup>5</sup>.

**Dropout Rates:** Following the provincial trend, the Khairpur public school system is also failing to retain children. Out of the estimated 45,500 children who enter the system in Class One, only 12,400 will remain through to Class Ten. This equates to 69% of school-aged children dropping out of school during their time in the Khairpur public school system. The dropout ratio is higher for girls, 78%, than for boys, 63%. Table 5 below shows dropout ratios by class.

**Table 5: Drop-out Rates**



Source: SEMIS Annual School Census Data

<sup>5</sup> Federal Government, Pakistan, PSLM 2010



## V. THE KHAIRPUR MODEL

### A. Background

On August 27, 2011, the DGK piloted outsourcing the management of six schools to reputable and capable organizations under a competitive bidding process. The DGK awarded eight-year management contracts, each consisting of a group of three schools, to two organizations, IBA and IRC, as highlighted in Table 6. below presents the schools and their respective management organizations.

**Table 6: Khairpur Model Schools and Contracted Management Organizations**

Government Comprehensive High School, Khairpur	IBA
Government Girls Higher Secondary School, Khairpur	
Government Higher Secondary School, Piryalo	
Government Faiz Higher Secondary School, Kotdiji	IRC
Government Murad High School, Gambat	
Government Higher Secondary School, Sobhoder	

Awarded under the DGK's inherent authority to issue and sign contracts under the Sindh Public Procurement Regulatory Authority, the contracts are essentially service procurements. Under the contracts' terms and conditions, the DGK agrees to provide yearly funded grants to cover:

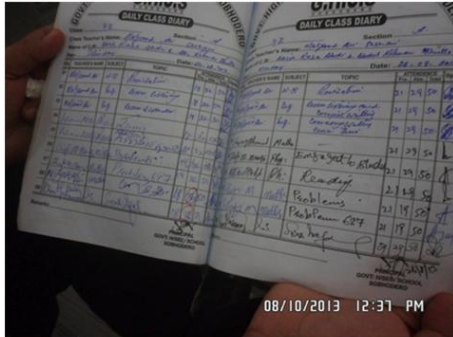
1. Salaries for unfilled sanctioned positions;
2. Non-salary contingency monies;
3. Equipment, utilities, stores, teaching and office supplies, and general facilities maintenance;
4. Assessments;
5. Teacher training;
6. Early detection of common diseases and hygiene practices;
7. Management costs (subject to mutual agreement);
8. Capital expenditure items (subject to mutual identification and agreement); and,
9. Miscellaneous expenditures.

The DGK also created an institutional link between the schools, their respective management contractors, and the DGK by notifying Boards of Governors (BOG) for each group of schools. The BOGs are chaired by the head of the district administration and their remit is to provide overall oversight and resolve emerging issues and challenges. The institutional bridge provides the opportunity for early identification of issues with key individuals with the means to initiate administrative and financial actions that can quickly and effectively resolve them.

### B. Implementation

**Management:** The two contracted organizations each took a different approach to the management of their three schools. IBA appointed a Project Coordinator, based in the IBA Campus, with the overall management of its interventions in their three schools. The Project Coordinator is responsible for the

schools' needs assessments and for supervising the work of three school coordinators, each assigned to a school. Based in their assigned school, the school coordinators oversee the civil works and assist and support the existing school administration in timetable planning, monitoring attendance of teachers, and conducting other administrative tasks. They are also responsible for supervising the work of contract teachers who are supplied by IBA to teach specific subjects, like English, Science, and IT that were identified as teaching gaps in collaboration with the school administration. IBA and the school administration also worked together to mutually agree on teacher hiring decisions.



GHSS Shobhadero (IRC): Class diaries are kept to monitor lesson plans

IRC took a different approach. They appointed a Project Coordinator, based within their Khairpur Regional Office, with the overall responsibility for the project. From the existing pool of teachers at the school, IRC selected the most capable to become subject heads of department. The aim was to develop academic leadership, create inter-staff communication mechanisms, design ways of learning and sharing to improve teaching quality, and to better address issues related to the performance of children. IRC also hired contract teachers and, like IBA, coordinated with the school administration on identifying teaching gaps in order to guide teacher hiring decisions.

The IRC management model also contains an outreach component, which builds on the internal mechanisms instigated in relation to organization of the teaching staff and Heads of Department system and on identification of issues with children. It also builds on external mechanisms – especially the school's School Management Committees (SMCs) – to bring the schools more into the midst of their surrounding communities. As a result, Parent - Teacher meetings have become a regular feature and parents entrusting their children to a school for a summer camp. It has also revitalized the SMCs and brought about increased involvement of the community in the school and parents buy-in on the management changes, as shown in Annex I.

**Civil Works:** Upon award, both contractors conducted assessments on the civil works needs of the schools and set up programs to address them. This set of interventions was generally, although not contractually, referred to as Phase One and formed the core of the new management's interventions over the next two years. Both contractors also completed new build or refurbishment works for library blocs and



GHSS Khairpur (IBA): Auditorium built under the management contract



GHSS Khairpur (IBA): Science laboratory built under management contract

science laboratories. IBA also built an auditorium and purchased science laboratory equipment. They also procured two new school buses for GHSS Khairpur and a generator for GHSS Piryaloi. These works and procurements were mutually identified and agreed with the DGK. Both contractors also completed a variety of smaller scale refurbishment and repair works to toilets, classrooms, staff offices, general common access, and open space areas. IRC completely demolished and reconstructed one abandoned 13-room block of GHSS Sobhodero and constructed a library and teachers' training room in GHS Gambat.



*GHSS Sobhodero (IRC): Renovations implemented under the management contract*

**Teacher Training:** Both organizations used their own training facilities and staff to train the teachers in a variety of topics dedicated to improving their performance. Topics included lesson planning, content delivery and development, and timetable and task management. IBA also focused on IT training, while IRC focused more on teacher training in English, Science, and Mathematics. IRC also trained the SMCs for all three schools. From the teachers' perspective, these trainings have been beneficial and have resulted in their active participation in the trainings without any financial incentives, including travel or daily allowances.

