

A Decade of Contribution Towards Female Education Since 1993...

Annual Report



SCSPEB



2002-2003

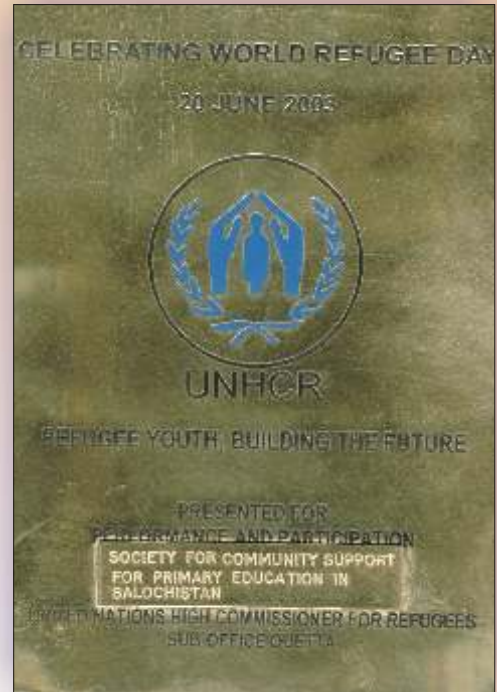


Society for Community Support for Primary Education
in Balochistan

Credentials



UN Award 2001 by UN System for promoting female education 2001



UNHCR Award for Education of Afghan Refugees Children



Chaghi Award 2003



Award of Appreciation for services rendered towards Afghan Refugees Relief Effort Program by Rotary international Afghan Relief Committee.

SCSPEB

Annual Report 2002-2003



Society for Community Support for Primary Education
in Balochistan

Compiled and Designed by:- Documentation and Research Section (SCSPEB)

Foreword

This report depicts the activities and achievements of SCSPEB during the Period July 2002-June 2003 and also provides information about all projects under taken during the course of ten years (the columns on left provides the details).

The Society for Community Support for Primary Education in Balochistan (SCSPEB) was established in the year 1993 with an aim to use community participation to establish government-community partnerships for sustainable human development.

Prior to 1993 a successful trial run in which 20 Community Support Process (CSP) schools were established through “Participatory Action Research” in Loralai in 1992. The inspiring results of this project led to the institutionalisation of Society as an NGO.

Society had come to the realization that education as a whole, especially that for girls, needed a supportive constituency one that would comprise of parents, schools and representatives of local education departments. Furthermore, it would be only through the active interest and sense of shared responsibilities of such a constituency that access to and quality of education could be ensured.

Society's success since 1992 has been remarkable. The Community Support Process (CSP) in terms of its concept, methodology and results has proved to be a major breakthrough in raising community support for education in Balochistan. Society has proven that community government partnership is the key to ensuring access and quality education.

Society's working experience over the last decade has developed strong linkages with all stakeholders and has developed a network of volunteers at grassroots who had played an instrumental role in promoting organization's mission.

Over the course of the decade SCSPEB has expanded its scope of work by implementing projects in sectors ranging from Quality Primary Education to areas of Early Childhood Education, Middle Schools and Adult Vocational Training Program.

Managing Director
SCSPEB

Acknowledgment

The SCSPEB Board and Management would like to extend their heartiest gratitude in compilation of this report for the period 2002-2003. We would like to acknowledge the intense and untiring efforts of the teams and Project Officers who made it possible to compile this report in qualitative way and helped to bring up the grassroots experiences.

With much gratitude, we acknowledge the support of Education Officers at district level to implement the project in its true spirit. We would also like to submit our heartiest gratitude to Federal Minister of Education Mrs. Zubaida Jalal, Provincial Minister for Education Mr. Abdul Wahid Siddiqui, Secretary Education Mr. Munir Ahmed Badini, Directors, Provincial EFA Unit and staff at Secretariat and Directorate levels for the support and advise in demonstrating the projects and acknowledging the efforts of SCSPEB as part of Provincial efforts.

We also like to acknowledge the role of District Government specially the Nazims, Naib Nazims and DCOs who extended full support for educational activities in their districts.

It is not possible to ignore the efforts of committees and children who remained the part of the activities in true sense; therefore we submit our heartiest thanks to Community Members, PTSMC Members, parents, teachers and children.

We also acknowledgement the support of the USAID, UNICEF, UNHCR, and Development In Literacy (DIL), which remained during the project both in financial and technical terms and expect to remain in future.

The support of SCSPEB Board also remained remarkable through out the period and helped the Organization to work professionally. We are very much thankful to them and expect the same in future.

I wish all the best and expect the same qualitative work in future.

