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INDUS EARTH TRUST

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PROJECT COMPLETION REPORT

Retrofitting of the Primary Schools, District Thatta, Sindh

Restoring Social Services and climate Resilience Project



Development with Dignity

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Project Completion Report

Retrofitting of the Primary Schools, District Thatta, Sindh

Report Submitted to

Secretary
School Education and Literacy Department
Government of Sindh

Report Submitted by

Aijaz Ali Abro
Chief Executive Officer

IET
INDUS EARTH TRUST

Silver Square 402. 33rd Street, Tauheed Commercial Area, DHA Phase 5 Karachi, 75500

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ABBREVIATION

IET	**Indus Earth Trust**
PPAF	**Pakistan Poverty Alleviation Fund**
RSS&CR	**Restoring Social Services and Climate Resilience**
SBDRM	**School-Based Disaster Risk Management**
SMCs	**School Management Committees**
DRR	**Disaster Risk Reduction**
SDGs	**Sustainable Development Goals**
FGDs	**Focus Group Discussion**
VOs	**Village Organizations**
PRA	**Participatory Rural Appraisal**
SECs	**Students' Environmental Clubs**
SIPs	**School Improvement Plans**
PWDs	**Persons with Disabilities**

VISION

Development with Dignity

ترقی عزت اور وقار کے ساتھ

IET believes in a consultative spirit wherein needs assessment is done through inclusive community engagement, and solutions are sought and agreed upon by consensus and implemented through a consultative process. This embodies a ‘Trickle-up’ approach.

MISSION STATEMENT

IET’s mission is to facilitate a movement to raise living standards by enhancing socio-economic conditions through an integrated development approach, in sync with the SDG targets so human needs and the ecosys- tem, biodiversity can coexist without conflict. Cognizant of the peril climate change poses, IET focuses on enhancing adaptive skills of the frontline communities to reduce their risks of vulnerability.

Message from the CEO

It gives me immense pride and satisfaction to present the Completion Report for the "Retrofitting of Six Primary Schools in Domani and Tando Hafiz Shah Union Councils, District Thatta," executed under our benchmark project Restoring Social Services & Climate Resilience (RSS&CR).

Rural coastal communities across Sindh continue to bear the frontline impacts of climate change, natural hazards, and decaying infrastructure. Primary education facilities the bedrock of future generations have long suffered from infrastructural damage, energy poverty, and inadequate WASH (Water, Sanitation, and Hygiene) facilities, disproportionately affecting young girls and vulnerable students.

Through our strategic partnership with the **Pakistan Poverty Alleviation Fund (PPAF)** and close coordination with the **School Education & Literacy Department, Government of Sindh**, Indus Earth Trust (IET) has successfully retrofitted six primary schools and formally handed over to DEO – Education District, Thatta

This milestone reflects the dedication of IET field teams, project engineers, and community partners in Thatta, along with the unwavering trust of **PPAF** and the **Government of Sindh**. By converting vulnerable structures into safe, climate-resilient hubs of learning, we are protecting our children's present and securing their future.

Indus Earth Trust remains deeply committed to advancing sustainable development, climate adaptation, and rural empowerment across Sindh and Baluchistan.

Best Wishes



Aijaz Ali Abro
Chief Executive Officer
Indus Earth Trust (IET)

Executive Summary

Indus Earth Trust is implementing the "Restoring of Social Services and Climate Resilience" project in Domani and Tando Hafiz Shah Union Councils, District Thatta, Sindh, with the financial support of Pakistan Poverty Alleviation Fund (PPAF). The project aims to restore social services infra- structure such as schools, dispensaries, water supply and sanitation schemes, water channels, and flood protection. Another goal of the project is to train and improve local community-based and village organizations, as well as to identify community resource persons (CRPs) among the village organizations.

One of the major components of the RSS&CR project is restoring educational services including, the Retrofitting of Primary Schools Project in Union Council Domani and Tando Hafiz Shah, District Thatta, was successfully implemented to enhance the structural safety, learning environment, and resilience of selected public primary schools. The initiative aimed to ensure that educational infrastructure meets safety standards, particularly in areas vulnerable to natural hazards such as floods and earthquakes, while creating conducive conditions for effective teaching and learning.

The “Retrofitting of Primary Schools in District Thatta” project aimed to improve access to quality education by restoring safe and functional learning environments in flood-affected and dilapidated public primary schools. The project successfully rehabilitated **6 schools**, benefitting approximately **1000 students (40% girls)** and **10 teachers**.

Key interventions included structural repairs, installation of WASH facilities, and provision of school furniture, boundary walls, provide the electricity through solar system, and the implementation of disaster-resilient construction standards. The project was completed within the approved budget and timeframe, with strong community participation and coordination with the Education Department, Government of Sindh.

Tando Hafiz Shah and Domani union councils are being highly vulnerable to floods, cyclones, and other climatic hazards, faces significant challenges in ensuring the safety of schoolchildren and continuity of education during disasters. In response, the SBDRM awareness sessions were organized as part of the broader effort to build community-based disaster resilience through education and capacity development.

The awareness sessions focused on educating students, teachers, School Management Committees (SMCs), and community members on practical disaster preparedness, early warning systems, and school-level response planning. The school-Based Disaster Risk Management (SBDRM) Awareness Sessions conducted across the schools of Union Councils Domani and Tando Hafiz Shah, District Thatta, were implemented to strengthen the preparedness, awareness, and resilience of school communities to natural and human-induced hazards. The initiative aimed to promote a culture of safety, enhance local capacity for disaster response, and ensure that schools serve as safe learning and evacuation spaces during emergencies.

1. Situation Analysis

District Thatta, located along the coastal belt of Sindh province, is highly vulnerable to the impacts of climate change and natural hazards such as floods, cyclones, sea intrusion, and heat waves. The district's geographical location and socio-economic conditions make it one of the most climate-sensitive regions in Pakistan. Over the past decade, frequent flooding and sea intrusion have led to the displacement of communities, damage to educational infrastructure, and disruption of children's learning continuity.

Climate-induced disasters have repeatedly destroyed school buildings, furniture, and teaching materials, forcing children to study in unsafe or temporary learning spaces. Many schools in low-lying areas of Thatta are often submerged during monsoon and tidal floods, resulting in prolonged closures. The lack of resilient school buildings further increases the risk of physical harm to students and teachers during disasters.

Beyond physical damage, climate change also affects children's health, attendance, and overall well-being. Extreme heat and poor sanitation conditions discourage regular attendance, particularly among girls. Displacement caused by floods or erosion often forces families to migrate, leading to high dropout rates and loss of access to education. Moreover, economic hardship following disasters compels many children to engage in labor instead of returning to school.

Many schools in District Thatta are insufficiently aware of, resourced for, or practiced in School-Based Disaster Risk Management (SBDRM). That lack of awareness reduces preparedness, raises the risk of injury and infrastructure loss during floods, cyclones, sea-intrusion and heat extremes, and causes long interruptions to learning. The problem is multi-dimensional: limited teacher training, few school disaster plans, weak links between schools and community early-warning/response systems, and sociocultural and resource barriers that particularly affect girls and children with disabilities.

The cumulative effect of these challenges undermines educational outcomes and deepens existing inequalities in access to quality education. Strengthening school-based disaster risk management (SBDRM), improving infrastructure resilience, and integrating climate change adaptation into the education sector are essential to safeguard learning and ensure the continuity of education for all children in District Thatta.

In District Thatta, School Management Committees (SMCs) play a critical role in ensuring school governance, maintenance, and community participation. However, their involvement in School-Based Disaster Risk Management (SBDRM) remains limited or largely absent. Despite Thatta's high exposure to floods, cyclones, sea intrusion, and heat waves, SMCs often lack the knowledge, capacity, and resources to plan and implement measures that safeguard students, teachers, and infrastructure during disasters.

2. Introduction

The Restoring Social Services and Climate Resilience (RSS&CR) project is a major national initiative launched by the Pakistan Poverty Alleviation Fund (PPAF) in partnership with civil society organizations, community institutions, and local governments. The project is designed as a post-flood recovery and resilience program to address the widespread damage caused by the 2022 floods and to strengthen communities' capacity to withstand future climate shocks.

The 2022 floods were among the most catastrophic disasters in Pakistan's history, submerging one-third of the country and disrupting essential social services particularly in education, health, water, and sanitation sectors. The floods disproportionately affected poor and vulnerable populations, especially women, children, and persons with disabilities. Recognizing the urgent need for restoring essential services and building climate resilience, PPAF initiated the RSS&CR project under its mandate to promote inclusive development and sustainable livelihoods.