**Gender:** Neither organization adopted specific gender-focused strategies to their school management interventions. IRC's three schools are for boys only, with the exception of a few girls attending the higher secondary classes at GHSS Sobhodero. IBA procured buses for the girls only school as its catchment area experiences tribal clashes. The buses helped to address the transportation issues negatively impacting its students as a result of these clashes. But as, aforementioned, the buses have not been used since their management contracts were suspended. No gender analyses were undertaken nor interventions specifically designed to address gender issues like increasing girls' enrollment or attendance.

**Summer Camps:** During the summer, IRC organized a one-day summer camp in all three of its schools.

**Staff Perceptions:** Both contractors experienced adverse reactions from many school staff to the awarding of their contracts by the DGK, which was particularly strong at onset. The teacher unions were not fully on-board and created obstacles to progress, especially during the initial phase of implementation. This resistance was not exclusively confined to the teaching staff and their unions. There was also resistance from the existing school management as well. It should be stressed, however, that resistance to change was not universal and many teachers were pleased to cooperate with the new management regime and give it a chance to prove itself.

The development of school infrastructure seemed to be a good entry point for the school management intervention and building initial trust between management contractors and school staff. The completion of the contractual first phase deliverables of completing essential repairs and upgrades helped lessen resistance and bring about a certain amount of buy-in and acceptance. A particular reason was that the repairs and upgrades were generally perceived as being of high quality and appreciated by school staff, parents, and the general community. Staff in most schools emphasized the need for the new management to focus on quality education in their second contractual phases and after the first phase repair and upgrade works were completed.

**Parent's Perceptions:** Only GHSS Sobhodero's SMC was available to meet at the time that information

was being gathered regarding the Khaipur Model. The SMC highlighted the following improvements, which they claimed were a direct result of the new school management regimes:

- a. Improved attendance of students and teachers;
- b. Increased student motivation;
- c. Improved facilities, environment, and overall cleanliness of the school;
- d. Greatly improved contact and communication with parents;
- e. Revitalized SMC.

Interestingly, parents also suggested academic performance might improve further if teachers were mandated to enroll their children in the government schools.



*GHSS Shobhadero (IRC): SMC membership is active and engaged*

## VI. CHALLENGES

### A. Funding

Funding for the first year of the contracts came under the budgetary system that prevailed prior to the recent local government ordinance changes, whereby budgets were prepared and approved by district governments. IBA and IRC were fully funded at 20 million rupees for the first year, with allocations established for each school based on their contracts' terms and conditions. Shortly after the release of their Year One funds, the Chief Minister for Sindh announced during his visit to GGHSS Khaipur that additional funds would be released to both organizations. An additional 15 million rupees was provided to IRC and IBA for the management of each group of three schools. Unfortunately, neither organization received any funding for Year Two or for their current contractual Year Three after their budgets got caught up in delays resulting from administrative changes to the local government system.

Additionally, and whilst these new local government changes are being enacted, funding for the schools has reverted back to coming directly from the ELD. However, funding linked to IRC's and IBA's contracts has not. Also, while the future status of their contracts as result of the proposed changes to local government is still unknown, their contracts have not been annulled. For the time being, each organization has modified their activities at these schools based on current financial capabilities. IRC is paying the salaries of two computer teachers in the Government Faiz Higher Secondary School in Kotdiji and the Government Murad High School Gambat, and four support staff. IRC and IBA are also maintaining their involvement in the schools by undertaking minor, non-essential activities using residual funds in their possession, like supplying periodicals for the libraries.



*GHSS Khaipur (IBA): School buses procured under the management contract*

The schools have received new and improved facilities, equipment, and transportation. However, the current impasse on funding and the suspension of contractual operations has led to these facilities not being used. If

the current situation continues and the contracts are not revived, these facilities are likely to rust and fall into disrepair.

## **B. Staff Resistance**

The communication gap between the staff and the organizations at the onset appears to be the main driver of misperceptions and resistance amongst the staff. The lack of transparency regarding the contracts between the two organizations and DGK was the root cause and inspired many rumors, including that the school was going to be privatized and teachers fired. These types of rumors generated considerable resistance which could easily have been avoided with more open communication about the contract awards. Although the majority of staff presently voice approval for the contracts continuing, there is a pervading sense that the approval of a sizeable minority is still grudgingly given.

## **C. Transfer of Teachers**

The transfer of teachers remains the biggest problem in ensuring significant improvements in these six schools. Even some of the teachers who were trained under the new management regimes were later transferred. Staff shortages, especially in science, IT, and language subjects were also identified as a major problem.

## **D. Institutional Framework**

Having an institutional framework that links district administrations, schools, and management contractors together is important for overall contractual oversight and for troubleshooting problems as and when they arise. The BOGs were supposed to provide this framework but saw little service subsequent to their notification.

## **E. Tangible Results**

Performance indicators were neither embedded in the contracts nor developed internally by either organization for any of the schools. Consequently, evidence that proves a causal link between the awarding of the management contracts with improved access, academic performance, and positive community perception of the schools does not currently exist. Anecdotal evidence, however, points to many positive results having been achieved, including significant increase in student and teacher attendance. The latter was often quoted by those consulted for this report as a major area where significant positive change had occurred. In one school, GHS Piryaloi, staff informed that students have migrated from private schools within the area to GHS Piryaloi due to the positive changes brought about by the new management regime. IRC also informed that 65 students from neighboring private schools moved to GHS Gambat.

## **VII. CONCLUSION**

The Khairpur Model of outsourcing the management of schools is unique in the sense that it marks a significant departure from GOS' past practices. This approach also tracks ideas that have been evolving within the GOS since the passing of the 2010 PPP Act and the creation of the PPP Policy. In this regard, the underlining ethos of the Khairpur Model mirrored that of the Finance Department's later decision to award a management contract for a health facility, the first such contract under the PPP Act to be awarded for a service as opposed to an infrastructure project.