Kamal Hassan Siddiqui
President SCSPEB

List of Acronyms

ABC	Afghan Basic Competencies
ADEO	Assistant District Education Officers
BOC	Bureau of Curriculum
CBO	Community Based Organization
CSP	Community Support Process
DCO	District Coordination Officer
DDC	District Development Committee
DEO	District Education Officer
EDO	Executive District Officer
ESR	Education Sector Reforms
EDEO	Executive District Education Officer
EFA	Education for All
EFO	Education Field Officer
FCC	Female Community Council
FLAAHE	Focus Local Area Approach for Hygiene Education
FTT	Field Teacher Training
HP	Hand Pump
MIS	Management Information System
MCC	Male Community Council
OLOF	Optimum Level of Functioning
PCA	Project Cooperation Agreement
PEC	Primary Environmental Care/Parents Education Committee
PEIP	Primary Education Innovative Program
PTMC	Parents Teacher School Management Committees
RCDC	Rural Community Development Council
REAS	Rapid Education Assessment Survey
SCOPE	Society for Community Organization and Promotion of Education
TIS	Tehsil Information System
TRC	Teacher Resource Centre
TTI	Teacher Training Institute
TMO	Tehsil Monitoring Officer.
TVO	Trust for Voluntary Organizations (TVO)
UC	Union Council
UCDC	Union Council Development Committee
VDC	Village Development Committee
VEC	Village Education Committee
WES	Water, Environment and Sanitation
WVEC	Women Village Education Committee

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Increasing Primary School Participation in Girls Primary School

Background

In May 1998 a Feasibility Design Study Team (FDST) from Australia visited Pakistan to conduct a preliminary study for a project on increasing female participation in education in Pakistan. Balochistan was selected from amongst the provinces in Pakistan for having the lowest female education in Pakistan i.e. less than 2%. In October 1999 the Increased Primary School Participation for Girls program was initiated with the financial support of both UNICEF and AUS-AID targeting four districts of Pishin, Kalat, Sibi and Khuzdar

Mission Statement

"To create partnerships between government and communities, in all social sectors, for a sustainable development of the province of Balochistan."

Goal

To be an effective and efficient service organization supporting government, communities and other partners in their efforts for the development (particularly in the province of Balochistan).

Objectives

- To extend and institutionalise, private-public partnership throughout Balochistan, focusing initially on female primary education.
- To enhance the status and position of women especially in Balochistan, with a view to eliminate gender disparities.
- To be a training and development institute to support human resource development in all the social sectors.
- To enable the regional NGOs/CBOs and other stakeholders of the civil society to become partners in the development.
- To play an effective role in policy development and adaptation in social sectors, focusing initially on Balochistan.
- To address poverty alleviation issues in selected areas emphasizing on high yielding viable income generation activities and formation of capital at the local level.



Objectives

- Maximize the enrolment of girls in primary schools in the selected districts, with a target of enrolling 35,000 girls between the ages of 5-7 years.
- Reduce the dropout rate in the selected districts.
- Ensure that all schools work in the best interest of children, especially girls and the poorest children and that they have the basic materials to facilitate learning.
- Ensure the availability of adequate and safe drinking water through installing hand pumps in the 50 schools.
- Ensure the construction of latrines in the targeted schools.

Activities & Achievements

Consultative Meetings

During the year, the team held consultative meetings in 414 villages with parents, teachers, community leaders, masjid Imams and CBOs.

Formation of VEC & WVEC

To develop a sense of ownership and responsibility among the communities, committees of parents were formed. In this regard, 242 VECs and 190 WVECs in the three districts were formed.

Formation of Education Councils

In order to develop a broad based community support structure Education Council (EC) were formed. The ECs consist of a cluster of 5 to 7 VEC located within a radius of 8-10 kilometres. Under the project 23 ECs were planned and the teams succeeded in forming 22 ECs.

Introduction

SCSPEB Society for Community Support for Primary Education in Balochistan seeks to promote human development by utilizing community mobilization strategies to establish government community partnerships. Society realizes that promoting education as a whole, especially that for girls, requires support from all stakeholders: parents, community, teachers, education department and local government. It is only through the active interest and sense of shared responsibility of such stakeholders that access to and quality of education can be ensured.

Over the years, Society has used this aim and vision in its work. In 2001, SCSPEB received the prestigious UN Award, from the UN System in Pakistan for its inspirational contribution to promote female education in the remote rural areas of Balochistan and developing the Community Support Process (CSP) model. Society is the only organization in Pakistan to have been awarded this great honour.

Over the period of ten years Society implemented a number of projects such as: Community Support Process (CSP), Fellowship Programme, Home schools, Parent Teacher School Management Committees (PTSMCs), Primary Education Quality Improvement Program (PEQIP), Community Model Schools, Primary Environmental Care at Girls Primary Schools (PECGPS), Balochistan Trial District Management Project (BTDMP), Focus District Project, Increasing Participation in girls Primary Schools (IPSPG), Education Quality Improvement Program (EQIIP). It is through all these projects that SCSPEB has been able to increase girls enrollment from 80,000 to 182,000 which makes rural female literacy ratio from 1.5% to 8.9%. Moreover SCSPEB established 1100 primary schools, 4234 PTSMCs, 16,500 Village Committee Members (M/F), 3,300 Formal Groups organized and has direct access to 1,700 villages in Balochistan.

Establishment of CSP Schools

IPSPG sought to establish new schools to serve those communities where no school exists. A total of 80 schools were planned, out of which 30 were to be opened by the Society. Society succeeded in opening 26 schools.



