Introduction

The ultimate goal of Education and Literacy Program is to promote education for human and institutional development. The primary focus of the program is provision of primary education, capacity building of teachers and strengthening of School Management Committee (SMC). The activities of Education and Literacy Program begin with the respective community assessment which gives complete information in terms of social values, norms, literacy level, educational facilities etc. To ensure community participation in program activities, local Community Based Organizations (CBOs) / School Management Committees (SMCs) are formed/ strengthened to meet HANDS’ ultimate goal of community development. Following are the Best Practice Models of HANDS Education and Literacy program:

Best Practice Service Models

Model-1

Parwarish Markaz

This model focuses on children, of 2-4 years age, who need opportunities and stimulation for physical, mental and intellectual development. Parwarish Markaz (PM) is a village/community based intervention setup to strengthen the parental skills and provide them support to take care of their young children.

Objective:
The objectives of Parwarish Markaz (PM) are to:

- Provide access and integrated services for optimal development of children under 4 years of age.
- Provide learning opportunities to children of 2-4 years regarding preparation for formal pre-primary education.
- Increase awareness of mothers/caregivers regarding care and development of 2-4 years old children.
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Methodology:
- Identification/selection of target area/village
- Conduction of baseline survey
- Meeting with CBOs
- Identification of place for PM with support of CBO
- Recruitment of Parwarish Worker (PW) and Aya through CBO
- Orientation and training of Parwarish Worker (PW) and Aya
- Enrollment of children 2-4 years age
- Provision of learning material, furniture, stationary, MIS, weighing scale etc. to PM
- Launching / Inauguration of PM
- Conduction class sessions.
- Periodic Health awareness sessions for mothers of enrolled children.
- Establishment of learning corners
- On job sessions with PW
- Assessment of enrolled children
- Monitoring and supervision by staff

Achievements:
HANDS has established Parwarish Markaz in district Hyderabad, Matiari, Karachi (Rural) and Badin. Till date 51 Parwarish Markaz have been established and 51 Parwarish Workers have been trained with total enrollment of 1367 children, including 904 girls and 463 boys.

Early Childhood Development

The Early Childhood Development (ECD) Program seeks to ensure a good start in life for young children, especially for poor and underprivileged children aged 3-8 years. The overall goal of the program is to incorporate and institutionalize a range of replicable support for children's overall development as confident, capable, creative and caring people. HANDS integrated community development model comprises of teachers' training on ECD, training of Traditional Birth Attendants (TBA), training of LHW in ECD Program, health education of the community, referral strategy and safe learning environment for the children in ECD.

Objectives:
The objectives of ECD model are to:
- Improve confidence and creativity of target group.
- Improve social and emotional behavior of children.
- Improve access and quality of teaching and learning.
- Decrease dropout rates and grade repetition.
- Increase timely school enrollment.
- Increase school completion rates.
- Improve parent-child relationship.

Methodology:
- MoU and Orientation of District Government / Education Department officials
- Identification of target area/schools
- School screening and baseline
- Strengthening & training of SMC/CBO
- Hiring/recruitment and training of community teacher on Early Childhood Development (ECD)
- Training of LHW / TBA on ECD, health and hygiene
- Development of learning corners in school and community
- ECD session with community members
- Growth monitoring of children of ECD class
- Referral of malnourished children
- Provision of swings/development of play area
- School development plan
- Organize co-curricular child friendly activities
- Color and paint of school
Education and Literacy Program

- Provision of material
- Regular meetings with SMC/CBO
- Monitoring and supervision
- Annual exam/assessment of enrolled students
- Periodical progress reports

Achievement:
- Established 5,442 ECD classes in 1,814 Government schools of Sindh.
- Trained 5,442 Government teachers on ECD
- Trained 1,814 SMCs on school management and prepared school development and improvement plans
- Established play area in 1,814 schools
- Provided Supplementary Teaching and Learning Material (STLM) for class one and two to 1,814 government primary schools through SBEP-SRP program.
- Trained 5,442 government primary school teachers of class one and two on "Reading Skill Development".
- Collected data of teachers and students from 1,814 government primary schools through SBEP-SRP program.
- Provided support to Mir Masoom Shah Library at Sukkur, regarding develop reading habits in parents and students (with focus of early grades students)

Achievement:
Overall 605 ALCs have been established and 605 ALC teachers trained. Total 26,910 learners have been enrolled in the ALCs.

Model-4

Health Action School (HAS)
The Health Action School (HAS) model was initiated in public sector schools using the Child-to-Child (CtC) approach in February 2006.