The initial implementation of the management contracts was met with considerable resistance from school staff. Teachers identified worries about their job security and lack of information on the workings of the management contracts as the main reasons for their resistance. Clearer communication and more frequent interactions with district administration and contractor representatives helped overcome many of their apprehensions. The Khairpur Model has demonstrated that it is possible to overcome resistance to change by a coalition of leadership drawn from district administrations, district education offices, as well as the management contractors and by more transparent and direct communication on the workings and aims and objectives of the contracts.

The importance of creating first followers for the new management regimes emerged as a critical success factor during consultations for this report. The commitment of the headmaster or principal as well as senior staff members was generally cited as an extremely important factor in overcoming initial staff resistance and in producing effective implementation of changes. In this regard, the identification of motivated and capable teachers also emerged as a critical success factor. They were easy to identify as they more regularly attended training sessions and made the most positive contributions to joint learning and planning processes. Once a team of first followers came on board and change agents were recognized, resistance from staff subsided.

Civil works proved a good entry point for establishing positive perceptions of the management contractors. They were high impact, highly visible, and functioned as obvious 'before-and-after' demonstrations of the tangible results accruing from the new management regimes to staff and parents. IRC's off-site School Coordinator and Head of Department management model was viewed the most positively as it was seen as being more devoted to hands-on education and development of the school within the community context. IBA's on-site School Coordinator management model, being weighted more towards existing management oversight, was not viewed as favorably by existing management and staff.

Another lesson learned was the importance of having a functioning BOG. The opportunity to use the BOGs to resolve issues and to evidence and assess performance was missed. The BOGs, with members representing the District Administration as well as the District Education Department, could have addressed teacher transfers and postings more appropriately. They could have been particularly useful as forums for expression and resolution of grievances to reduce resistance, clear up misunderstandings, and resolve potential or actual conflicts. Many of the implementation issues identified by the various stakeholders involved were relatively small. The lack of an institutional framework to resolve them continued to feed the stakeholders' respective grievances and as a consequence they were made to appear bigger than they were. All consulted for this report stressed the importance of the BOGs becoming functional and active in the future.

A disappointing omission was the lack of a more overt gender focus for the girls and mixed schools. In the absence of hard data on the intervention, it is probably safe to assume that IBA's provision of transport that addressed the needs of female students for safe travel to and from school greatly contributed to an increase of 30%+ in enrollments and attendance at GHSS Khairpur. A gender focus based on a gender analyses would provide a framework for addressing other obstacles to increased enrollments and attendance.

## VIII. RECOMMENDATIONS

The recommendations that follow are based on observations presented in this report as a result of consultations with schools, SMCs, parents, and the management contractors.

- 1. Revive the contracts:** The pilot has proved successful and indicates a way forward for progressing PPPs as part of GOS education policy and practice. The current suspension of the management contracts is endangering their achievements and developments, and threatens their best practice and benchmark status. The Provincial Education Department in consultation with the Khairpur District Administration should address the issue and revive the contracts as a matter of priority.
- 2. Ring fence funds:** The eight-year duration of the contracts should be supported by securing future funding arrangements whereby requisite funds are 'ring fenced' or protected within the Provincial Education Department's budget and not subjected to budgetary fluctuations or administrative system changes.
- 3. Aim to bring the interventions within the PPP framework:** The interventions should be used to inform discussion on PPP legal frameworks developed within the PPP Node for Education and ultimately conform to the GOS PPP Act and PPP Policy.
- 4. Embed Performance Indicators:** Quantifiable performance indicators need to be embedded into revived contracts that measure their progress across a variety of indices. Indicators should be linked to deliverables and data used to inform a formal contract review process.
- 5. Activate the Board of Governors:** The much needed linkage of schools, management contractors, District Education Administration, and District Administration is missing. The BOGs would be an effective forum for identifying, discussing, and resolving issues. The BOGs need to be activated at the same time as the suspension of the contracts is lifted.
- 6. Employ a Gender Focus:** The gender gap in the education sector is serious and significant. The specific needs of female students need to be met and deficits in female teacher provision addressed. A gender analysis, which identifies issues and provides a framework for ongoing strategies designed to resolve them, should be adopted as a baseline activity and as a lens through which present and future practice should be viewed. Additionally, gender mainstreaming should be considered at all times during the implementation of the contracts.
- 7. Endowment Funds:** IRC and IBA, in consultations for this report, have also stressed the need for Endowment Funds to be set up for the schools which could be used to fund improvements even after their contracts expire.

## ANNEX I: SCHOOL ASSESSMENTS

The following form specific observations and assessments for the six schools:

### I. Government Girls Higher Secondary School, Khairpur

<b>Management Contractor:</b>	IBA
<b>Principal:</b>	Mrs. Nishat Andleeb
<b>Enrolment:</b>	1,965
<b>Classes:</b>	6 to 12
<b>Attendance:</b>	700 on average
<b>Teaching Staff:</b>	81 Total Teachers 1 Principal 10 Subject Specialists 41 High School Teachers 16 Junior School Teachers 3 Oriental Teachers 2 Physical Training Instructors 3 Drawing Teachers 5 Others

**Overview:** The management contract started with considerable resistance from school staff. During the meeting with the school teachers, lack of information, anxiety about job security, and misinterpretation of the concept of management contract were identified as the main reasons for this resistance. Clearer communication and frequent interactions with the district administration and with IBA representatives helped to remove the apprehensions later on. The school staff also appreciated the civil works implemented by IBA. New improvements include general rehabilitation of the school; new science, computer, and home economics laboratories; and, a spacious auditorium.

IBA has also purchased school buses but these are currently non-functional due to the suspension of IBA's management contract. The catchment area of the school is experiencing tribal clashes and the buses were procured to address the resulting student transportation issues. A 150kw generator was also installed but is similarly non-functional.

To improve the coordination between IBA and the school administration, IBA has implemented the concept of resident IBA Coordinator to support teachers in lesson planning and to monitor the school's activities. The ex-principal present in the discussion opined that written Terms of Reference and Standard Operating Procedures of the Coordinator must be shared with the school. Additionally, a seasoned and experienced Coordinator should always be appointed to match the seniority of the staff of the school.