Capacity Building

Trainings were conducted in order to build the capacity and raise awareness of all the stakeholders involved in the project. These focused on defining the role and responsibilities of the committees and mobilizing them. Details of the trainings are as follows:

Training of existing VECs and WVECs:

A total number of 230 trainings were imparted to VECs against a target of 280 and a total of 176 trainings were imparted to WVECs against a target of 180.

Training of VECs and WVECs (CSP Schools):

These training were imparted in three phases. A total of 32 trainings were imparted to VECs and 16 to the WVECs.

Training of NGOs CBOs and EFOs:

Four trainings were organized at district level to create conducive environment in the schools. The representatives of NGOs, CBOs, EFOs and volunteers participated in these training.

Followup Visits

A total of 690 follow-up visits were made to increase enrolment, identification of constraints and their resolution in the target schools. In these visits, the VEC and WVEC meetings were also organized to mobilize the communities for assuring quality education in the schools.

Provision of Schools Supplies

The project also provided basic school supplies including chairs, blackboards, jute mat, chalk box and water containers to 395 of the target schools.

Provision of WES Facilities

50 hand pumps were installed under the project.

Community Support Process (CSP)

The Community Support Process is a means by which the Government and communities assisted by the NGO, develop a partnership (formal) through which girls' schools are established and effectively operated in the rural and far flung areas of Balochistan. CSP is an eleven-step process applied to achieve the establishment of the government community partnership girls primary schools. The objective is to promote and sustain primary girls schools through community participation. Communities contribute their services in terms of identification of potential teacher, monitoring and supervision of the school, ensuring protection to the teacher and basic facilities in the school and providing land free of cost. Government pays the salary of the teacher, provide school material, and construct building.



Eleven Steps of CSP

1. Teacher Identification.
2. Test the Potential Teacher and verify her documents.
3. Observational Survey of the village.
4. Organizing parents Groups.
5. Formation of Village Education Committee (VEC) Male/Female.
6. VEC/WVEC starts school on informal basis for three months.
7. VEC/WVEC and Teacher Training in school operation with Parents Participation.
8. Formal request for Approval of the Community Support School.
9. Formal signing of agreement between VEC and DEO to formalize the Parents and Government partnership.
10. Once the agreement is signed the teacher is formally appointed by the Government and the school is officially approved, the VEC sends the recommendation for its teacher training and for school supply.
11. Monthly, Quarterly and annually performance reviews of the school and yearly election of VEC members.

Achievement Analysis

An analysis was conducted to measure the achievements of IPSPG activities with respect to the Population Census of 1998. It is important to note that at the time of the analysis no other schools had been established except those by the IPSPG project in Khuzdar, Kalat and Pishin districts. The increase in enrolment of girls 5-9 years in these three districts is the sole contribution of IPSPG. Refer to Table 1 and Box 1

Enrolment of Girls according to 1998 Census & IPSPG

Districts	Population of girls 5-7 years 1998 census	Girls 5-7 Enrolment 1998 Census	Girls 5-7 Enrolment under IPSPG	Total Enrolment
Khuzdar	34969	5596 16%	5896 17%	11492 33%
Kalat	20265	1698 8.5%	4794 27%	6492 32%
Pishin	29787	5952 20%	7478 25%	13430 45%
Total	85021	13246 16%	18168 1%	31414 37%

Source: Individual DCRs, Census 1998

Outcomes

The project generated a more positive and greater impact than expected, which helped to enrol more than 8885 girls in schools. There were only boys' schools in most of the targeted villages (where the number of girls age 5-7 years are 30 or more) and parents avoided enrolling their girls in the boys schools. In such villages, great efforts were made to motivate the parents to enrol their daughters in the boys' schools.

Education Quality Improvement Program

Background

Achievements

- Established 941 Schools
- Recruited 1136 local (middle/matric pass) women as teachers
- Mobilized communities
- Took initiative towards recommendation of Policy Reform
- Set up a Private School (subsidized) Program
- Formed Parents Teachers School Management Committees (PTSMCs) in Quetta and Kalat Division
- Less pressure on Government for direct appointment of teachers and establishment of schools without criteria.

Outcomes

- Confidence in decision making at various levels:
 - Young deliverers of the NGOs
 - Communities and
 - Government field staff.
- Participation in School/Education process by all groups (Community/Govt/Teacher)
- Gender free environment in primary education
- The rate of change in CSP schools is faster in terms of gross and net enrolment rates and growth of enrolment and the gender gap.
- Legal recognition of Community Groups (VECs/WVECs)
- Capacity building by conducting sophisticated trainings to all field related human resources (Government DEO offices, Non-Government Organizations and Organized Community Groups)
- Ownership and commitment to the CSP process by Government at all levels
- Community groups developed and strengthened:
 - To identify their own needs
 - Utilize existing resources effectively
 - To reach for required resources

Upon completion of the Primary Education Quality Program in 1999 it became clear that in quantitative terms, PEQIP had been successful in achieving its targets, however in qualitative terms much work remained to be done. Therefore in April 2000, again with the funding of the Royal Netherlands, the Education Quality Improvement Program was initiated. EQUIP focused upon improving the quality of girls' primary education through a triangular approach which entailed building the capacity of teachers, communities and EFOs to work with schools. The Program targeted schools of Quetta and Kalat Regions.