Indus Earth Trust awarded the project "Restoring the Social Services and Climate Resilience" in the union councils of Domani and Tando Hafiz Shah, district Thatta. The Retrofitting of Schools in Domani and Tando Hafiz Shah Union Councils is a flagship initiative under the "Restoring Social Services and Climate Resilience (RSS&CR)". The goal of the RSS&CR project was to restore the educational facilities along with all necessary components, such as retrofitting the school building, building a boundary wall, installing a solar system, installing WASH facilities (safe drinking water), building toilets with suitable sewage draining systems, furniture, school bags and planting trees.

This initiative aims to restore access to quality education by rehabilitating and strengthening school infrastructure to withstand future natural hazards, while promoting school-based resilience and disaster preparedness among students, teachers, and local committees. School-Based Disaster Risk Management (SBDRM) sessions conducted with students, teachers, and parents to build awareness on climate risks, early warning, and emergency response. Child-friendly DRR awareness sessions focusing on evacuation, first aid, and safe behavior during emergencies.

3. Project Objectives

- Rehabilitate flood-affected school infrastructure to ensure safe, inclusive, and resilient learning facilities.
- Conduct the awareness sessions on School-based disaster risk management CBDRM at schools.
- Solarized the Schools and provide the furniture for the students
- Restore WASH facilities separate for the girl's students in the schools' facilities.
- Revitalization and strengthen the capacity of School Management Committees (SMCs**)** for maintenance, safety, and community participation.
- Formation of the Environmental clubs at the schools

4. Project Location

District Thatta's education profile shows a total literacy rate of 26.88%, with a higher rate for males (33.23%) than females (20.12%). The district has a high number of schools, but a significant portion are temporary or dysfunctional overall literacy is low. There are overall 2,826 classrooms in the district. Primary schools have 2,186 classrooms, which accounts for 77.3 percent of the total classrooms in the district. There are 173 classrooms at middle, 235 secondary, and 59 higher secondary education level respectively. There are 1,410 classrooms for boys, 612 classrooms for girls and 804 classrooms for coeducation in the district. There are 831 one-classroom schools, which accounts for 56.5 percent of the total schools. Then are 404 two-classroom schools, which account for 27.4 percent of the total schools. However, it is pertinent to mention that around 1.9 percent of the total schools are functioning without a single classroom or are shelter-less schools.



4.1 Domani Union Council: Domani UC is flood affected in 2022 devastating floods damaged the social services including education facilities. Domani UC located district and taluka Thatta lies at latitude 24.60361° N, longitude 67.87583° E.

4.2 Tando Hafiz Shah Union Council: Tando Hafiz Shah UC is top most flood affected in 2022 devastating floods damaged the social services including education facilities. Tando Hafiz Shah UC located district and taluka Thatta lies at latitude 25.17465° N, 68.31019° E, Hazard & disaster vulnerability: The area has been subject to flood/submergence risk. For example, in 2010 a news report states “Tando Hafiz Shah" comprising 1,600 huts/houses and a population of 5,000, was submerged by the Indus waters.”

4.3 Targets

District	Union Council	Village Name	Type of School	GPS Coordinates
Thatta	Domani	Charan Memon	Primary Girl's School	N. 24.61721 E. 67.88772
	Domani	Imam Bux Burfat	Primary Boy's School	N. 24.63235 E. 67.89927
	Domani	Yousaf Shoro	Primary Boy's School	N. 24.68248 E. 67.85269
	Tando Hafiz Shah	Rajo Nizamani	Primary Girl's School	N. 25.8498 E. 68.1651
	Tando Hafiz Shah	Rawityoon	Primary Boys School	N. 25.0933 E. 68.1821
	Tando Hafiz Shah	Haji Muhammad Arbab Dall	Primary Boy's School	N. 25.9229 E. 68.19425

5. Project Scope

The scope of the project focuses on rehabilitating and retrofitting primary schools located in the Domani and Tando Hafiz Shah union councils of District Thatta, Sindh, which were severely affected by recurrent flooding and climate-related disasters. The intervention combines infrastructure strengthening with school-based disaster risk management to ensure that schools are safe, functional, and resilient to future natural hazards.

5.1 Retrofitting of the School Buildings: Retrofitting 6 schools including 2 girls' schools with facilitated of the Solar system installation for the electricity, provision of the safe drinking water, restore the WASH facilities separately for the girls' students, and provision of the furniture. The schools in the rural union councils of Domani and Tando Hafiz Shah are highly exposed to these hazards, often resulting in temporary closure, infrastructure damage, and learning disruption.

5.2 School-Based Disaster Risk Management SBDRM: To strengthen preparedness and ensure the safety of school children, the project implemented School-Based Disaster Risk Management (SBDRM) training sessions a key component under the "Restoring Social Services and Climate Resilience" project.

5.3 Students Environmental Clubs: Schools play a vital role in shaping environmental attitudes among children the future stewards of their communities. To nurture this sense of responsibility, the project established Students' Environmental Clubs (SECs) in primary and secondary schools across Domani and Tando Hafiz Shah Union Councils. These clubs serve as child-led platforms for promoting environmental stewardship, climate awareness, and sustainable school environments.

5.4 Tree Plantation: Tree plantation in schools is an effective environmental and educational activity that promotes ecological awareness, beautifies the school environment, and encourages lifelong habits of environmental stewardship among students and teachers. It aligns with national climate adaptation goals and supports local ecosystem restoration, particularly in vulnerable districts such as Thatta where deforestation, heat stress, and salinity are major challenges.

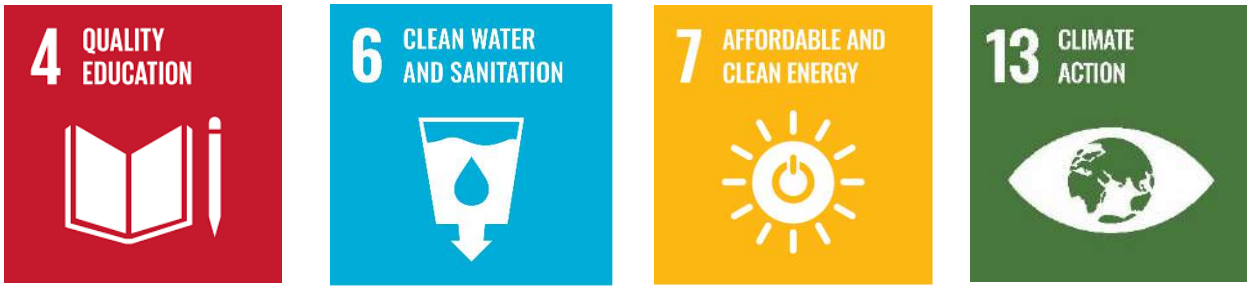
Component	Description	Target Achieved
Number of Schools Rehabilitated	Structural repairs, classrooms, roofs, plastering, paint, electrification	06
WASH Facilities	Toilets, hand washing stations, water tanks	06
Installation of Solar System	Solar Panels, Batteries, Sealing Fans, Water Motor	06
SBDRM Sessions	Students, Teachers, Parents, and Communities	46
Tree Plantation	Awareness, Activities, and responsibilities	300
Students' Environmental Clubs	Students' joint efforts at School, and Village	06
Furniture & Equipment	Student desks, teacher tables, blackboards	06
Boundary Walls / Gates	Security enhancement	06

6. Implementation Strategy

The Restoring Social Services and Climate Resilience Project by Indus Earth Trust (IET) adopts a community-centered, integrated, and climate-resilient approach to improve access to quality education, promote disaster preparedness, and enhance environmental sustainability in vulnerable coastal union councils of Thatta district. The approach integrates infrastructure improvement, capacity building, and community engagement to create climate-resilient educational and social systems.

The strategy aligns with national & International frameworks such as:

- Sindh School Safety and Disaster Preparedness Framework[1]
- National Climate Change Policy (2021)[2]
- Sustainable Development Goals (SDGs 4, 6, 7, and 13)



6.1 Focus Group Discussion FGDs:

As part of the Restoring Social Services and Climate Resilience Project, Indus Earth Trust (IET) conducted a series of Focus Group Discussions (FGDs) to gather qualitative insights on community perceptions, school safety, environmental awareness, and climate resilience. The FGDs aimed to ensure that community voices particularly those of communities, women, youth, PWDs, students, teachers, parents, and SMC members inform project implementation, sustainability, and future planning.

The FGDs demonstrated that the Restoring Social Services & Climate Resilience Project achieved tangible improvements in both infrastructure and awareness levels. Communities now recognize their schools as safe, resilient, and environmentally responsible learning spaces.