In addition to civil works, IBA took several steps to improve the quality of education provided. IBA had engaged four teachers for language, science, and IT subjects against vacant positions. They instituted the concept of monthly tests and conducted teacher trainings. However, the school staff was of the opinion that greater input is required to more significantly improve education quality. The principal also stressed the need to introduce 'counseling' services to adolescent girls to support them with the issues they face. The principal also suggested filling vacant positions temporarily through the management contract.

The principal and teachers informed that the enrollment of students has increased from 1,400 to over 1,900, and student attendance has significantly increased. Though not systematically measured, the quality of education was thought to have improved.

**Conclusion:** The school staff was of the opinion that management contract should continue and further discussion is required to assess the possibility of introducing demand side incentives such as merit scholarships. The school staff also suggested that the BOG needed to be activated to create a link between the school, management contractor and district administration.



## 2. Government Higher Secondary School, Piryaloi

Management Contractor:	IBA
Principal:	Mr. Ghous Bux Phulpoto
Enrolment:	1,417 including 101 girls in Classes 11 and 12
Classes:	6 to 12
Attendance:	700 on average
Teaching Staff:	<ul style="list-style-type: none"> <li>• 34 Total Teachers</li> <li>• 1 Principal</li> <li>• 3 Subject Specialist</li> <li>• 13 High School Teachers</li> <li>• 4 Junior School Teachers</li> <li>• 4 Oriental Teachers</li> <li>• 1 Physical Training Instructors</li> <li>• 2 Workshop Instructors</li> <li>• 1 Drawing Teachers</li> <li>• 5 Others</li> <li>• IBA Sukkur Contract Teachers: <ul style="list-style-type: none"> <li>- 1 English</li> <li>- 1 IT teacher</li> </ul> </li> </ul>

**Overview:** The management contract started with significant resistance from school staff. As a result, IBA faced many challenges when first working to collaborate with the school. From the teacher side, there was a fear of job in-security, possibility of transfer, and greater scrutiny of performance. IBA also apparently used heavy-handed tactics on staff absenteeism and timeliness. One specific example, quoted by teachers, was that on arriving late, teachers were asked to stand outside along with the students. Teachers thought a more sensitive approach to instilling discipline could have been taken. Teachers also complained that the IBA School Coordinator did not take an inclusive approach to decision-making and restricted to being between the IBA Coordinator and principal.

IBA established science and computer laboratories, implemented general rehabilitation works, and procured an 88kw generator for the school. IBA has also engaged three subject specialists on a contract basis and provided teacher training as part of its overall program of teacher training its three schools using its IBA campus facilities and staff. The teachers of GHSS Piryaloi also received short trainings in teaching methodologies and computer literacy.

The school is facing several challenges, with teacher shortages being the most pre-eminent. The catchment area of the school is also experiencing tribal clashes and there are transportation issues, especially for girls. Community expectations increased on hearing of IBA's involvement with the school. All consulted felt it was important that community expectations were met by the school and the district administration.

The community seemed to be pleased with IBA's interventions though their involvement in the school is not particularly significant. For example, the SMC is reported as being not properly constituted. Some students transferred from private schools to this school, which indicates that parents appreciate the efforts of the new management. This was further evidenced by the fact that some students dropped out subsequent to IBA's contract being suspended.

**Conclusion:** There was a consensus on continuation of IBA's contract. However, it was suggested that an improved and more inclusive decision-making process should be designed and form part of the new management experience.

### 3. Government Comprehensive High School, Khairpur

Management Contractor:	IBA Sukkur	
Principal:	Mrs. Kaniz Panjtan Pathan	
Enrolment:	Total: 848	
	Classes 6 to 10	6
	Classes 11 to 12	175
Classes	6 to 12	
Sections	2	
Teaching Staff	<ul style="list-style-type: none"> <li>• 54 total teachers               <ul style="list-style-type: none"> <li>- 1 Principal</li> <li>- 11 Subject Specialists</li> <li>- 21 High School Teachers</li> <li>- 11 Junior School Teachers</li> <li>- 3 Oriental Teachers</li> <li>- 1 Physical Training Instructor</li> <li>- 4 Workshop Instructors</li> <li>- 2 Drawing Teachers</li> </ul> </li> </ul>	

**Overview:** Initially, IBA's relationship with the school was difficult. The school staff put up a tough fight against the contracting out of management for the school. According to the principal, the staff vowed on Holy Book not to work with the IBA School Coordinator. The Government School Teachers Association (GSTA) and Sindh Professors and Subject Specialist Association (SPSSA) actively supported the agitation.

IBA has completed some rehabilitation works, established a computer laboratory, and procured a 150kw generator for the school. Much needed repairs to the school's science laboratory are still pending. The principal stressed the need of building links between the school, the new IBA management, and the district administration. She also suggested the need for joint selection of the School Coordinator.

**Conclusion:** Despite the significant problems associated with implementing the management contract, the school principal remains positive and still emphasizes the need for it to continue. However, much work needs to be done on building trust and bringing about buy-in and acceptance of the staff.

#### 4. Government Faiz High School, Kotdigi

Management Contractor:	IRC		
Principal:	Mr. M. Waris Keerio		
SMC Chairman	Mr. Mir Altaf Hussain		
Enrolment:	Total: 748		
	Classes	6 -10	283 - Boys
	Classes	11	255 - 224 Boys and 31 Girls
	Class	12	210 - 183 Boys and 27 Girls
Teaching Staff:	Total Sanctioned Teacher Strength: 40		
	<ul style="list-style-type: none"> <li>• 22 Total Teachers</li> <li>• 1 Principal</li> <li>• 2 Subject Specialists</li> <li>• 13 High School Teachers</li> <li>• 1 Junior School Teachers</li> <li>• 1 Sindhi Language Teachers</li> <li>• 3 Oriental Teachers</li> <li>• 1 Workshop Instructors</li> </ul>		

**Overview:** The school principal and staff were appreciative of the civil works done by IRC. IRC has restored the roof of one classroom; constructed a computer lab with 21 computers, three science laboratories, and one library; and, furnished one hall. The staff was of the opinion that the quality of civil works was much better than the usual civil works done through relevant departments. However, only Phase I civil works has been completed and the school is expecting further interventions. IRC has also provided one school bus but it non-functioning with the current suspension the contract.