Model-3

Adult Literacy Centre (ALC)

Through this model HANDS Education and Literacy Program provides optimal opportunities to illiterate adults. The model not only provides literacy but has linked literacy with skill development. The age group for the learner in this model is from 15 to 35 years. Adult literacy centers are established in the villages where special attention is needed.

Objectives:
The objectives of establishing adult literacy centres are to:
- Increase literacy rate in Pakistan (especially of women in rural areas).
- Create learning environment in families.
- Raise awareness of the families about the importance of literacy.

Methodology:
- Identification of area/village
- Baseline of area/village

Objectives:
The objectives of the HAS model are to:
- Work towards a healthy environment for school and the community.
- Promote healthy environment using CtC approach.
- Educate primary school children (5-12 years) in health and hygiene for their development as hygiene advocate.
- Achieve positive changes in children's personal health, environment, families and communities.

Methodology:
- MoU signing at district level.
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- Development of Annual Implementation Plan (AIP) and Annual Financial Plan (AFP).
- Orientation of District Government Officials.
- Identification/selection of schools.
- School screening and finalization.
- Identification of teachers.
- Training of teachers on HAS.
- Conducting HAS sessions in school.
- Regular monitoring visits and meetings with teachers and SMCs.
- Monthly Program Review.

Achievements:
The Health Action School service model has been applied in 220 schools. A total of 28,775 students have been benefited through these schools in previous years. 861 male and female teachers have also been trained in this model.

Model-5

School Health Screening

The focus of this model is to, "Improve children's learning capacity by paying attention to their health, nutritional status and emotional well-being".

![Health screening of a student](image)

Objectives:
The objectives of this model are to:
- Detect primary impairments at school level.
- Conduct de-worming and develop health monitoring mechanism at schools.
- Promote child friendly learning environment and develop sustainable linkages with departments of education, health, social welfare and local Government.
- Promote clean and protective environment for children, inclusive of eliminating corporal punishment.

Methodology:
- Development of AIP and AFP
- MoU signing at district level
- Orientation of district Government officials
- Identification/selection of schools
- School screening and finalization
- Identification of health providers from Government health facilities
- Trained HCPs on health issues of the children of class I to V
- Develop and place referral strategy
- Health screening of students
- Referral of screened students for treatment.
- Regular monthly meeting with EDO Education, EDO Health and EDO CDD for coordination
- Networking meetings with in charges of Health facilities
- Conduction of De-worming of students
- Students' data feeding, cleaning, analysis and report development
- Advocacy and dissemination seminars at district and provincial level
- Regular monitoring visits and meetings with teachers and SMCs
- Monthly report and quarterly program review

Achievements:
During the preceding years 568 model schools have been developed in the School Health Screening model. The number of students enrolled in these schools were 42000. The personnel trained for this model included 568 teachers, 57 health care providers and 30 Government officials (In charges).

Model-6

School Nutrition Program

The School Nutrition Program is a multi-faceted model addressing the nutrition and education of primary school age girls. This model was initiated to focus
Education and Literacy Program

vulnerable girls in school who suffer serious health problems and poor school attendance due to malnutrition.

Objectives:
The objective of this model are to:
- Improve nutritional status of girls in primary schools and community.
- Increase girls enrollment up to 100%.
- Reduce dropout ratio.
- Organize local communities.

Methodology:
- Development of AIP and AFP
- MoU signing at district level
- Orientation of District Government officials
- Identification/selection of schools
- School screening and finalization
- Formation of SMCs and transfer of funds to SMCs.
- Provision of freshly cooked food in schools
- Growth monitoring (height and weight) of students
- Health education session with community on nutrition and balanced diet
- Develop and maintain MIS at school and community level
- Training of teachers and CBO members
- Regular meeting with teachers and CBO/SMC members
- Conducting monitoring field visit and on-job sessions
- Monthly progress report and quarterly program review

Achievements:
School Nutrition model has been applied in 346 schools in target areas. The other accomplishment of this model include opening of bank accounts of 346 schools, training of 508 teachers and 10 master trainers. Monitoring of height and weight of 50,000 students was done and same number were also provided food.

Department before intervening in schools and improves quality of education through training of teachers and School Management Committees. School starts with pre-primary class that focuses on Early Childhood Development. Infrastructure is ensured with provision of basic facilities like water, electricity, separate bathroom for girls and boys, furniture and safe play areas.