The discussions highlighted the importance of continuous engagement, capacity building, and sustainability mechanisms to preserve these achievements and further strengthen climate resilience in District Thatta.

6.2 Formation of Village organizations:

The coastal villages of District Thatta face recurring climate shocks such as floods, heavy rains, and sea intrusion, which affect education, livelihoods, and community well-being. Fragmented

[1] https://app.adpc.net/wp-content/uploads/2021/06/Pakistan-School-Safety-Framework.pdf

[2] https://www.mocc.gov.pk/SiteImage/Policy/NCCP%202021.pdf

community structures and limited coordination have often constrained effective response to these challenges.

To strengthen community ownership, collective decision-making, and sustainability, Indus Earth Trust (IET) facilitated the formation of Village Organizations (VOs) in all target villages under the Restoring Social Services & Climate Resilience Project. These VOs serve as grassroots platforms for coordination, local governance, and implementation of project activities related to school rehabilitation, disaster risk management, and environmental protection.

6.3 Key Person Interviews:

As part of the Baseline Survey for the Restoring Social Services & Climate Resilience project, Key Person Interviews (KPIs) were conducted to gain qualitative insights into the socio-economic and environmental conditions of the target communities. The KPIs complemented household surveys and focus group discussions (FGDs) by capturing the perspectives of individuals with specialized knowledge such as local officials of the education, health, public health engineering, forest, livestock, agriculture, local government representatives, disaster management officers, and community leaders on issues related to education, disaster resilience, social services, and environmental sustainability.

6.3.1 The KPIs aimed to achieve the following objectives:

- To collect context-specific qualitative information on education, infrastructure, and disaster preparedness in the target areas.
- To understand institutional perspectives on challenges and opportunities related to social service delivery.
- To assess existing coordination mechanisms between local government, schools, and community-based organizations.
- To identify gaps in disaster management, climate resilience, and infrastructure maintenance.
- To generate recommendations for effective implementation and sustainability of project interventions.

6.4 Village Development Planning:

Under the Restoring Social Services & Climate Resilience project, Indus Earth Trust (IET) adopted a community-driven approach to ensure that development interventions are responsive to local needs and priorities. The Village Development Planning (VDP) exercises were conducted to empower communities to analyze their own situation, identify needs, and set priorities for sustainable and climate-resilient development.

These exercises were carried out in collaboration with the Village Organizations (VOs), School Management Committees (SMCs), and local government representatives to foster ownership and ensure that the development actions align with district-level planning frameworks.

6.4.1 Village Development Planning Objectives:

- The main objectives of the Village Development Planning (VDP) exercises were:
- To engage communities in a participatory analysis of their socio-economic conditions.
- To identify and prioritize key development needs related to education, health, water, sanitation, livelihoods, and environment.
- To develop village-level development plans that can guide community action and attract external support.
- To integrate climate resilience, disaster preparedness, and gender inclusion in local planning.
- To strengthen the capacities of Village Organizations for collective decision-making and future project implementation.

The Village Development Planning Exercise has proven to be an effective participatory tool for empowering communities to take charge of their development journey. Through this process, villagers transitioned from beneficiaries to planners, actively shaping their own future. The resulting VDPs now serve as living documents guiding sustainable, inclusive, and climate-resilient community development in District Thatta.

6.5 Outcomes of VDP:

- 12 comprehensive Village Development Plans developed and endorsed by the communities.
- Strengthened ownership and local governance mechanisms through VOs.
- Enhanced community awareness on disaster preparedness and resilience planning.
- Fostered linkages between communities, schools, and local authorities.
- Enabled communities to advocate for inclusion in government development programs.
- Empowered women and youth to participate actively in planning and decision-making.

6.6 Process for VDP

The VDP exercise followed a **Participatory Rural Appraisal (PRA)** methodology, ensuring that all segments of the community men, women, youth, and marginalized groups had a voice in the process.

Stage	Activities Conducted	Tools/Approaches Used
Community Mobilization	Introductory meetings with communities and local leaders to explain the purpose and process of VDP.	Awareness sessions, community mapping
Data Collection	Participatory assessment of local resources, hazards, and services.	Social mapping, resource mapping, seasonal calendars
Problem Identification	Group discussions to identify key social, economic, and environmental challenges.	Focus Group Discussions (FGDs), Problem ranking
Prioritization of Needs	Ranking and consensus-building on priority interventions for the village.	Matrix ranking, pairwise comparison
Plan Development	Drafting of Village Development Plans with defined objectives, actions, and responsible persons.	Planning templates, community validation meetings
6. Validation and Approval	Plans presented to community assemblies and endorsed by VO and UC officials.	Public validation and documentation

6.7 Priority Needs

The VDP process highlighted several **common challenges and priorities** across villages.

Sector	Key Issues Identified	Community Priorities / Proposed Actions
Education	Damaged school buildings, lack of boundary walls, insufficient water & sanitation facilities.	Rehabilitation of school infrastructure, provision of WASH facilities, Installation of Solar System, Tree Plantation, establishment of School Disaster Management Plans.
Health	Absence of nearby health facilities, poor sanitation, unsafe drinking water.	Health awareness sessions, coordination for mobile medical camps, improved water sources.
Livelihoods	Limited income sources, climate-induced crop loss, lack of vocational skills.	Training on alternative livelihoods, small-scale entrepreneurship, water channels, kitchen gardening.
Water & Sanitation	Contaminated water sources, lack of waste disposal mechanisms.	Installation of hand pumps, awareness on hygiene and waste management.
Environment & DRR	Flood risks, deforestation, poor drainage, and lack of preparedness.	Tree plantation, formation of disaster committees, community-based early warning systems.
Infrastructure	Poor roads, damaged culverts, no street lighting.	Street Pavement, culverts, pedestrian Bridge, and Cleaning of drainage Nallas, in flood-prone areas.
Youth & Women Empowerment	Lacking basic rights information and knowledge.	Capacity Building on GBV Prevention, Women Rights, Youth Rights, Women legal entitlements, and Voice in leadership

RETROFITTING OF THE SCHOOLS



4 QUALITY EDUCATION

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Development with Dignity

7. Level of Understanding (LOU) with Sindh Government's School Education and Literacy Department

Indus Earth Trust has signed a letter of Understanding (LoU) with the Sindh Government's School Education and Literacy Department. The primary goal of the LoU is to restore 6 schools with basic amenities in Domani & Tando Hafiz Shah union councils, district Thatta as part of the Restoration of Social Services and Climate Resilience Project, funded by the Pakistan Poverty Alleviation Fund.



In line with the objectives of the "Restoring Social Services & Climate Resilience" Project, the Indus Earth Trust (IET) initiated collaborative actions with the Sindh Literacy & Education Department to strengthen the resilience and functionality of educational infrastructure in flood-affected and climate-vulnerable areas of Domani and Tando Hafiz Shah union councils of District Thatta.

Honorable Syed Imdad Ali Shah (Right), Special Secretary, School Education and Literacy Department, Government of Sindh, and Mr. Aijaz Ali Abro (Left), CEO, Indus Earth Trust, signed the letter of Understanding at the office of the Special Secretary, Ministry of Education and Literacy Department.

This partnership reflects the joint vision to restore access to safe, inclusive, and disaster-resilient learning environments for children in marginalized flood affected communities.

7.1 List of Schools

S. No.	Name of School	SEMINS Code	Name of Village	Union Council	District
1	Government Primary School (Mix)	404090128	Yousif Shoro	Domani	Thatta
2	Government Primary School (Mix)	404090025	Imam Bux Burfat	Domani	Thatta
3	Government Primary School (Girls)	404090276	Charan Memon	Domani	Thatta
4	Government Primary School (Mix)	404090169	Rawatiyoon	Tando Hafiz	Thatta
5	Government Primary School (Mix)	404090098	Arbab Haji Muhammad Dall	Tando Hafiz	Thatta
6	Government Primary School (Girls)	404090282	Rajo Nizamani	Tando Hafiz	Thatta

7.2. Project Component

The school retrofitting project comprises the following key components to ensure a safe, functional, and conducive learning environment:

1. **Structural Repairs and Renovations:**
- Repairing damaged walls, roofs, and ceilings to ensure structural stability and safety.
- Strengthening foundations and reinforcements to withstand potential hazards like floods or earthquakes.
2. **Classroom Upgrades:**
- Repainting and plastering walls to improve the overall appearance and learning environment.
- Replacing broken doors, windows, and flooring for improved functionality and safety.
3. **Sanitation and Hygiene Improvements:**
- Renovating and upgrading washrooms and handwashing stations to promote hygiene.
- Ensuring access to clean water by installing or repairing water supply systems.
4. **Electrical Work and Lighting:**
- Repairing or installing electrical wiring and fixtures to ensure safe and reliable electricity.
- Adding sufficient lighting in classrooms and common areas to facilitate learning.
5. **Furniture and Equipment Restoration:**
- Repairing or replacing broken desks, chairs, and blackboards to create a conducive learning environment.
- Installing storage units for educational materials and resources.
6. **Ventilation and Cooling:**
- Improving ventilation systems to maintain a comfortable indoor atmosphere.
- Adding fans or other cooling solutions, especially in areas prone to high temperatures.
7. **Safety Features:**
- Installing fire extinguishers and emergency exits for disaster preparedness.
- Building boundary walls or repairing existing ones to enhance school security.
8. **Accessibility Enhancements:**
- Constructing ramps and modifying facilities to make the school accessible for students with disabilities.
9. **Landscaping and Outdoor Improvements:**
- Repairing playgrounds and outdoor spaces to provide recreational areas for students.
- Planting trees and shrubs to enhance the environment and provide shade.
10. **Community Engagement:**
- Involving local stakeholders in the planning and implementation process to ensure sustainability and relevance of repairs.
- Conducting awareness programs to encourage the community to maintain and care for the school facilities.