Initially, the school faced resistance from the GSTA and SBSSA teacher unions. However, improved communication and the proactive leadership of the District Administration helped to reduce resistance. Teacher's anxieties about job security were quickly and effectively allayed by the District Administration and the staff started to cooperate with IRC. IRC provided trainings to 15 teachers. The staff highlighted improved transportation as critical to increasing enrollments due to the isolated location of the school.

**Head of Departments:** IRC nominated Head of Departments (HODs) for key subjects such as Chemistry, Physics, and English. Teachers with subject specialization were networked through the HOD structure to share expertise and knowledge. The school staff was of the opinion that the HOD structure has improved the knowledge and skills base of the teaching staff and facilitated the sharing ideas and cooperative planning. The school staff suggested a formal 'checks and balances' mechanism whereby the school, management contractor, and District Administration representatives could meet to discuss and seek solutions to problems on a regular basis.

Transfer of teachers was the biggest problem. Even some of the teachers which were trained by IRC were later transferred. The teacher unions were also not fully on-board and in the initial phase of implementation, which created obstacles to the contract's progress. Another problem was staff shortages, especially in science, IT, and languages. An interesting point noted was that resistance to change was not universal and many teachers were pleased to cooperate with the new management regime.

IRC provided four contract teachers for IT, English, Physics/Math, and Biology. Despite this intervention, the school continues to face shortages of teachers for language and science subjects. IRC teachers are local and contributing positively in improving the overall quality of education and the general perception amongst staff that quality of education has improved under the new management. Enrollments have remained the same despite an improvement in attendance of the students. The reasons quoted for the stagnant enrollment level is: 1) the location of the school, which is outside the center of the city and 2) over the last few years, the number of high schools has increased from 11 to 27 in the Khairpur District. However, despite the stagnate enrollment numbers at the schools, academic achievement is improving. Two students of the school have

secured 'A1' grade and 10 students have 'A' grades, which are significant academic achievements in relation to those attained in previous academic years.

**Conclusion:** The school staff suggested that the management contract should be extended. Additionally, they felt that the civil works should be continued into the next phase. Lastly, they shared that the Board of Directors needs to be activated and constituted with the Deputy Commissioner as Chairman.

#### **Notes: Discussion with the IRC team**

1. IRC's contract was progressed to achieve two objectives a) Infrastructure development and b) improving management systems related to teacher training, monitoring of student achievement, and hiring of teachers/tutors to meet teacher shortages.
2. The development of infrastructure worked as a good entry point for implementation. The quality of the works was appreciated by school staff and community. The school leadership came out as the critical factor during the discussion. The commitment of the headmaster/ principal as well as key staff members played an extremely important role in staff acceptance and effective implementation.
3. The identification of motivated and capable teachers was a further key success. Teachers demonstrating such characteristics can be identified and assessed during training and staff meetings. Usually such teachers are regular attendees at training sessions and contribute positively in joint learning and planning exercises. Once a team of change agents is identified resistance from staff subsides and increased involvement in the school and buy-in on the changes by the community is secured.

## 5. Government Murad High School, Gambat

Management Contractor:	IRC (BOYS)
School Established:	1937
Principal:	Mr. Abdul Latif Rattar
Enrolment:	1,018 Boys
Sections	4 - Classes 6 - 10
Teaching Staff:	<ul style="list-style-type: none"> <li>• 66 Total Teachers</li> <li>• 1 Principal</li> <li>• 34 High School Teachers</li> <li>• 16 Junior School Teachers</li> <li>• 4 Oriental Teachers</li> <li>• 2 Physical Training Instructors</li> <li>• 3 Workshop Instructors</li> <li>• 2 Drawing Teachers</li> <li>• 4 Others</li> </ul>

**Overview:** IRC has implemented considerable civil works within the school. In addition to general rehabilitation works, an impressive library has been constructed. The school staff especially praised the quality of civil works and termed it of much higher quality than that usual undertaken through the Department of Works and Services. The general condition of furniture and fixtures was also significantly better.

IRC also conducted teacher trainings using their own training facilities and staff for approximately 30 teachers participating. According to the staff, the results from the trainings were good. The HOD concept also created greater coordination amongst the teachers. Innovative ideas like prizes for high academic achievement of students and a summer camp were also piloted at the school.

A communication gap, created at the onset, appears to be the main driver creating misperception and resistance amongst staff. Not sharing the contracts' terms and conditions was the root cause for the lack of transparency. This allowed many rumors to abound, including that the school was going to be privatized and teachers fired, and generated considerable resistance which could easily have been avoided.

In addition to functioning under IRC management contract, the school had an individual agreement with both IRC and the teacher's union GSTA. Essentially these agreements were a reiteration of the clauses agreed between IRC and the DGK with a special focus on clarity relating to command and control systems within the school. The BOG was non-functioning throughout the contract.

Interestingly, in a one to one meeting with the headmaster, he praised the new management regime and voiced his enthusiasm for IRC being more strict with teachers especially in relation to their punctuality and attendance, even going so far as to state his wish that they install biometric devices to robustly support their monitoring. But during his participation in a joint meeting with staff he appeared to criticize the new management regime and only provided IRC with faint praise for what they had achieved thus far. This observation indicated the headmaster being intimidated by the collective force of his teaching staff and power of their union.

The school already had high enrollment levels before the management arrangements changed. All anecdotal evidence pointed to the fact that there was little or no change in enrollment numbers. However, all consulted agreed that attendance of both students and staff had increased and continued to remain stable.

**Conclusion:** The headmaster and his staff supported the continuation of the contract and emphasized the need for focusing more on education quality in the second phase.