Objectives:
The objectives of this model are to:
- Provide and promote primary education for girls/boys in underprivileged areas.
- Increase the access and improve the quality of teaching/learning in community-based primary schools.
- Build the capacity and commitment of parents towards their child’s education.
- Involve Parents Education Board (PEB) for the sustainability of schools.

Methodology:
The following methodology is adopted to improve the quality education:
- Identification of area/village
- Identification and finalization of place for school (3-4 rooms building).
- Baseline of school
- Formation / Strengthening of PEB/CBO.
- Account opening of PEB/CBO and transfer of funds for school construction.
- Hiring/recruitment of teacher
- Training of teachers/PEB/CBO members
- Enrollment campaign for learner.
- Conduction of regular monthly on-job sessions for teachers.

Model-7

Adopt a School (Public Private Partnership)

This model is for the population, where government school is available but is non-functional in terms of poor infrastructure or non-availability of quality education. HANDS signs MoU with philanthropists / donors and District Government / Education
• Arrangement of inter exchange exposure visits of PEB, teachers, head teachers and district Government/ Education Department officials.
• Screening of children for malnutrition and other health impairments.
• Provision of food supplement on alternate days through PEB.
• Provision of financial subsidy to PEB for school equipments / material, furniture and teachers' salary. The financial subsidy is in two forms of vouchers, one is Enrollment Subsidy Voucher (ESV) and the other is Attendance Bonus (AB) voucher.
• Color of school and provision of equipments / material
• Regular meetings with PEB/CBOs
• Monthly monitoring/supervision visits
• Registration of school to be upgraded from primary to middle and then secondary.
• Establishment of school endowment fund for sustainability.
• Investment of endowment fund for income of school for its expenses.
• Annual exam/assessment of enrolled children
• Periodical reports

Achievements:
Overall 2,647 schools have been adopted under this model, more than 0.31 million students and nearly 8,499 teachers have been benefited through this model. The material supplied to the school included stationary, teaching material and bag including school renovation.

Recently HANDS has signed an MoU with IRD for implementing Sindh Community Mobilization Program (SCMP) funded by USAID. In the year 2015, total 300 government schools were benefited through CMP program. The important achievements of program are as per following:

• Formation/Re-Formation of SMCs/Sub-Committees in 300 schools.
• Trained 1,500 members of SMCs/Sub-Committees on School Development Plans of 300 schools.
• "School Annual Day" Celebrated in 300 schools and provided prizes and gifts to 38,700 students.
• Conducted 67 enrolment campaigns for enrollment of students.
• Organized "Hand washing day" in 10 Talukas / Clusters of 05 Districts of Sindh (including 03-Towns of Karachi)

HANDS Academy

The HANDS Academy Model is for the population, where government school is not available or non functional in terms of infrastructure or availability of quality education. HANDS signs MoU with philanthropists/donors and District Government/ Education Department before intervening in schools and improves quality of education through training of teachers and School Management Committees. School starts with pre-primary class that focuses on Early Childhood Development. Infrastructure is ensured with provision of basic facilities like water, electricity, separate bathroom for girls & boys, furniture and safe play areas etc.

Objectives:
The objectives of this model are to:
• Provide and promote primary education for girls/ boys in underprivileged areas.
• Increase the access and improve the quality of teaching/learning in community based primary schools.
• Build the capacity and commitment of Parents towards their child's education.
• Involve Parents Education Board (PEB) for the sustainability of schools.

Methodology:
• Identification of area/village
• Identification and finalization of place for school (Minimum 3-4 rooms building).

HANDS Academy - Class in progress

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- Sign MoU with concerned education department / Institution / Organization / owner of school.
- Baseline and screening of school
- Formation / Stren-gthening of SMC/ Parent Education Board/CBO.
- Account opening of PEB/CBO
- Infrastructure development of school building (Color & paint etc) if needed
- Hiring/recruitment of teachers
- Training of teachers and SMC/PEB/CBO members
- Provision of furniture, equipment, teaching & learning material
- Enrollment campaign.
- Screening of children for malnutrition and other health impairments.
- Conduction of on-job sessions for teachers.
- Arrangement of inter exchange exposure visits of SMC/PEB/CBO, teachers, head teachers and district Government / Education Department officials.
- Regular meetings with SMC/PEB/CBOs
- Monthly monitoring/ supervision visits
- Bi- Annual & Annual assessment of students.
- Periodical reports
- Registration of school for up gradation from primary to Middle and Secondary level (if required).