Yousif Shoro Village' School Building Status (Before) – Domani Union Council







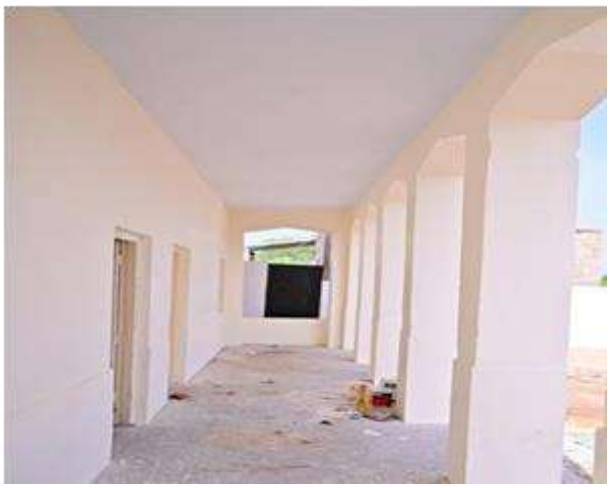







Yousif Shoro Village' School Building (After) – Domani Union Council








Imam Bux Burfat Village' School Building Status (Before) – Domani Union Council













Imam Bux Burfat Village' School Building Status (After) – Domani Union Council















Charan Memon Village' School Building & Amenities Status (Before) – Domani Union Council













Charan Memon Village' School Building (After) – Domani Union Council















Arbab Haji Muhammad Dall Village' School Building Status (Before) – Tando Hafiz Shah UC













Arbab Haji Muhammad Dall Village' School Building Status (After) – Tando Hafiz Shah UC















Rajo Nizamani Village' School Building & Amenities Status (Before) – Tando Hafiz Shah UC













Rajo Nizamani Village' School Building & Amenities Status (Before) – Tando Hafiz Shah (UC)















Rawatiyoon Village' School Building & Amenities Status (Before) – Tando Hafiz Shah













Rawatiyoon Village' School Building & Amenities Status (After) – Tando Hafiz Shah















TRAINING ON SCHOOL-BASED DISASTER RISK MANAGEMENT -SBDRM



4 QUALITY EDUCATION

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

5 GENDER EQUALITY

Development with Dignity

8. Training on School-Based Disaster Risk Management - SBDRM

As part of ongoing community resilience and climate adaptation initiatives in Sindh, the Indus Earth Trust (IET) recently concluded an extensive series of School-based Disaster Risk Management (SBDRM) training sessions. Spanning **46 schools** located across the vulnerable rural union councils of **Domani** and **Tando Hafiz Shah** in **District Thatta**, this initiative was designed to build institutional resilience from the ground up by empowering the youngest and most vulnerable members of the community school children and educators.

District Thatta is acutely exposed to extreme weather events, including riverine floods, torrential monsoon rains, cyclonic storms, and severe heatwaves. Recognizing that educational institutions often serve as community safe havens or evacuation hubs during emergencies, IET structured this program to equip students and teachers with practical safety knowledge, evacuation readiness, and environmental stewardship principles.

8.1 Program Objectives and Strategic Scope

The primary objective of the SBDRM training program was to transform schools into active nodes of disaster preparedness and climate resilience. Traditional disaster management frameworks frequently overlook the psychological and practical preparedness of children. By embedding disaster risk reduction (DRR) into the school environment, IET aimed to:

- **Instill a Culture of Safety:** Shift community mindsets from reactive post-disaster response to proactive pre-disaster preparedness and risk mitigation.
- **Enhance Practical Response Skills:** Train students and teaching staff to execute immediate life-saving protocols during floods, structural collapses, fires, or extreme weather warnings.
- **Promote Environmental Stewardship:** Link disaster resilience directly with local ecology through tree plantation drives and the establishment of student-led environmental clubs.
- **Strengthen Community Linkages:** Empower students to carry safety messages, emergency plans, and preparedness tips from the classroom back to their respective households and villages.

8.2. Core Components of the Training Sessions

The multi-phase training methodology combined interactive classroom instruction with rigorous outdoor practical exercises tailored to the socio-environmental realities of rural Thatta.

8.2.1. Interactive Educational Modules & Safety Tips

Before conducting physical simulations, IET's disaster management specialists led age-appropriate interactive sessions with students and school management committees (SMCs). These sessions covered:

- **Understanding Local Hazards:** Identifying environmental risks specific to Thatta, such as flash floods, stagnant rainwater contamination, vector-borne diseases post-monsoon, and high windstorms.
- **Early Warning Systems:** Teaching students how to interpret local weather alerts, community announcements, and school flag-warning systems.

- **Personal and Household Safety Tips:** Practical guidelines on securing household utilities, storing clean drinking water safely during emergencies, creating family communication plans, and assembling basic grab-and-go emergency kits.

8.2.2. Mock Drills and Evacuation Simulations

To transition theoretical knowledge into muscle memory, IET conducted structured mock drills across all participating campuses.



- **Rapid Evacuation Protocols:**
- Students practiced orderly, panic-free evacuation from classrooms to designated assembly
- points upon hearing simulated emergency alarms or whistle signals.
- **Search, Rescue, and First Aid Demonstrations:** Teachers and senior students were introduced to basic first aid techniques, wound management, splinting, and safe transport methods for injured peers.
- **Post-Disaster Hygiene & Sanitation (WASH) Protocols:** Emphasizing the critical need to prevent waterborne disease outbreaks in the chaotic aftermath of a flood or heavy rainfall event.

8.2.3. Establishment of Student-Led Environmental Clubs

Recognizing that ecological degradation such as deforestation and soil erosion intensifies the impact of natural disasters, IET established **Student Environmental Clubs** in each of the 60 schools.

- **Youth Leadership:** These clubs give students ownership over local green initiatives, turning them into environmental ambassadors within their villages.
- **Climate Advocacy:** Club members are tasked with monitoring campus cleanliness, conserving water resources, and educating younger classmates on the interconnection between healthy ecosystems and disaster mitigation.

8.2.4. Campus Plantation Events and Greening Drives

A major highlight of the SBDRM implementation was the execution of dedicated plantation events across the school grounds.

- **Tree Selection:** Native, drought-resistant, and climate-hardy tree species suitable for Thatta's arid and coastal transitional climate (such as Neem, Conocarpus, and regional shade trees) were planted.
- **Carbon Sequestration & Microclimate Control:** Beyond enhancing the aesthetic appeal of rural schools, these trees provide essential shade against severe heatwaves, stabilize surrounding soil against erosion, and act as natural windbreakers.

- **Student Adoption Program:** To ensure high survival rates for the saplings, each tree was formally "adopted" by student club members responsible for regular watering, protection, and maintenance.

8.3. Expected Impact and Long-Term Sustainability

The successful execution of SBDRM training across Domani and Tando Hafiz Shah union councils marks a significant milestone in Indus Earth Trust's broader climate adaptation strategy in District Thatta.

- **Reach & Beneficiaries:** Thousands of students, dozens of teachers, and extended School Management Committees have directly benefited from standardized safety training.
- **Ripple Effect:** Children serve as effective bridge-builders to the broader community. The safety tips and environmental practices learned at school naturally permeate households, enhancing resilience at the family and village levels.
- **Institutional Readiness:** Participating schools now possess documented evacuation routes, trained safety focal points, and active student groups capable of sustaining these practices long after the formal project cycle concludes.