Objectives

- Ensure quality teaching through building the capacity of CSP school teachers, NGOs, Teacher Training Institutions (TTIs) and Education Field Officers (EFOs).
- Build sustainable partnerships between NGOs, TTIs, EFOs and communities.
- Institutionalise V/WVECs to build sustainable partnership with the government.
- Strengthen NGOs to facilitate program implementation and sustainability.

Activities & Achievements

Program Orientation

Field Teams' Training

A one month intensive training on "How to Ensure Effective Primary Learning in Rural Schools" was imparted to field teams and three CSP school teachers by Aga Khan Education Services Pakistan (AKESP). The purpose of this training was to ensure that the teams and teachers fully understood the core nature of the Project and equip them with the techniques required for delivering services efficiently in the field.

EFO & DEO Orientations

Teams gave project orientations and shared work plans with EFOs of Quetta and Kalat Regions. In addition, a workshop was held for DEOs to orient them to program objectives and prepare an action plan for project implementation. This workshop helped develop equal understanding among all stakeholders about project implementation and objectives.

Fellowship Program

The Fellowship Program, an important and innovative component of BPEP Program, was conceived and initiated by Directorate of Primary Education program as part of its efforts to concentrate on increasing the ACCESS AND EQUITY of the female education across the province. The Program encourages the participation of the beneficiary communities for the establishment and operation of Fellowship private schools through four-year subsidy paid on quarterly basis. The parents are required to pay the fee and increase it annually in proportion to decrease in subsidy. The program demonstrates much stronger and wider capacity in building partnership of the government with the parents.

Objectives

- Serve the villages/Urban slums currently not covered by Directorate Primary Education's regular policy for establishment of the primary school under CSP program.
- Give people an option and opportunity to develop, operate and manage their own schools on partnership basis with the government through Parents Education Committees.
- Motivation parents to pay fee for the girl child's education.
- Help establish a model to demonstrate how government can play its role as facilitator and supporter rather than implementer and controller of education process in Balochistan.

Meetings with Teachers & V/WVECs

The Quetta regional team visited approximately 97 CSP schools and Kalat regional team visited 83 schools to provide an orientation on the EQUIP program and to identify the training needs of teachers and V/WVECs.

Capacity Building

Teacher Training

A four-cycle training was designed, by the regional teams, according to teacher needs and ongoing problems observed with regards to teaching. Each training cycle lasted approximately 4 - 8 days. In both regions, teams conducted training in 19 clusters, reaching on average 164 teachers per cycle.

The Trainings Focused on Enhancing the following three Areas Subject knowledge

Math and Urdu components were a part of each training cycle, as through needs assessment it was found that teachers were very weak in these two subjects, and social studies and science components were included in the third cycle.

Skills

A school management component focused upon class management and maintenance of attendance, admission and stock records. Teaching methods component focused on dictation and assembly methods, formation of learning groups, and classroom activities that enrich learning. Finally a planning component focused on integrated curriculum and lesson plans and evaluation of student performance.

Self-development

Included definitions of development, the role of teacher particularly as an agent of change, use of daily reflection dairy and reflecting upon education and quality teaching.

Training Impacts

During the first cycle of training, it was observed that teachers felt hesitant towards sharing their problems with others and towards teaching, as many could not speak Urdu fluently. In addition, teachers experienced a great deal of isolation from other teachers. After the four cycles training, the teams found that:

- Teachers appeared to be more confident.
- Teachers shared their school related problems with each other and helped out each other in solving them.
- Teachers demonstrated improved speaking and understanding of Urdu. The teams achieved this by making it compulsory for teachers to speak in Urdu but at the same time allowed them to use their local language once and then repeat the lesson in Urdu in order to support their efforts.
- Trainings served as a platform for teachers to express their ideas and problems.
- Trainings gave teachers an opportunity to become acquainted with other schools in their clusters.

Lead Teacher Training

Realizing the difficulty in training all teachers in the targeted areas, one teacher from each cluster was selected as lead teacher and trainings were imparted to her so that they could replicate the same training to the teachers of their clusters. Intensive trainings were provided to 25 lead teachers (11 from Quetta and 14 from Kalat) by EQUIP in Quetta and Karachi. In order to assess the impact of training imparted, proper follow-ups of the training activities were carried out by the teams.

Program Components:

1- Rural Fellowship Program

The Rural Fellowship program is meant to serve the villages that could not be covered under CSP program as CSP requires the availability of female candidate (middle/matric) from the village. Females/Males from the nearby towns or males from the village can be teacher if acceptable to the community in the Rural Fellowship Program. At least 40 not school going girls (aged 5-10) are required in the village to start a school and subsidy is paid for maximum 50 registered girls. The parents are required to pay fee and increase it annually. The Village Education Committee is responsible for the management and operation of the school. This Committee is re-elected on annual basis.