Achievements:
Total 78 HANDS Academies have been established and 2,340 students have been benefited through this model. 78 teachers are trained on ECE and different subjects (e.g: Math, English and Science). Total 78 CBOs/SMCs are trained on school management, record keeping, monitoring and social mobilization etc.

Best Practice Training Models

Model-9

Life Skill Based Education Training (LSBE)

This model introduces Life Skill Based Education (LSBE) in secondary schools. In this model, the teachers are trained regarding self-awareness, self-confidence, self-esteem, understanding the emotions and the link between emotions and behavior, protecting health, prevention from drugs, effective communication, decision making, peer pressure and friendship.

Objectives:
The objectives of this model are to:
- Educate adolescent boys and girls regarding life skills.
- Facilitate and empower young people to make healthy choices and right decisions in their life.
- Create an enabling and conducive environment for young people to practice healthy choices.
- Enable adolescent boys and girls to become physically and mentally healthy adults.

Training Contents:
- Introduction of Life Skill Based Education (LSBE)
- Self-awareness
- Self values
- Self-confidence
- Self-esteem
- Understanding the emotions and the link between emotions and behavior
- Protecting health
- Prevention from drugs
- Effective communication
- Understanding risk
- Decision making
- Adjusting with family life
- Peer pressure and friendship
- Understanding gender

Methodology:
Group work, individual work, pair work, presentations, role play, lectures, demonstrations etc.

Achievements:
Life Skill Based Education training model has been applied in total 153 schools and 9486 girl students, 17254 boys students and 153 teachers have also been trained.

Model-10

Family Reading Program

This five day advance adult literacy training package is designed for adult learning (15-35 age group). Family Reading model supports adults to develop their life skills. This support learners to generate their income. This training also focuses on Mother and Child healthcare.

Objectives:
The objectives of this model are to:
- Increase basic literacy of target group.
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- Support adults to develop life skills.
- Enhance the knowledge of learners about health.

Training Contents:
- Introduction of family Reading Program (FRP)
- Responsibilities of Mentor
- Development of picture booklets
- Development of wall Newspapers
- Candle making
- Tie and dye
- Mehndi
- Mother and Child Healthcare

Methodology:
Group work, individual work, pair work, presentations, role play, lectures and demonstrations etc.

Training Duration:
04 days

Achievements:
01 training was conducted with 03 participants. A total of 90 learners have been benefitted through this model in previous years.

Model-12

Multi-grade Teaching

This training model is designed to meet the requirements of the head teachers (Principals) to make their schools as effective as possible for attendance and learning of the students. This course includes Classroom Management, School Management, Health and Hygiene, ensuring attendance and reducing drop out, community involvement, celebration of School Day in the overall Child Rights perspective.

Objectives:
The objectives of this model are to:
- Introduce the head teachers (Principals) about child rights for education, barriers to enrollment, effective classroom management in multi-grade situation and importance of food for education program in increasing/maintaining school enrolment.
- Train head teachers in effective utilization of teaching and learning material in classrooms and schools.

Training Content:
- Effective classroom management in multi-grade situation
- Child rights
- Effective utilization of teaching and learning material
- Health and hygiene
- School management
- Effective school documentation
- Budgeting and record keeping

Methodology:
Group work, individual work, pair work, presentations, role plays, demonstrations and discussions etc.

Training Duration:
06 days

Achievement:
Overall 31 trainings have been conducted and 605 Participants were trained during previous years.

Model-11

Adult Literacy Training (ALT)

Adult Literacy Training model aims to increase literacy rate in the target community and enable them to deal with their daily issues in a disciplined manner. This model links adult literacy with skill development.

Objective:
The objectives of this model are to:
- Raise awareness of communities about the importance of literacy.
- Increase the knowledge of ALC teacher regarding formal and informal education.
- Enhance the capacity of teachers to teach and manage the adult students.

Training Content:
- Importance of literacy
- Formal and informal education
- Dealing with adult learner
- Phonetic method
- Shapes of alphabet/letter
- Literacy code

Methodology:
Group work, individual work, pair work, presentations, role plays, lectures and demonstrations etc.
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### Model-13

**Art and Craft Training**

This training model focuses on skills and techniques to understand methodology to teach students with innovation and creativity through painting and designing. Through this training, teachers are able to use low cost teaching and learning material in their classrooms. These craft projects use materials found around the house, like egg cartons, cardboard, paper, boxes, string, crayons, paint, glue, etc. Arts and crafts activities provide hours of fun and learning for students. Each design is objective based & while making and designing students learn new things.