Through this comprehensive initiative, Indus Earth Trust continues to demonstrate that grassroots community resilience is most effectively achieved by investing in the education and safety of youth. By fusing disaster risk reduction with hands-on environmental action—such as mock drills and plantation events—IET is actively helping rural schools in Thatta transform from vulnerable structures into resilient, self-reliant beacons of safety and sustainability.





REVITALIZES OF SCHOOL MANAGEMENT COMMITTEES (SMCS)



4 QUALITY EDUCATION

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

5 GENDER EQUALITY

Development with Dignity

9. School Management Committees

Indus Earth Trust (IET) recently executed a comprehensive multi-school capacity-building initiative. Spanning **60 primary and lower secondary schools** located across the vulnerable rural landscapes of **Domani** and **Tando Hafiz Shah** union councils in **District Thatta**, this program focused on two interconnected pillars of sustainable community defense:

1. **School-based Disaster Risk Management (SBDRM)** to protect lives, build student awareness, and establish institutional safety protocols.
2. **Revival and Strengthening of School Management Committees (SMCs)** to foster local governance, ensure community ownership, and guarantee the long-term maintenance of educational facilities.

District Thatta remains exceptionally exposed to multi-hazard climate risks, including riverine and localized flooding, destructive cyclonic winds, extreme summer heatwaves, and drought-like conditions. Educational infrastructure in these coastal and transitional belt union councils frequently bears the brunt of these severe events serving as makeshift relief shelters during crises or suffering structural neglect that compromises children's safety.

By combining student-centered hazard training with institutional committee revival, IET has established a robust framework that safeguards both human life and educational continuity.

9.1 INDUS EARTH TRUST (IET) RESILIENCE FRAMEWORK



Part I: School-Based Disaster Risk Management (SBDRM)

The SBDRM component was designed to transform passive school environments into active, self-reliant nodes of safety. Recognizing that children are among the most vulnerable during natural disasters, IET's team of DRR (Disaster Risk Reduction) experts deployed interactive, practical, and age-appropriate methodologies to build real muscle memory and risk awareness.

1. Participatory Hazard Mapping and Emergency Planning

Before conducting physical simulations, IET trainers led students, head teachers, and local staff through participatory hazard-mapping exercises tailored specifically to the geography of Domani and Tando Hafiz Shah.

- **Micro-Risk Assessments:** Students and teachers identified localized hazards within and around campus grounds—such as structural wall cracks, unsafe electrical wiring, proximity to open drainage channels, or exposed water bodies during heavy rains.
- **Evacuation Mapping:** Clear, designated primary and secondary evacuation routes were mapped out, along with safe assembly areas on higher ground away from flood risks.

9.2. Practical Mock Drills and Evacuation Simulations

To ensure that safety protocols translate into immediate, calm action during an actual emergency, IET organized simulated emergency drills across all 60 schools:

- **Whistle and Alarm Protocols:** Students practiced recognizing emergency signals and executing standard safety responses, such as the "Drop, Cover, and Hold On" technique during tremors or rapid line evacuations during fire or flood warnings.
- **First Aid and Life-Saving Basics:** Senior students and teachers received hands-on demonstrations in basic first aid, including managing minor cuts, applying bandages, stabilizing sprains, recognizing heatstroke symptoms, and administering oral rehydration salts (ORS).
- **WASH and Post-Disaster Hygiene:** Dedicated modules emphasized hygiene protocols during flood emergencies to prevent vector-borne and waterborne disease outbreaks (such as cholera and gastroenteritis) when water supplies are contaminated.

9.3. Environmental Clubs & Campus Greening

Disaster risk management was explicitly linked to environmental restoration. IET established **Student Environmental Clubs** in each participating school:

- **Tree Plantation Drives:** Native, climate-hardy shade and fruit-bearing trees (such as Neem and Conocarpus) were planted across school grounds to act as natural windbreakers, stabilize soil against erosion, and mitigate severe extreme heat.
- **Student Custodianship:** Club members were assigned direct responsibility for nurturing specific saplings, fostering a deep-seated culture of environmental stewardship and climate responsibility from an early age.

9.5 Part II: Revival and Capacity Building of School Management Committees (SMCs)

Physical disaster training cannot be sustained without functional, local institutional leadership. Prior to IET's intervention, many SMCs across Domani and Tando Hafiz Shah were either dormant, underfunded, or lacked clear operational mandates. IET reactivated and structured these committees into dynamic governing bodies.

9.5.1. Formal Restructuring and Democratic Election of SMC Members

IET facilitated open community dialogues (Tanzim meetings) to re-engage parents, village elders, local leaders, and teaching personnel in school governance:

- **Inclusive Committee Formation:** SMCs were reconstituted to include representation from parents (both mothers and fathers), respected community members, and school administration.
- **Gender Mainstreaming:** Special emphasis was placed on including women in SMC executive roles, ensuring that female perspectives regarding student privacy, WASH facilities, and child safety are actively incorporated into school governance.

9.5.2. Training in Operations, Maintenance, and Financial Oversight

Reactivated SMC members underwent structured training sessions designed to build organizational and fiduciary capacity:

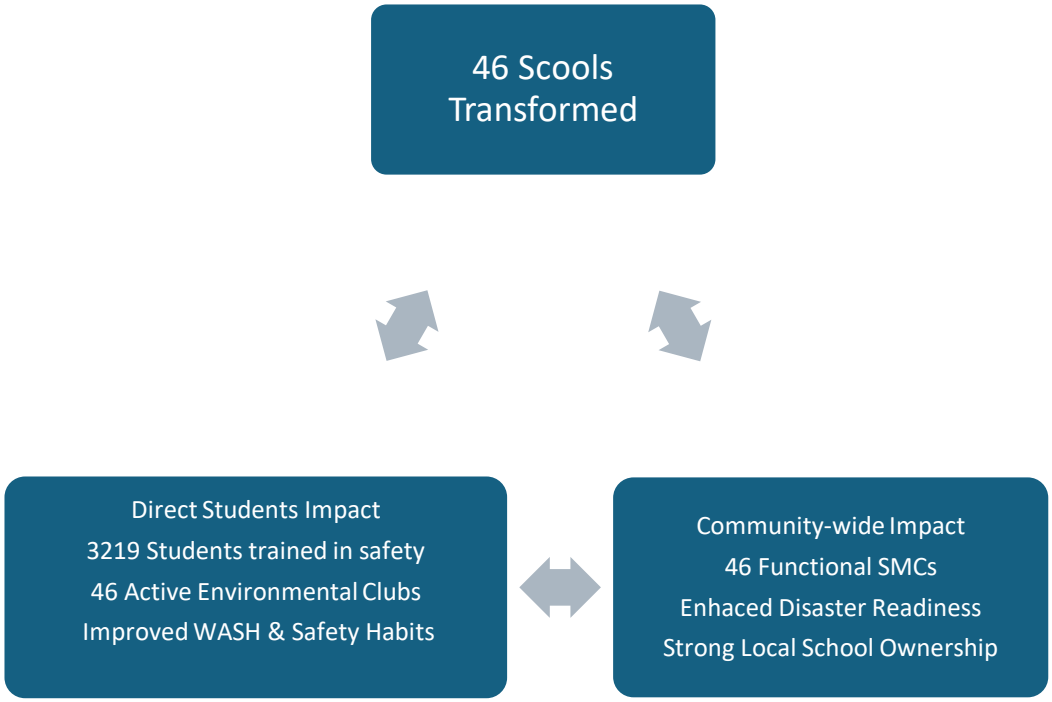
- **School Improvement Plans (SIPs):** SMCs were guided on how to formulate realistic annual development plans, prioritizing urgent structural repairs, clean drinking water access, and sanitation upgrades.
- **Resource Mobilization & Micro-Fund Management:** Committee members received transparent bookkeeping and financial management training to effectively utilize official SMC grants, local donations, and community contributions for school maintenance.
- **Disaster Response Integration:** SMCs were trained on their specific roles during a localized disaster—acting as the official liaison between school management, local government authorities, and humanitarian relief agencies during flood or storm events.