2- Urban Fellowship Program

This program serves the low-income, underprivileged areas of the towns across the province. At least 50 girls aged 4-8 are required to start a school and subsidy is paid for maximum 100 registered girls. The parents are required to pay the fee and increase it annually in proportion to the decrease in subsidy. The Parents Education Committee is responsible to select a school principal for the day-to-day management of the schools. The PEC is re-elected annually. The VEC/ PEC hires matric pass male/female teachers on contract basis either from or outside the Village/Target Area. Community provide or rents school building in the middle of the village/target area. The government only provides the subsidy and recognizes the school.

Classrooms Support to Teachers

During the training at Cluster Centres teams trained teachers in real class situations. The team demonstrated use of group activities, role playing and other participatory methods in the classes. In this way, teams were able to create a participatory educational atmosphere that led teachers towards brainstorming and helped them to feel less hesitant. As a whole, this method of training was effective in most cases; students, particularly those who had trouble with Urdu, participated very enthusiastically and learned very quickly.

Teacher Training Institutes

In Quetta the team involved 6 Learning Coordinators in TTIs and in Kalat 6 EFOs were involved in order to develop a common understanding on the training imparted to teachers.

Training of W/VEC

Teams conducted meetings with V/WVECs in which they found that these committees were only aware of their responsibilities to check the attendance of students, cleanliness of student and classroom and teacher attendance. V/WVECs were not found active in terms of developing better coordination between the community and school, not aware of the teacher's school related problems and moreover although they checked the hygienic conditions of the students, it was without any awareness of its advantages and disadvantages. During the last quarter teams imparted trainings to V/WVECs on their effective role in school and also imparted training on health and hygiene as well as causes and prevention of diseases. The team also trained V/WVECs on bookbinding, school bags and cushion making.

Education Council (EC) Formation & Strengthening

Education Councils, comprising of 10 to 15 representatives from nearby VECs were formed under EQUIP with the purpose of forming a pressure group at the cluster level and preparing them for the forthcoming local elections in the province. During the first cycle of training in 10 clusters of Quetta & Kalat regions, the teams succeeded in forming 8 Education Councils (ECs). Orientations were given to ECs about the EQUIP project, its activities and objectives. Teams also conducted meetings to monitor EC's activities according to their work plans, identify problems and strengthen them. In addition, teams oriented the EC members especially females on the local body elections. Due to the result of these efforts, a few female ECs were elected as councilors in the local government.

Action Research - Active WVECs

Since some WVECs were more active than others in their school management roles, action research was conducted to identify the characteristics of these active WVECs. It was found that young girls or women without infants are more likely to be active participants and elderly women in Pashtoon areas have more mobility as it is more culturally acceptable for them to leave their homes.

Carnival on Education Promotion

A one-day carnival was organized in Karkh Khuzdar to increase the interest of the local people in the educational activities of their children and increase linkages between WVECs. WVEC members got the opportunity to discuss their experiences, share problems and practical solutions with other committees. Parents had the opportunity to see different school projects and felt pride in their children's work. Visitors interviewed found the carnival to be a learning experience.

Support Structures & Sustainability Measures

Lab Schools

With the consultation of female DEOs in Pishin and Khuzdar, the team established two Lab Schools. The teams also distributed science kits and sports material to classes 1 to 5. Due to the problems in the functioning of CSP Sangar School, the Lab School was later on shifted to Kawas Ziarat.

Stepwise Process for establishing Urban Fellowship School

1. Selection of Target Area
2. Conducting Scanning Survey
3. Presentation (of the results to the Community and the Management to assess Areas' qualification for school).
4. Conducting Household Survey
5. Formation of Mini Groups
6. Formation of Parents Education Committee
7. Selection of School operator
8. School planning-PEC+ School operator
9. School opening
10. Conducting Monthly, Quarterly and Annual Performance Reviews
11. PEC Strengthening.

Achievements / Outcomes

- 26 Rural and 33 Urban Fellowship schools operational.
- Employment to 169 female and 27 male teachers.
- Enrolment of 4,861 girls, 527 boys.
- 100% Involvement of the communities in the establishment and operation of the schools.
- Excellent government/communities partnership.
- Private education in villages.
- Parents paid Rs. 837,349 for girl's education in villages/under-privileged areas so far.
- Communities encouraged to become part of educational system.
- Accessibility/quality/accountability
- No government recurrent costs and staff appointments.

Resource Centres

Resource centres were established in Killa Abdullah, Mashkay, Awaran and in Parkho Tootak cluster in Kalat region. The objective of these resource centres was to provide a library that would help to develop reading habits among the local residents and to promote local embroidery.

Literacy Centres

To promote literacy amongst women in the villages, who have been deprived of education, W/VECs opened 2 Adult Female Tuition Centres in Ziarat and Mastung districts. In addition, 18 more villages were identified for starting tuition centres in the Pishin region.