## 6. Government Higher Secondary School, Sobhadero

Management Contractor:	IRC
Principal:	Professor Farooq Ahmed Bhagat
Enrolment:	1,050 including 8 girls in classes 11 and 12
Sections	2 - Classes 11 and 12
Attendance	700 on average
Teaching Staff:	<ul style="list-style-type: none"> <li>• 44 Total Teachers</li> <li>• 1 Principal</li> <li>• 2 Subject Specialist</li> <li>• 14 High School Teachers</li> <li>• 7 Junior School Teachers</li> <li>• 16 Primary School Teachers</li> <li>• 1 Physical Training Instructor</li> <li>• 1 Workshop Instructor</li> <li>• 2 Others</li> <li>• 51 total sanctioned teacher strength</li> <li>• 26 working</li> <li>• 25 positions vacant at time of study</li> </ul>

**Overview:** IRC completed civil works and teacher trainings undertaken with selected teachers. IRC implemented the HOD concept within the school which was positively received. The principal acknowledged the positive contribution IRC had made and volunteered the suggestion that vacant teaching positions should be temporarily filled by teachers/tutors hired and paid by IRC. His further suggestions included a role for IRC in evaluating Annual Confidential Reports, transfer posting decisions being done with their concurrence, and an IRC Coordinator being permanently based in the school.

The principal was in favor of continuation of the management contract and showed strong buy-in mainly because of what he perceived as the major achievements of IRC in relation to their having improved infrastructure and raised the quality of teaching and academic performance of the students.

**Conclusion:** The Principal had positive outlook towards the new management regime. According to him the enrollment and attendance of the students has significantly increased. The students had averaged over 80% in board examinations for the first time since 2004. In classes 9 and 10, two students had received 'A1' grades and 12 students secured 'A' grade. For classes 11 and 12, there were 3 'A1' grade and 25 'A' grade students. The principal and staff strongly supported the continuation of the contract and emphasized the need for focusing more on education quality in its second phase.

### Notes: Meeting with Parents/Community

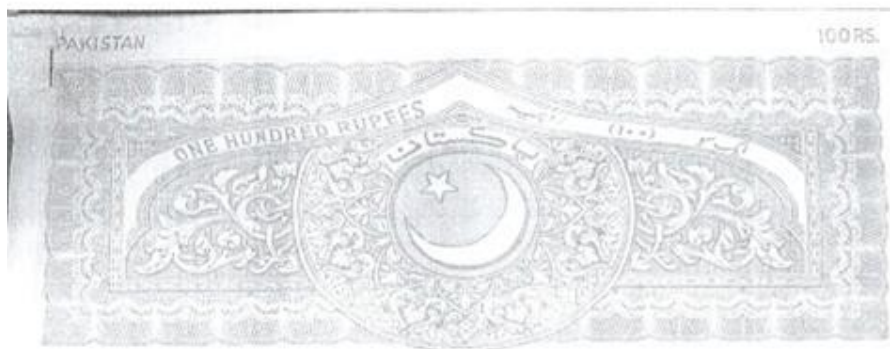
In the meeting with the parents/relatives of the enrolled students, various aspects of the intervention were discussed. Parents highlighted following improvements due to IRC intervention:

1. Improved attendance of students and teachers;
2. Increased student motivation;
3. Improved facilities, environment, and overall cleanliness of the school;
4. Accessible parking facilities for student cycles and motorbikes;
5. Greatly improved contact and communication with parents; and,
6. Revitalized SMC, including representative elections taking place.

Interestingly, the parents also suggested that academic performance might improve further if teachers were mandated to enroll their children in the government schools.

## ANNEX II: MANAGEMENT CONTRACT

The following pages contain the contract that pertains to both IRC and IBA:



### AGREEMENT

THIS AGREEMENT is made at ~~M/s. Khairpur~~ on ~~27/11/11~~ Day of ~~November~~, 2011  
BY AND BETWEEN the District Governments, Khairpur through the District  
Coordination Officer, (hereinafter called the District Government Khairpur) of the ONE  
PART,

AND

The Sukkur Institute of Business Administration (hereinafter referred as Sukkur IBA)  
established under the Government of Sindh Act No. XVIII of 2006 having its Principal  
office at Airport road Sukkur, (hereinafter referred to as the Manager which expression  
wherever the context so admits shall include their legal representatives and assigns)  
acting through its Director of the OTHER PART.

WHEREAS the District Government, Khairpur, desires to improve the overall quality of  
education in District Khairpur at all levels in alignment with the requirements of the  
modern times and whereas it wishes to significantly strengthen the learning outcomes of  
students and facilitate a stronger personality development of the students for creating a  
critical mass of human capital,

And for that purpose it agrees to assign to the Sukkur IBA, an organization created  
under an Act of the Government of Sindh, the management of the Three Higher  
Secondary Schools i.e. (01. Govt. Comprehensive Higher Secondary School 02. Govt.  
Higher Secondary School Piryaloi 03. Govt. Girls Higher Secondary School) Khairpur  
are located in the District Khairpur. This can be expanded or amended with mutual  
consent of the two parties.

AND WHEREAS the Sukkur IBA have agreed to rehabilitate; revamp and reenergize  
these "Listed Schools" in the District, for the delivery of a more relevant and better  
quality of Education and Student Development



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NOW, THEREFORE, this Agreement witnesses as follows:

**A. COMMENCEMENT AND DURATION**

1. The duration of the management assignment to be governed by this Agreement shall be eight years starting from the date of taking over of the "Listed Schools" and the receipt of funds as mentioned in clause 1, 2 and 3 of Section-B. This would be extendable for tenure of five years on the basis of mutual consent.
2. In the beginning Sukkur IBA shall carryout a baseline assessment of the performance of said listed schools in respect of learning levels mutually agreed among the parties and the results will be conveyed to District Government Khairpur.
3. At the end of third year the District Government would undertake an independent third-party assessment of the performance of the said "Listed Schools" against student learning levels which were identified during baseline assessment. The continuance of the management assignment with the Sukkur IBA Sindh for the remaining duration shall depend upon improvements in performance achieved during the third year against the base year learning levels.
4. If after third year the District Government, Khairpur feels that object of this Agreement is not being adequately achieved, it may terminate this Agreement prematurely; provided that this course shall not be taken without allowing Sukkur IBA to show cause of a reasonable period of six weeks. Such show cause can only be issued only on the basis of a third party assessment that reflects that the learning levels of students have not improved over the base year levels; provided further that a reasonable period, for preparatory purposes, shall be allowed before premature termination of this Agreement, which under all circumstances shall not be less than six months subsequent to the decision on show cause and evidence of non performance. The termination under all events will not be during any academic session but at the end of an academic session.
5. If at any stage the Sukkur IBA feels that owing to circumstances beyond its control and / or non-observance of the terms of this Agreement, it is not possible for it to continue the assignment; it may after reasonable and appropriate notice to the District Government, Khairpur, discontinue the management assignment; provided again that the cession of the Agreement shall under no circumstances be during the course of an academic session and it must provide a preparatory period of six months and must be at the end of academic session.