9.6. Integrated Matrix of Interventions

Program Component	Core Activity	Target Group	Primary Outcome
SBDRM Safety Drills	Evacuation simulations, basic first aid, hazard identification	Students, Teachers	Reduced panic, faster evacuation response times, zero-casualty preparedness
Environmental Action	Campus tree plantation, establishing student clubs	Students, Teachers	Soil stabilization, microclimate cooling, youth environmental leadership
SMC Reactivation	Community mobilization, transparent elections, gender inclusion	Parents, Community Leaders, Teachers	Institutionalized local ownership and gender-balanced school governance
Governance & Maintenance	School Improvement Plans (SIPs), financial/WASH audits	SMC Executive Members	Sustainable upkeep of school infrastructure, safe drinking water, and operational resilience

9.7. Measurable Impact and Community Transformation

The combined execution of SBDRM training and SMC revival across 46 schools in District Thatta has generated immediate, structural benefits across the target UCs:



1. **Enhanced Risk Reduction for Youth:** Thousands of school children now possess practical, life-saving knowledge, converting vulnerable rural classrooms into resilient safe zones.
2. **Restored Community Ownership:** By reactivating SMCs, IET successfully bridged the gap between rural communities and their public schools, transforming passive government structures into vibrant, community-backed institutions.
3. **Multiplier Effect Across Villages:** Safety protocols, hygiene awareness, and environmental stewardship learned by students are carried back into their respective households, disseminating critical risk reduction knowledge across broader rural settlements in Domani and Tando Hafiz Shah.

The initiative demonstrates that building disaster resilience in rural schools requires a dual approach: empowering children with immediate safety skills while establishing robust, community-led institutional support through School Management Committees.

ENVIRONMENTAL CLUB: TREE PLANTATION



4 QUALITY EDUCATION

13 CLIMATE ACTION

5 GENDER EQUALITY

Development with Dignity

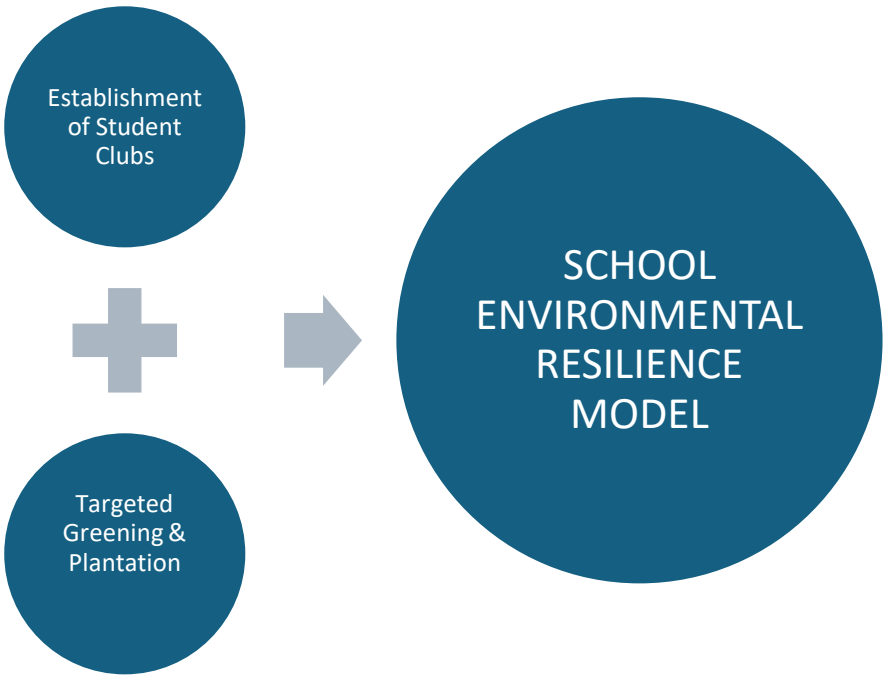
10.Tree Plantation Students' Environmental Clubs

As part of its integrated climate adaptation and community resilience programming in District Thatta, **Indus Earth Trust (IET)** successfully established **Students' Environmental Clubs** and executed greening drives across **46 target schools**. Recognizing that long-term environmental sustainability begins with youth empowerment, this initiative bridges theoretical environmental awareness with hands-on ecological action. By establishing student-led clubs and coupling them with structured tree plantation events, IET has transformed school campuses into green safe-havens while embedding a culture of environmental stewardship across rural communities.

10.1. Core Objectives

- **Cultivate Grassroots Environmental Stewardship:** Empower young students to take active ownership of their local ecology and natural resource conservation.
- **Mitigate Microclimate Risks:** Enhance campus shading, reduce ambient temperatures during severe heatwaves, and stabilize surrounding soil against rain erosion.
- **Institutionalize Youth Leadership:** Create structured, student-led bodies (Environmental Clubs) within schools to ensure long-term care and high survival rates of planted saplings.
- **Extend Impact to Communities:** Utilize students as green ambassadors who carry environmental awareness, tree care techniques, and conservation values back to their households and villages.

10.2. Key Components of the Initiative



10.2.1. Formation and Activation of Students' Environmental Clubs (46 Schools)

In each of the 46 designated schools, IET facilitated the formal establishment of a **Students' Environmental Club**.

- **Structure & Leadership:** Each club comprises selected student representatives (including clear roles for President, Vice President, and Green Monitors) under the guidance of a designated teacher mentor.
- **Gender Mainstreaming:** Equal participation of female students was actively prioritized, ensuring young girls lead environmental advocacy and hygiene campaigns within their educational spaces.
- **Club Mandate:** The clubs are tasked with managing campus cleanliness, monitoring water conservation around drinking stations, conducting weekly green inspections, and overseeing plant care.

10.2.2. Campus Tree Plantation Drives

Following club formation, IET organized interactive plantation ceremonies across all 46 campuses:

- **Selection of Native Species:** Species were carefully chosen based on their adaptability to the local climate, water efficiency, deep-root structures for soil stabilization, and ability to withstand high temperatures (such as Neem, Conocarpus, and indigenous shade/fruit trees).
- **The "Adopt-a-Tree" Model:** To avoid the common pitfall of low sapling survival in community plantation projects, each planted tree was formally assigned to a specific pair of student club members. Students took an oath to regularly water, weed, and protect their assigned saplings throughout the academic year.
- **Soil & Protection Enhancement:** IET provided baseline tools, organic fertilizers, and protective tree guards where necessary to safeguard young plants from grazing livestock.

10.3. Intervention Matrix & Operations

Component	Operational Focus	Key Deliverables	Long-Term Benefit
Club Formation	46 Schools	46 Active Environmental Clubs formed with student executive bodies	Institutionalized student governance & green advocacy
Capacity Building	Interactive Modules	Orientation sessions on climate change, tree care, WASH, and waste management	Heightened ecological literacy among rural youth
Plantation Drives	Campus Grounds	Native saplings planted across 46 school premises	Microclimate cooling, shade, and windbreak creation
Sustainability Plan	"Adopt-a-Tree" System	Daily/weekly watering rosters managed by student club members	High sapling survival rates and institutional accountability

10.4.Tangible Outcomes and Community Impact

1. **Environmental Micro-Oases:** The 46 school campuses have been upgraded with green cover, providing much-needed relief during extreme heatwaves and creating healthier, more attractive learning environments.
2. **Behavioral Transformation:** Students have shifted from passive observers to active environmental stewards, demonstrating pride in keeping their school grounds clean, green, and well-maintained.
3. **Village-Wide Ripple Effect:** Environmental awareness fostered within the 46 clubs extends beyond school boundaries. Students share tree-planting knowledge and water conservation practices with their families, strengthening ecological awareness across surrounding rural villages.

Tree Plantation Drives with functional **Students' Environmental Clubs** across 46 schools, Indus Earth Trust has ensured that environmental conservation is not merely a one-day event, but a continuous, student-driven movement. Empowering youth with direct responsibility over their natural environment creates a sustainable framework for climate adaptation that will continue to yield ecological and educational benefits for years to come.

DISTRIBUTION OF SCHOOL BAGS AMONG CHILDREN TO PROMOTE SCHOOL RETENTION



4 QUALITY EDUCATION

11 SUSTAINABLE CITIES AND COMMUNITIES

5 GENDER EQUALITY

Development with Dignity

11. School Bags' Distribution

As part of its comprehensive socio-educational support initiatives in District Thatta, **Indus Earth Trust (IET)** successfully conducted a targeted **School Bag Distribution Drive** reaching needy and vulnerable students across **46 primary and lower secondary schools**. In marginalized rural communities, the financial burden of basic educational supplies often presents a major barrier to regular school attendance and child retention. By providing durable, high-quality school bags to underprivileged children, IET aimed to alleviate financial pressure on low-income families, boost student morale, and encourage consistent enrollment—particularly among young girls.

11.1. Key Objectives

- **Alleviate Household Financial Stress:** Reduce the out-of-pocket educational costs for vulnerable rural families facing economic hardship.
- **Enhance Student Enrollment & Retention:** Prevent school dropout rates by equipping children with essential tools to feel prepared and dignified in their learning environment.
- **Promote Inclusive Education:** Target the most vulnerable students—including orphans, low-income children, and young girls—to ensure equitable access to educational resources.
- **Strengthen Community Trust:** Foster positive engagement between local communities, School Management Committees (SMCs), and public educational institutions.