Initiatives in CSP Schools

The Quetta regional team took the initiative of finding alternative solution to the problems arising from single teacher schools. After having fruitful discussions with the V/WVECs and teachers to make an alternative for those schools where there is only one teacher, it was agreed to hire alternative teachers and train them. As a result, 18 teachers were hired and were given the first phase of training.

Private Middle Schools

Since 1993 many CSP schools have been established in Balochistan and a large number of girls have passed their primary level education. However, a majority of these girls have been deprived of further education due to the non-availability of middle schools in their areas. The teams identified 3 centres covering 10 villages to be utilized and opened community middle schools.

Workshop with Nazim & DCO

The teams conducted one seminar in each region with the district Nazim and DCO in which the details of the work done in the respective areas was shared.

Seminar on EQUIP Cluster Teacher Training Performance Review

The teams of both the regions conducted a one-day seminar on "EQUIP Cluster Teacher Training Performance Review".





Water Environment and Sanitation

Background

Home Schools Program

The concept of home schools as a formal primary education system has evolved due to constraint of tradition, economic pressure and gaps in education systems. The main idea of home school is to provide basic primary education to dropped out or missed out boys and girls and to prepare those children who are not yet ready for a regular school. The Program was initiated by WASA in 1992 for educating the women regarding the use of sewerage system. In 1992 with the success of the schools, TA-PED, Habib Bank Karachi agreed to fund 16 home schools in Quetta & Pishin. In July 1993, UNICEF also offered its funding for the home schools in terms of school material, teachers training and monitoring purpose till December 1995. These are private schools through Habib Bank Trust Honorarium, partial community school management, no male teacher appointment, teachers are also required from target area, and minimum qualification was middle, school building by the teacher. Habib Bank Trust (HBT), Home School Teacher, Mothers and DPE these are the partners of this Program.

Goals / Objectives

- Establishment of private primary schools at micro level.
- To serve low income, underprivileged areas of the city where
- The Matric or middle pass females are available to start the school at their homes.
- To attract the children (both girls & boys) who can not go to formal schools for any reason that may be poverty, other schools being at a long distance etc.
- To test and prove the motivation and capacity of the parents to pay fee for the girl child's education.
- A factor for the expansion of primary education.

SCSPEB originally began work in the environment sector under the Primary Environmental Care in Girls Primary Schools (PECGPS) Project in 1998 with the funding of UNICEF. It focused on school sanitation, provision of safe sources of drinking water to the schools and communities as well as sanitation facilities in districts Lasbela, Khuzdar, Zhob, Loralai, Musakhail and Sibi. After that another component of the same project, Sanitation Acceleration, was started in district Zhob in the years 2000-2001.

SCSPEB began the new component of the project under the name of WES Tehsil Package in five union councils in district Pishin and six union councils in district Khuzdar. WES was designed with a multi-sectoral approach for the promotion of water, environment and sanitation activities.



Objectives

- To reduce morbidity and mortality of children under 5 through improvement of child health, increased access to water and sanitation facilities.
- To increase girls enrolment and retention in primary schools by increased access to safe drinking water and sanitation facilities in primary schools.
- To increase safe drinking water coverage up to 90 percent and house hold latrine coverage up to 70 percent in selected Tehsils by end of 2002 and develop a model utilizing the decentralized Government structures at Tehsil level.
- To build inter-sectoral and inter-agency coordination and collaboration and establish a workable realistic mechanism at federal and provincial level and build partnership with NGOs and private sector.
- To develop WES Program implementation guidelines and technical field manuals on key interventions of facilitating uniform and consistent program development in all provinces with a focus on tehsil capacity.
- To build capacity at tehsil and union council level for planning, service delivery, resource mobilization and management, and monitoring.

Activities & Achievements

Advocacy and Social Mobilization

Sensitization and Orientation

The main objective of the activity was to orient the Nazim, Naib Nazim district and elected representatives including the Administrative of the district assembly about the project, its flow, objectives and result sharing of the baseline survey regarding learning of social sector service. 226 participants in district Khuzdar and 226 participants in District Pishin were oriented and sensitized.

Sanitation Week in Khuzdar and Pishin

40 Schools including 6130 students and 270 teachers were the direct promoters of sanitation week and they were also organizers of the Sanitation Week in each district. Approximately 80,000 populations have benefited from the event includes 4500 shopkeepers, cart owners of the Khuzdar and Pishin towns. 260 Union Nazims/councilors of both districts were involved in the campaign. Line departments of the both district took part in the event.

School Competition

The ceremony was organized in District Pishin & Khuzdar. The Students of Primary, middle and High schools were the participants of the function. The students of different schools presented the recreational events focused on health & hygiene through tabloos, role plays, Speeches, Mushaira and debates on the importance of Health and Hygiene. 35 trophies and gift packages in district Pishin, Nine Shields and 350 gift packages in District Khuzdar were distributed among the students and the schools for the out standing performances.

Formation of Child Club

The objectives of this activity were to raise fund for sanitation at school level by the students and teachers. Enable the students and teachers in order to sustain the process of Hygiene promotion at school and village level. The activity was carried out in 10 (Ten) schools of District Khuzdar and in fifteens schools of Distt Pishin in order to identify a group of students for the promotion and child learning process adaptation at school and community level. During the formation students showed great interest and they learned that how to serve their lives as a responsible citizen.