**Objective:**
The objectives of this model are to:
- Provide skills and techniques to learners for replacing art and craft method in classrooms.
- Understand and gain knowledge to teach students regarding the innovation and creativity.
- Develop skills of students in painting and designing.

**Training Content:**
- Introduction of art
- Importance of art
- Stick puppet
- Collage work
- Different methods of printing and painting
- Bubble printing, Thumb printing, Hand printing
- Leaf printing, Paper printing, Vegetable printing, Spray printing
- Clay model
- Origami
- Setting of learning corners

**Methodology:**
Group work, individual work, pair work, presentations, role plays, painting and exhibition, demonstrations, discussions etc.

**Training Duration:**
04 days.

**Achievement:**
15 trainings were conducted and 385 participants were trained during preceding years.

### Model-14

**Early Childhood Education and Development (ECD) Training**

This training model of ECD is designed to focus on learning needs of community teachers regarding factors affecting the growth and development of children.

**Objectives:**
The objectives of this model are to:
- Learn about factors affecting growth and development of child.
- Understand the different teaching methodologies.
- Enhance the knowledge of participants about ECE.
- To develop curriculum and ECE educational material.
- To enhance the knowledge about daily diary and daily routine.

**Training Content:**
- Inaugural Session
- Child Growth and Development
- Learning Process
- Development and learning aspects
- Educational Literature
- Classroom Management
- Daily routines

**Methodology:**
It includes group work, individual work, presentations, role plays, puppet presentation, lectures, demonstrations etc.

**Training Duration:**
09 days.

**Achievements:**
Overall 81 trainings have been conducted in this model and 987 community teachers have been trained in these trainings. A total of 309 trainings have been conducted for Government teachers and 1,904 Government teachers have been trained.

### Model-15

**Health Action School Training**

This training model focuses on training of teachers to learn about Child-to-Child (CtC) approach for promotion of health and hygiene messages through school children.
Objectives:
The objectives of this model are to:
- Develop the skills of teachers to promote health in their school.
- Understand the importance of children’s participation.
- Learn about CiC approach.
- Prioritize and prepare lesson plans on selected health issues.

Training Content:
- Sharing of training objectives
- Health and its importance in schools
- Activity based/interesting teaching methods
- Clean hands
- Safe drinking water
- Balanced diet
- Malaria
- Diarrhea
- Harms of drugs

Methodology:
The methodology includes group work, individual work, pair work, presentations, role plays/drama, puppet show, demonstrations, discussions etc.

Training Duration:
05 days/45-hrs.

Achievement:
51 trainings have been conducted for government School teachers and 1,252 teachers were trained.

Case Studies

Impact of Continuous Community Mobilization

Behavior change in deep rooted social norm and practices can only be achieved through consistent and effective mobilization and empowerment

HANDS Community Mobilization Program (CMP) in January 2014 initiated its intervention, under Sindh Base Education Program (SBEP), in remote communities by bringing all local stakeholders together to raise awareness about education. Initially it was difficult to bring everyone on board on the agenda of education, especially for girls. Majority of the villages belong to Chandio, Brohi and Baloch tribes who were reluctant to allow their women to participate in community meetings and trainings. These tribes were also not willing to send their girls to schools. However consistent efforts of HANDS CMP team, capacity building of SMCs, engaging community through enrollment campaign, annual schools days and most importantly the cooperation of social activists, like Late Abdul Rasool have been instrumental in behavioral changes. Which eventually resulted in increased enrollment and meaningful participation.

It is a common perception that poverty is the hindering cause of many areas of human development. It is true in often cases but there are other aspects which cannot be ignored, like gender based discrimination, rigid community practices to limit girls’ access to education, lack of attention toward the children and low or no accountability of public institutions, which hinder in achieving the developmental goals. A small village Budhani with 300 household at UC Muhammad

Ms. Shahida newly enrolled girl receiving flask from late Abdul Rasool, a prominent community activist during World Environmental Day at GGPS village Budhani Distt: Jacobabad

“My dream of getting education wouldn’t have accomplished, if Chacha Abdul Rasool [a local word for uncle] hadn’t mobilized my parents to enroll me. I am exultant that now I shall also be studying like other girls of my age.”

Shahida D/o Wazir Husain, 8 years old girl, newly enrolled in GGPS Budhani during academic year 2015-2016
Purodho, Taluka Garhi Khairo, District Jacobabad was also dealing with such issues. Despite having separate GBPS schools for boys and GGPS for girls, there was significant number of school age children who were either out of school or though enrolled but remained absent. Inactive SMC and teachers’ truancy were some of the indication that education was the least area of priority for inhabitants of village Budhani.