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**B. ROLE AND RESPONSIBILITIES OF DISTRICT GOVERNMENT, KHAIRPUR**

1. The District Government Khairpur shall transfer the full control, use and management of personnel, buildings, furniture; supplies and equipment of at the said "Listed Schools" to the Sukkur IBA within one month of the conclusion of this Agreement. An inventory and a list of the said buildings, equipment, supplies, furniture and staff thereat shall be prepared by District Government Khairpur, during the said period and these properties/ assets/ personnel shall be taken over by the authorized representatives of the Sukkur IBA Sindh.
2. The buildings, equipment and furniture so transferred shall be received back by the District Government, Khairpur, from the Sukkur IBA Sindh through its authorized representative upon the conclusion or premature discontinuance of the management assignment.
3. The District Government Khairpur shall continue to pay salaries and other emoluments of all staff, appointed and posted at the "Listed Schools" or otherwise assigned to it, together with the agreed non salary budget as a single line budget on quarterly basis to the Sukkur IBA. The salaries of staff and their benefits will be disbursed in accordance with Government procedures and all the staff posted in these "listed Schools" would continue to be civil servants and entitled to regular service benefits as permissible under law.
4. The District Government, Khairpur shall also transfer to the Sukkur IBA in the form of Grant-in-aid, budgetary provision relating, inter alia, to all unfilled posts; funds for non salary/contingent budget; maintenance and repair of buildings and equipment, utilities, stores and office supplies, etc, for the relevant financial year on quarterly basis in the FIRST WEEK of every Quarter. Any unwarranted delay in release of budget may jeopardize the activities of education and as such the District Government will herein after remain committed to make budget releases strictly in accordance with this Agreement.

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5. The District Government Khairpur shall be liable to make payment for the cost of management of these schools. The Sukkur IBA would set up a dedicated "management office" in Khairpur and the District Government would be responsible for the entire cost of this management office for which the budgetary outlay would be agreed mutually. The District Government, Khairpur shall arrange or allocate to the Sukkur IBA such reasonable and essential Accommodation for office, residential and other purposes and the services of minimal and necessary support and auxiliary staff as are of direct use to the management arrangement and as may be requested for by the Sukkur IBA from time to time. In the event of the District Government, Khairpur being unable to arrange these facilities and service, the Sukkur IBA shall have the right to arrange these and charge the cost to the Grant received from the District Government Khairpur.
6. The District Government Khairpur would provide for the capital cost relating to the Rehabilitation of Infrastructure of the "Listed Schools" on the basis of mutual agreement. Sukkur IBA would submit the PC-Is of these schemes to be approved by the District Government through its ADP.
7. The District Government Khairpur in 1<sup>st</sup> year shall allocate a grant-in-aid of Rs: 20 Million for each of listed schools for initial teachers training and urgent provision of equipments in laboratories, library books, urgent repairs & revamping of the building, classroom furniture, installation of fans, purchase of generators, and other needed items. The grant-in-aid shall continue for next 2 years. After which grant may be allocated as per need of each school.
8. The district Government Khairpur as per proposal (appended with this agreement) made by Sukkur IBA in this regard and submitted to the District Government Khairpur in response to their advertisement in newspapers dated June 23, 2011 shall rearrange, adjust and/or increase the budgetary provision for academic activities after consideration of relevant and appropriate arguments in support of the proposal.



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9. The District Government, Khairpur shall give due consideration and importance to suggestions made by the Sukkur IBA on the financial provisions to be incorporated in the next Budget of the District Government, Khairpur or for amendments in the current Budget of the District.
10. The services of all staff posted or appointed at each of the "Listed School" or assigned to it on the commencement date shall be made available to the Sukkur IBA for performance of functions and duties on the same terms and conditions of their employment, Sukkur IBA shall be competent to re-locate staff from one School to another in the best interest of delivery of services as determined by it.
11. Any government staff (teaching & non teaching) at the "Listed Schools" or otherwise allocated to the Sukkur IBA under the management assignment, found guilty of misconduct, acts of commission and omission, non cooperation with the administration & persons nominated by Sukkur IBA, lack of interest in trainings arranged by Sukkur IBA justifying action under the current rules shall be reported by the Sukkur IBA for such actions. District Government, Khairpur shall remove such staff from the listed schools, post them somewhere else and may initiate prompt action.
12. Only the designated officers of the District Government, Khairpur shall have the right to visit and inspect the "Listed Schools" at mutually agreed time and the Sukkur IBA shall facilitate such visits and inspections and shall take due notice of and action on the written observations made during their visits, under intimation to the District Government, Khairpur.
13. As soon as practicable, District Government, Khairpur shall arrange to have this Agreement ratified by the District Council.