Reactivation / Formation of VEC / WVEC

Reactivation and formation of VECs/ PTSMCs is one of the activities of WES Tehsil Package Pishin & Khuzdar to involve the communal groups (PTSMCs/VECs) for the promotion of sanitation and raise funds for the provision of WES facilities at school and village level. In the sequence of above mentioned objectives 16 PTSMCs in District Khuzdar and 20 PTSMCs in District Pishin were reactivated and capacitated.

Achievements

- 17 schools operational in low income area of Quetta
- Employment to 19 female teachers.
- Enrolment of 1325 girls and boys.
- The parents paid 100% cost of the books for their children in home schools for the first time in three years. Moreover the teachers are paying for other school material cost from the fee collected.
- 3 schools considered for recognition as private schools by DPE.

Outcomes

- Private education in under-privileged areas at micro level.
- Unique school management method.
- Two home schools teachers and monitor participated in three-day workshop organized by HASE on techniques of motivating the illiterate mothers for education.



Capacity Building

FLAAHE Training at Village Level for Male / Female

The objectives of Focus Local Area Approach for Hygiene Education training were to introduce behavioural change among communities regarding hygienic practices, reduce morbidity and mortality rate and prevention against diseases, morbidity and mortality. 5414 persons were trained in district Pishin having the ratio 1608 Males, 2661 Females and 997 children. In Khuzdar 3296 persons having the ratio 1169 males, 1711 female and 416 children have been trained on FLAAHE.

Primary Education Quality Improvement Program (PEQIP)

PEQIP is an initiative conceived and designed by the Society and funded by Dutch Government implemented by an international NGO AED. The programme aimed to achieve quality education in schools with maximum community participation and in service teaching methodology, support to the teachers besides investing in the capacity building of the enabling NGOs. Society was assigned to process 44 schools of 120 allocated for PEQIP by the Government of Balochistan.

Society was contracted by the PEQIP to promote Community Support Process (CSP) schools with the active and effective participation of community in Quetta and Kalat Regions.

Primary Environmental Care in Girls Primary Schools (PECGPS)

Since 1997 SCSPEB has been working in the field of water and sanitation, gathering a good deal of experience. However, safe and clean drinking water remains a major problem in the remote rural areas of Balochistan; women and children especially fetch water from long distances that restrict them from focusing on other necessary issues of household like health and hygiene practices and schooling.

Recently SCSPEB focused again upon this field under Primary Environmental Care. Two programs were launched, with UNICEF funding; Primary Environmental Care in Girls Primary Schools (PECGPS) in district Pishin & Khuzdar and Sanitation Acceleration in district Zhob. The idea behind the project was to set up a sanitation communication culture at the district level, with the involvement of government, NGOs and communities at district level.

Training on FLAAHE & PEC for Female Councilors

Five union councils from District Pishin and Six Union Councils from District Khuzdar were focussed. 30 Female councilors from each District of the focused UCs were invited for the FLAAHE and PEC training. 25 women councilors from each District participated in training.

Training of HPCTs at UC Level

The objectives of the training were to capacitate community sparks on maintenance and operation of HP and Rehabilitation. Hence, 35 persons were trained in district Pishin and 44 persons in district Khuzdar were trained as HPCTs.

Orientation at School Level and Training of Child Club Members

Nineteen training were conducted in district Khuzdar in which 1912 students and 15 teacher were trained. In Distt Pishin 25 trainings were conducted in which total 1590 students and 35 teachers were trained. The students were told about the importance of hygiene at self, school and community level. Students were given imperative training for health and hygiene and they were told precautionary measures for health care.

Masson Training

In order to make the availability of Mason at Local level for the construction of Latrine three trainings were organized in each of the two Districts. 49 persons were trained from Union Council Ajrum, Dub Khanzai, UC City One and Batezai in district Pishin and 46 persons were trained in Union Councils Baghbana, Khand, Feroz abad, Balina Khatan, Leezo, Gazgi and Zerina Kathan in district Khuzdar.

Training of Teachers on FLAAHE & PEC

The purpose of involving teachers in the promotion of hygiene and sanitation at village level was to develop school as a model for the community and utilize it as an entry point for household sanitation at village level. Three trainings were planned in the activity area focusing the schools of the targeted UCs of both Districts under the Project and 92 teachers were trained in Pishin District and 100 were trained in Khuzdar FLAAHE & PEC.

Seminar on Proper usage of Water & Bacteriological Water Quality Tests

Four seminars on proper water usage were organized in the activity area. Two Seminars in district Pishin and Two Seminars in District Khuzdar. The councilor's female, local NGOs, farmer's PHED, agriculture, irrigation and other departments at district level took part in the activity in both districts. 37 Sites from district Khuzdar were tested, where as the bacterial test was Negative in 21 Villages and positive in 16 villages. 53 Sites from District Pishin were tested; where as the bacterial test was positive in 35 Villages and negative in 18 villages in district

Training and Planning / PRA for Nazim and Councilors

In each district three trainings were conducted. Total 120 people were trained in both districts including 60 in Khuzdar and 60 in Pishin District. Each training session included 20 participants.