11.2. Operational Strategy and Distribution Workflow

Focus Area	Activity / Operational Standard	Direct Beneficiaries	Intended Long-Term Impact
Needs Assessment	Joint evaluation by IET field teams, Head Teachers, and SMCs	Most vulnerable students across 46 target schools	Transparent allocation to genuine hardship cases
Material Distribution	High-quality, durable school bags handed over at school events	Hundreds of needy male and female students	Immediate reduction in family educational expenses
Girl-Child Support	Prioritized distribution to female students	Young girls in rural union councils	Improved female retention and enrollment ratios
Institutional Linkage	Event coordination via SMCs and local school leadership	Local schools, parents, and community leaders	Strengthened community ownership of public schools

11.1.1. Needs Assessment and Transparent Selection

To ensure that support reached those in greatest need, IET coordinated directly with local school administration, head teachers, and newly reactivated **School Management Committees (SMCs)** across the 46 schools:

- **Vulnerability Criteria:** Priority was given to orphans, single-parent households, landless agricultural laborer families, and students at risk of dropping out due to economic constraints.
- **Gender Sensitivity:** Female students were prioritized to support girl-child education, addressing rural gender disparities in school attendance.

11.2.2. Procurement and Quality Assurance

- **Durability for Rural Conditions:** School bags were specially selected to withstand daily wear-and-tear in rural environments, featuring reinforced stitching, weather-resistant fabric, and ergonomic shoulder straps for long daily walks to school.
- **Complete Kit Presentation:** Bags were distributed to provide students with a sense of dignity, ownership, and pride in their academic journey.

11.2.3. Community-Inclusive Distribution Events

Distribution ceremonies were organized on campus across all 46 schools, involving local stakeholders to reinforce community support for education:

- **SMC & Parental Involvement:** SMC members, parents, and village elders attended the distribution ceremonies, reinforcing collective responsibility for children's education.
- **Dignified Distribution:** Deliveries were conducted systematically and respectfully, fostering a celebratory atmosphere that motivated students and appreciated their commitment to learning.

11.2.4. Measurable Outcomes and Socio-Educational Impact

1. **Immediate Relief for Vulnerable Families:** Providing school bags removed a direct financial hurdle for low-income parents in Thatta, enabling them to direct limited household income toward food, healthcare, and basic necessities.
2. **Increased Motivation and Attendance:** Receiving new, dedicated school bags instilled a sense of pride and enthusiasm among students, leading to immediate improvements in daily attendance rates.
3. **Synergy with Broader School Programs:** The distribution drive complemented IET's ongoing **SBDRM training** and **Students' Environmental Clubs** across the same schools, creating a holistic environment where students feel supported both structurally and material-wise.

The **School Bags Distribution Drive** across 46 schools demonstrates Indus Earth Trust's holistic approach to rural development. By addressing basic material barriers alongside institutional governance (SMCs) and environmental/disaster readiness (SBDRM), IET ensures that rural children in District Thatta are not only safer and environmentally conscious, but also equipped with the dignity and tools required to pursue their education.

12. Sustainability and Handover

All rehabilitated schools have been formally handed over to the District Education Department. School Management Committees have received orientation on operation and maintenance, and a sustainability plan has been agreed upon to ensure continued upkeep. The project also established a small maintenance fund with community contributions and district support.

13. Conclusion

The **Rehabilitation of Primary Boys' and Girls' Schools in District Thatta** successfully restored access to safe, inclusive, and resilient education facilities for over 1000 children. Through active community engagement, infrastructure upgrades, and school-based disaster preparedness, the project significantly contributed to restoring education services and building long-term resilience in flood-prone areas.

This initiative serves as a model for **climate-resilient school rehabilitation** and underscores the importance of integrating education, infrastructure, and community participation for sustainable development.

The project has significantly improved the learning environment for children in District Thatta. It demonstrates the effectiveness of a participatory, gender-sensitive, and resilience-oriented approach to school rehabilitation. The experience provides a replicable model for other flood-prone districts in Sindh.












IET
INDUS EARTH TRUST

Silver Square, 6-C, 4th Floor, Suite No. 402,
Tauheed Commerical, 33rd Street, Phase-V, DHA, Karachi, Sindh.

(+92 21) 35864344

www.indusearthturst.org

info@indusearthtrust.org

Visit Indus Earth Trust

ANNEXURE–01

LETTER OF UNDERSTANDING(LOU)

Letter of Understanding – LoU

Between

School Education & Literacy Department, Karachi
Ministry of Education, Sindh
And
Indus Earth Trust

Indus Earth Trust, Silver Square, 4th Floor 33rd Street, Tauheed Commercial Area, DHA – 5 Karachi.

The purpose of this letter of Understanding (LOU) is to set forth the understandings and intentions of the parties with regard to the project activities regarding **"Restoration of Social Services and Climate Resilience Project"** initiated by the Indus Earth Trust in district Thatta, Sindh. The project intends restoration of social services, including installation of solar panel in school, provision of required furniture, and provision of necessary WASH services on the premises of schools in Domani and Tando Hafiz Shah union councils, district Thatta. Indus Earth Trust will conduct the awareness sessions on climate change adaptation and School Safety in natural hazards for the children, teachers and school staff.

Indus Earth Trust will execute the project 'Restoration of Social Services and Climate Resilience Project funded by the Pakistan Poverty Alleviation Fund – PPAF. The Project aims to restore required facilities in six targeted schools, School Safety Plan, raising girls' enrollment, and creating awareness on Climate Change Adaptation and Resilience with teachers and students.

S. No.	Name of School	SEMINS Code	Name of Village	Union Council	District
1	Government Primary School (Mix)	404090128	Yousif Shoro	Domani	Thatta
2	Government Primary School (Mix)	404090025	Imam Bux Burfat	Domani	Thatta
3	Government Primary School (Girls)	404090276	Charan Memon	Domani	Thatta
4	Government Primary School (Mix)	404090169	Rawatiyoon	Tando Hafiz	Thatta
5	Government Primary School (Mix)	404090098	Arbab Haji Muhammad Dall	Tando Hafiz	Thatta
6	Government Primary School (Girls)	404090282	Rajo Nizamani	Tando Hafiz	Thatta

Sindh Education Department shall:

1. Issuance Formal NOC for project execution of IET.
2. Grant permission for repair work of damaged schools, Installation of Solar panels in target schools, Improving WASH facilities in Schools.
3. Grant approval for the formation of School Safety Committees in targeted schools.
4. Grant permission for conduction of awareness sessions for children on climate resilience.
5. Issue directives to district education officer (primary) district Thatta for coordination with Indus Earth Trust on project Activities.

Indus Earth Trust Shall:

1. Indus Earth Trust will be responsible for repair work of six targeted schools
2. Indus Earth Trust will be responsible for installation of solar panel in targeted school.
3. Indus Earth Trust will provide required WASH facilities in targeted school.
4. Indus Earth Trust will be accountable for formation of school safety management committees in all six targeted Schools.
5. Indus Earth Trust will conduct trainings on school safety management in natural hazards.
6. Indus Earth Trust will conduct awareness sessions on Climate Resilience among for Children in targeted school.
7. Indus Earth Trust will be counseling the parents on increasing the girl's enrollment in targeted schools
8. All expenses and costs of the project activities mentioned above will be borne by Indus Earth Trust.
9. There will be no financial liability on school education literacy department for project activities at any stage of the project duration.
10. Indus Earth Trust will be accountable to furnish the progress report of the project activities on the quarterly basis to school education literacy department.
11. Indus Earth Trust will be responsible for the submission of the project completion report at the conclusion of the project.
12. Indus Earth Trust will be accountable to complete the Project activities mentioned above within the project timeline, i.e. 1st January 2025 to 31st December 2025.
13. Indus Earth Trust shall cooperate and integrate with school management committees (SMCs), formed by the School Education literacy department.

LOU Timelines and Validate

The LOU shall be effective from the date signed by both parties and the duration for the LOU 1st January 2025 to 31st December 2025. However, Indus Earth Trust can request for the further extension in case of natural Hazards, and other unavoidable situation arises.

In witness whereof, the undersigned representatives, duly authorized by School Education & Literacy Department (SELD), and Indus Earth Trust (IET), respectively have signed this Letter of Understanding (LOU) in the office of the honorable Secretary for Education located at Sindh Secretariat Building No. 2. Tughlaq House Karachi on **10th of December, 2024.**

Witnesses

1. _____ 2. _____

Mr. Zahid Ali Abbasi
Secretary,
School Education & Literacy Department,
Government of Sindh.