C. ROLE and RESPONSIBILITIES OF Sukkur IBA

1. The Sukkur IBA Sindh shall receive, through a duly authorized representative, the buildings, equipment, furniture, supplies etc. as per the afore-referred inventory from and authorized representative of the District Government Khairpur within two weeks of the conclusion of this Agreement for beginning with the management of the "Listed Schools" from the Academic Session 2011-2012.
2. That the Sukkur IBA shall be responsible for the delivery of a package of standard Education Management Services, including:



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- (i) Initial Assessment of the quality of Education through determining the Students learning abilities and teachers teaching abilities for preparing the required interventions which may include training of teaching and other staff; shifting/surrender of teachers with limited teaching capabilities; hiring of additional teachers/ staff under Sukkur IBA contract.
  - (ii) Sukkur IBA may plan extra teaching hours for the Students including arrangement for all required teaching resources, material etc to facilitate improvements in student learning levels
  - (iii) Sukkur IBA would facilitate availability of modern technologies such as compulsory use of computers/ internet for improving the research capabilities of students and for enhancing their knowledge base
  - (iv) Extra emphasis will be laid to improve confidence levels and personality development of students by way of co curricular activities including sports; competitions; debates; quizzes; excursions; etc
  - (v) A proper system of school examinations would be stalled for facilitating regular assessment of student learning. Parents would be involved in Student progression for a more robust parental involvement in student development
  - (vi) Sukkur IBA shall be free to decide the affiliation of these schools with any examination Board it feels appropriate for raising the student achievement levels.
3. The Sukkur IBA Sindh shall also be responsible for ensuring the delivery of: basic health education to the Students focused particularly on hand-washing, recognition of danger signs of ARI and diarrhea, mental illnesses, particularly depression. Students will be provided with a regular health screening through District Government resources.
4. The Sukkur IBA shall also be responsible for the cost of utilities, for the due maintenance of equipment, furniture and buildings of the Listed Schools at acceptable and satisfactory standards for the management period and their return to an authorized representative of the District Government Khairpur at the end of the period of management.



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5. The Sukkur IBA Sindh shall make the best possible use of the services of the staff at the Listed Schools, transferred to it on the date of commencement, subject to the terms and conditions of their appointment, for the optimum delivery of the education services. Sukkur IBA shall have full authority to reallocate the staff from one Listed School to another as considered appropriate by it for the sufficient delivery of the envisaged services.
6. The Sukkur IBA Sindh shall be authorized to offer such additional benefits, advantages or perquisites as it deems justified in the context of functions assigned and performance demanded of the School staff. These benefits or prerequisite shall, however, be in the nature of an agreement between the Sukkur IBA and the relevant staff and shall in no case be claimed by the staff from the District Government Khairpur.
7. The Sukkur IBA shall provide the District Government, Khairpur a six monthly Progress Report.

**D. STAFF**

1. Throughout the duration of the management assignment to which this Agreement relates, all staff posted and appointed at the "Listed Schools" shall retain their current employment status and shall continue to be governed by the terms and condition of employment as these stood on the commencement date. The supervisory controls, however, in all appropriate and logical dimensions, shall during the said period be exercised by the Sukkur IBA.
2. The Sukkur IBA may engage any additional staff including Principals/ Teachers/ other to work at the Listed Schools who shall be governed by their contract with the Sukkur IBA and who shall not have any claims against the District Government, Khairpur and the Government of Sindh (GOS) during or upon the conclusion of the management assignments.
3. In case of any non willing staff including Principals/ Teachers/ other staff and in case of such staff not having required technical capabilities for carrying forward the basic objectives of this Agreement, Sukkur IBA may surrender such staff back to the District Government by way of specifying the specific misconduct/ lack of competency etc as the case may be.



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**E. FINANCE & AUDIT**

1. The Sukkur IBA shall not charge any fees for the performance of the management functions to which this Agreement relates. It shall, however, have a right to charge the actual cost incurred on the performance of the management functions whether from the allocation due to it in terms of clause 3 in the section B of this Agreement, or to claim and receive it in addition to the budget of District Government, Khairpur.
2. The Sukkur IBA shall be provided by the District Government, Khairpur a copy of the itemized budget for the year to indicate the specific provisions made available for each purpose to which a line item relates. Funds shall, however, be provided to the Sukkur IBA as a single line Grant in Aid which the Sukkur IBA shall be free to utilize as it deems most appropriate for the best delivery of the services to which this management assignment relates.
3. The Sukkur IBA shall maintain such record of financial transactions and maintain accounts in such manner as is expected of a corporate body.
4. In the event of any savings at the end of a financial year, the unspent amount shall remain with the Sukkur IBA for further investments in the "Listed Schools and Students" in the best interest of Students.
5. With a view to ensure sustainability and comparable modern education for the children of Distret Khairpur, District Government/Provincial Government may also consider grant of a suitable endowment for Government comprehensive Higher Secondary school, Government Higher Secondary School Piryaloi and Government Girls Higher Secondary School Khairpur
6. The account of the management operation shall be audited by the Independent Auditing Firm annually and a copy thereof shall be provided to the District Government Khairpur within thirty days of the approval of accounts in the Annual General Meeting of the Sukkur IBA.

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**F. REMOVAL OF DIFFICULTIES**


If any difficulty arises in the implementation of this Agreement, the District Government, Khairpur and an authorized representative of the Sukkur IBA may resolve the issues in the most appropriate and reasonable manner as found in the best interest of the management assignment.

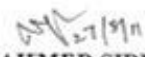
**G. ARBITRATION**

1. The Parties shall use their best efforts to amicably settle all disputes arising out of or in connection with this Agreement or its interpretation. Any dispute between the Parties as to matters arising pursuant to this Agreement that cannot be amicably settled within thirty (30) days after receipt by one Party of the other Party's request for such amicable settlement may be submitted by either Party for settlement in accordance with the following provisions:
  - i. If the dispute has not been resolved to the parties' satisfaction, either party may refer it to an Arbitrator acceptable to both parties. The finding of the sole Arbitrator shall be binding on both parties. The sole Arbitrator can assess costs against either or both parties. To encourage reasonableness in disputes which are primarily monetary, the arbitrator will use "swing arbitration" i.e., both parties will state their "most reasonable offer" and the Arbitrator can accept only one or the other (He/she cannot suggest a different amount). To discourage frivolous referrals, the Arbitrator can assess costs against the party he rules against.



IN WITNESS WHEREOF the parties hereto have set their hands hereunto on the day and year mentioned above.

Executants:

  
**1. MUHAMMAD ABBASS BALOCH,**  
 District Coordination Officer  
 Khairpur

  
**2. NISAR AHMED SIDDIQUI**  
 Director  
 Sukkur IBA

Witnesses:

1.   
**Ahmed Ali Qureshi**  
 EDO (Finance) Khairpur
2.   
**Ghulam Asghar Memon**  
 EDO Khairpur

Date: March 31, 2014

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