Gradually with the consistent efforts of HANDS SCMP Team, the community members are demonstrating their involvement by collaborating in World Environment Day celebration and allowing women to participate in HANDS CMP’s events. Some of the concrete results of this collective effort are increased enrollment, active female participation, cash and in-kind contribution for books, uniform and water cooler for school. Taluka Education Officer appreciated the community’s positive attitude towards girls’ education. Head teachers of GGPS and GBPS are mobilizing community and striving to enroll every child in the school.

**Nobody who ever gave his best regretted it**

**Happiness is a choice that requires effort at times, self-satisfaction and eager to strive for betterment is trait of great people as Mr. Zulfiqar Ali Shah posses**

Government Boys Primary School Ghauspur is one the high-quality school of HANDS Community Mobilization Program (CMP), having very sincere and enthusiast teachers and committed head teacher with dedication and self-realization. Often, HANDS CMP Kashmore team wants to organize activities to sensitize the community and increase the interest level of community and children, consistently GBPS Ghauspur wins the race and already organizes such activities. Due to HANDS CMP Team’s mobilization, Head Teacher Syed Zulfiqar Ali Shah and his team always work hard for the betterment of education and for this purpose devises new activities.

Recently, budget was released by Sindh Education and Literacy Department for schools but due to some reasons no school received it. While some of schools got a little of that budget which was released after new notification of merging school system.

To make the authorities realize, Head teacher carried out the beautification and construction work from his own pocket. Saplings have been planted and piled. 3 new washrooms have been constructed for the students along with 3 toilets, while 3 washrooms also have been functionalized which were in bad condition. Also a new hand pump have also been installed.

When HANDS CMP team met with the Head Teacher he eagerly told that high ups are reluctant and never support those schools which have potential, where enrollment is very high and teachers are dedicated to their duties but they focus only on those schools which are constructed for their benefits. He said that “I don’t wait for the grant of education department but always strive to beautify my school and carry out those activities which increase the interest level of parents and children”. He further said that "recently I have got new washrooms, toilets constructed and installed hand pump for the students of my school but yet no concerned official came even to tap my shoulder". He said that he did not go to official's for the assistance. He said that his teachers always come along shoulder by shoulder and always supported his decision. He felt gratitude for the intervention of HANDS CMP and said that he doesn’t feel lonely because of HANDS CMP team as it is supporting morally and also assisted whenever needed.
Little Drops Makes an Ocean

Meaningful participation and in-kind contribution from community can amplify the progress of success

GBES Khan Muhammad is neighboring school of a SBEP constructed school; therefore HANDS CMP team started working for education and school issues. In order to raise awareness, HANDS CMP team engaged and worked with the local stakeholders to improve infrastructure, facilities and quality of education in SCMP targeted Schools.

The HANDS CMP team’s efforts included program introduction, formation of committees at community level to sensitize regarding the healthy and productive outcomes for their children and exploring the local resources for the betterment of education. It is a fact, that when any individual or community takes ownership of their issues and invest time for positive change then they can expect encouraging results. GBES Khan Muhammad is situated in poor and backward area of sector 7D Surjani UC 6 Maimarabad in Gadap town Karachi. There are so many basic problems in Govt. schools which need to be resolved. But Govt. has insufficient budget to solve these problems in time. Therefore, the education and teaching process suffer. Thus the education department and SMC of school cannot provide neat and clean educational environment.

Majority of the inhabitants of the area are surviving on daily wages of a labor, earning is less than necessity for them and for their children. Most of the people of area are interested in their children's education but unfortunately school has no more resources except SMC fund to resolve the very basic needs of school.

As the result of regular mobilization for contribution from the local resources, HANDS CMP team encouraged community to donate in-kind or in-cash. During this activity, HANDS CMP team met with Mr. Asad Khan, Mr. Shahabuddin and Mr. Aslam Qaimkhani for contribution.

Mr. Asad Khan donated Rs.9000, Mr. Shahabuddin Rs.9000 and Mr. Aslam Qaimkhani Rs.27,000 for school maintenance.

These gentlemen totally contributed Rs.45,000 for school white wash, color, repairing of black boards, flag foundation, umbrella for watchman, class room tags, wall paintings and Hygiene messages.

School attractive look is also a part of mobilization in education

"First I think this is Govt. school for our children but now we feel this is our school for our own children."

Mohammad, Aslam Qaimkhani.

This gesture of generosity will certainly bring lasting impact in the lives of children.