Special Secretary
Education & Literacy Department
Government of Sindh

Mr. Aijaz Ali Abro
Chief Executive Officer,
Indus Earth Trust.

INDUS EARTH TRUST IET KARACHI

ANNEXURE–02

ACKNOWLEDGEMENT BY SCHOOL HEAD MASTERS

Date: 12th August, 2025

Mr. Aijaz Ali Abro
Chief Executive Officer
Indus Earth Trust
Karachi

Subject: Appreciation for the Retrofitting of the Primary Boys School at Arbab Haji Muhammad Dal, Union Council Tando Hafiz Shah, District Thatta.

Dear Sir

I want to sincerely thank the Indus Earth Trust for the completion of the retrofitting of the boys' primary school and much appreciated Pakistan Poverty Alleviation Fund – PPAF for its financial support under the Restoring of Social Services and Climate Resilient Project.

The village organization VO Arbab Haji Muhammad Dall, and the school teaching staff were consulted by Indus Earth Trust over the building's renovation, the installation of a solar system that includes ceiling fans, and the lighting system that is placed in the building and classrooms. The school's WASH facilities have been restored, which is a fantastic effort that will encourage kids to attend class on a regular basis. We are genuinely motivated by your exceptional efforts and your desire to positively influence our children's futures.

Your support is invaluable to our communities, and we are deeply appreciative of the hard work and dedication of Indus Earth Trust (IET) and Pakistan Poverty Alleviation Fund (PPAF). We would be delighted to keep you updated progress on the enrollment and are happy to provide further information on the impact of your support at your convenience. We would also welcome any opportunities to collaborate in the future.

Your commitment and passion are truly inspiring, and Indus Earth Trust is making a tangible difference in our community.

Sincerely,

HEAD MASTER
G.B.P.S. Arbab Haji Dal
Taluka Thatta:

Mr. Ghulam Akbar Dal
Head Master
Primary Boys School
Arbab Haji Muhammad Dal Village

Date: 8th August, 2025

Mr. Aijaz Ali Abro
Chief Executive Officer
Indus Earth Trust
Karachi

Subject: Appreciation for the Retrofitting of the Primary Boys School at Yousaf Shoro, Union Council Doomani, District Thatta.

Dear Sir

I want to sincerely thank the Indus Earth Trust for the completion of the retrofitting of the boys' primary school and much appreciated Pakistan Poverty Alleviation Fund – PPAF for its financial support under the Restoring of Social Services and Climate Resilient Project.

The village organization VO Yousaf Shoro, and the school teaching staff were consulted by Indus Earth Trust over the building's renovation, the installation of a solar system that includes ceiling fans, and the lighting system that is placed in the building and classrooms. The school's WASH facilities have been restored, which is a fantastic effort that will encourage kids to attend class on a regular basis. We are genuinely motivated by your exceptional efforts and your desire to positively influence our children's futures.

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Your commitment and passion are truly inspiring, and Indus Earth Trust is making a tangible difference in our community.

Sincerely,

Mr. Zaheer Shoro
Head Master
Primary Boys School
Yousaf Shoro Village



Date: 6th August, 2025

Mr. Aijaz Ali Abro
Chief Executive Officer
Indus Earth Trust
Karachi

Subject: Appreciation for the Retrofitting of the Primary Boys School at Imam Bux Burfat, Union Council Doomani, District Thatta.

Dear Sir

I want to sincerely thank the Indus Earth Trust for the completion of the retrofitting of the boys' primary school and much appreciated Pakistan Poverty Alleviation Fund – PPAF for its financial support under the Restoring of Social Services and Climate Resilient Project.

The village organization VO Imam Bux Burfat, and the school teaching staff were consulted by Indus Earth Trust over the building's renovation, the installation of a solar system that includes ceiling fans, and the lighting system that is placed in the building and classrooms. The school's WASH facilities have been restored, which is a fantastic effort that will encourage kids to attend class on a regular basis. We are genuinely motivated by your exceptional efforts and your desire to positively influence our children's futures.

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Your commitment and passion are truly inspiring, and Indus Earth Trust is making a tangible difference in our community.

Sincerely,

Mr. Muhammad Shah
Head Master
Primary Boys School
Imam Bux Burfat

HEAD MASTER
GBPS, Pir Muhammad Shah
U/C Doomani Taluka, Thatta

Date: 6th August, 2025

Mr. Aijaz Ali Abro
Chief Executive Officer
Indus Earth Trust
Karachi

Subject: Appreciation for the Retrofitting of the Primary Girls School at Charan Memon, Union Council Doomani, District Thatta.

Dear Sir

I want to sincerely thank the Indus Earth Trust for the completion of the retrofitting of the girls' primary school and much appreciated Pakistan Poverty Alleviation Fund – PPAF for its financial support under the Restoring of Social Services and Climate Resilient Project.

The village organization VO Charan Memon, and the school teaching staff were consulted by Indus Earth Trust over the building's renovation, the installation of a solar system that includes ceiling fans, and the lighting system that is placed in the building and classrooms. The school's WASH facilities have been restored, which is a fantastic effort that will encourage kids to attend class on a regular basis. We are genuinely motivated by your exceptional efforts and your desire to positively influence our children's futures.

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Your commitment and passion are truly inspiring, and Indus Earth Trust is making a tangible difference in our community.

Sincerely,



Miss Sadia Saleem
Head Mistress
Primary Girls School
Charan Memon Village

Date: 18th August, 2025

Mr. Aijaz Ali Abro
Chief Executive Officer
Indus Earth Trust
Karachi

Subject: Appreciation for the Retrofitting of the Primary Boys School at Rawtiyoon, Union Council Tando Hafiz Shah, District Thatta.

Dear Sir

I want to sincerely thank the Indus Earth Trust for the completion of the retrofitting of the boys' primary school and much appreciated Pakistan Poverty Alleviation Fund – PPAF for its financial support under the Restoring of Social Services and Climate Resilient Project.

The village organization VO Rawtiyoon, and the school teaching staff were consulted by Indus Earth Trust over the building's renovation, the installation of a solar system that includes ceiling fans, and the lighting system that is placed in the building and classrooms. The school's WASH facilities have been restored, which is a fantastic effort that will encourage kids to attend class on a regular basis. We are genuinely motivated by your exceptional efforts and your desire to positively influence our children's futures.

Your support is invaluable to our communities, and we are deeply appreciative of the hard work and dedication of Indus Earth Trust (IET) and Pakistan Poverty Alleviation Fund (PPAF). We would be delighted to keep you updated progress on the enrollment and are happy to provide further information on the impact of your support at your convenience. We would also welcome any opportunities to collaborate in the future.

Your commitment and passion are truly inspiring, and Indus Earth Trust is making a tangible difference in our community.

Sincerely,

HEAD MASTER
Govt. Primary School Rawatyoon
Taluka Tando Hafiz Shah
District Thatta

Mr. Ramzan Atta Dal
Head Master
Primary Boys School
Rawtiyoon Village

Date: 18th August, 2025

Mr. Aijaz Ali Abro
Chief Executive Officer
Indus Earth Trust
Karachi

Subject: Appreciation for the Retrofitting of the Primary Girls' School at Rajo Nizamani, Union Council Tando Hafiz Shah, District Thatta.

Dear Sir

I want to sincerely thank the Indus Earth Trust for the completion of the retrofitting of the girls' primary school and much appreciated Pakistan Poverty Alleviation Fund – PPAF for its financial support under the Restoring of Social Services and Climate Resilient Project.

The village organization VO Rajo Nizamani, and the school teaching staff were consulted by Indus Earth Trust over the building's renovation, the installation of a solar system that includes ceiling fans, and the lighting system that is placed in the building and classrooms. The school's WASH facilities have been restored, which is a fantastic effort that will encourage kids to attend class on a regular basis. We are genuinely motivated by your exceptional efforts and your desire to positively influence our children's futures.

Your support is invaluable to our communities, and we are deeply appreciative of the hard work and dedication of Indus Earth Trust (IET) and Pakistan Poverty Alleviation Fund (PPAF). We would be delighted to keep you updated progress on the enrollment and are happy to provide further information on the impact of your support at your convenience. We would also welcome any opportunities to collaborate in the future.

Your commitment and passion are truly inspiring, and Indus Earth Trust is making a tangible difference in our community.

Sincerely,

Ms. Asma
Head Mistress
Primary Girls' School
Rajo Nizamani Village

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