Objectives

- Transfer knowledge about basic hygiene and Primary Environmental Care to pupils of 50 government primary schools through capacity building of the teachers and community members.
- Provide water and sanitation facilities.
- Develop primary schools as entry point for household sanitation.

Achievements

To assess the overall situation of water and sanitation field teams visited schools and villages. A total number of 263 schools were visited. Potential sites were carefully selected and the relevant communities were motivated to process of PECGPS. In this regard, 27 sites were selected in Khuzdar, out of which 20 sites were prepared, while in Pishin 25 sites were prepared out of 39 sites. In order to create general awareness among the communities and to enhance their role in the school and sanitation activities, 10 PTSMCs were reactivated and formed altogether in both districts. Three days training was provided to 100 Teachers and EFOs. The teachers were trained on PEC activities. One exposure trip for teachers to the nearest girl's school was arranged during each training. The teachers took part enthusiastically and realized their own role in the promotion of healthy environment in the community. In order to reduce the rate of infectious diseases in schools among students, special focus was given to the repair of latrines in schools. The team provided materials for 46 latrines in both districts (21 in Khuzdar & 25 in Pishin). The hygiene kits, provided by UNICEF, for developing hygiene practices in students, were distributed among the trained teachers of both districts.

Impacts and outcomes

- Facility of safe drinking water was provided to 10,000 students/ persons in the communities
- The rate of infectious diseases resulting from the exposure of human excreta was reduced.
- Awareness about hygiene and sanitation practices was raised among students in particular and the communities in general.
- The communities realized the importance of latrines for promoting a healthy environment, which also supported the sustainable use of latrines in the areas.
- Teachers are practicing and demonstrating behaviours, which convey the message of safe hygienic practices to students.

Service Delivery

Installation of Hand Pumps

In District Khuzdar 20 and in Pishin 19 hand pumps were installed.

Setup of Revolving Fund

Shops for sanitation promotion were established at village and Uc level. One main salesperson would produce material in Tehsil Town shop. The rest of shopkeepers at village and UC level would link with central vendor for procurement. Thus 9 shops were established in district Pishin and ten shops established in district Khuzdar.

Material Delivery at School Level

The material was supplied to 34 schools in District Pishin and 60 Schools in District Khuzdar. The objective of the material provision was to provide the facility of ventilated improved pit latrine to the students.

Rehabilitation of Hand Pumps Installations

The main thrust of the activity was to mobilize and organize the local communities for the Rehabilitation of hand pumps and to provide them the technical assistance. 16 hand pumps in District Pishin and 15 hand Pumps in District Khuzdar were made functional.

Rehabilitation of Latrines in Schools

The main objective of the activity was to mobilize and organize the local communities for the rehabilitation of latrines in schools and provide them the information and technical assistance. WES team visited 30 schools in Khuzdar and 18 latrines were made functional in the visited area and in Pishin district team visited 40 schools and material were supplied in 40 schools for rehabilitation.



Baseline Survey at UC Level for Existing Latrine Coverage

In Pishin District the information collected under the baseline survey of five union councils revealed that the total population is 53676, having having 13252 women, 13413 men, and 27013 children. There were 14355 boys and 12658 girls below 15 years of age. Whereas in Khuzdar the Population of the six selected union councils was approximately 42349, having 10719 women, 10330 men, and 21306 children. There were 10929 boys and 10377 girls below 15 years of age. The survival of male child is high then girl, having the age group of (1-5) and the survival of female was higher then male having the age group above 15 years in both districts. The coverage of latrine at house holds level is almost zero percent in both Districts. The attitude towards sanitation was miserable. Women and children are the principal carriers of water. Sanitation relevant diseases were common.

Management Information System Development

A soft ware had been developed exclusively to record the data collected under the project. The data of 11 union councils, 6 UCs in district Khuzdar and 5 in district Pishin have been processed. The same data was analyzed and disseminated among the district line departments and elected representatives for planning. The findings and information of the said data has been bind in a separate book.

Afghan Refugees Education Project

Balochistan Trial District Management Project (BTDMP)

The Government of Balochistan is working with the United Nations Development Programme to assess how the delivery of public sector services in the province could be improved through enhanced capacity of all actors of the public sector delivery mechanism. For this purpose Balochistan Trial District Management Project (BTDMP) is being implemented as a pilot project in the districts of Jhal Magsi and Loralai. The Project focuses on strengthening of existing institutional arrangements with some modifications on a trial basis. The principal objective of the Trial District Management Project is to assess the types of institutional reform and other changes that might be required for decentralization of delivery of public sector services and making them more effective.

Consultants were engaged by the UNDP and the Government of Balochistan to assist to analyse the existing situation and prepare project document for UNDP and a PC-1 for the Government of Balochistan to address the deficiencies of existing arrangements. The consultants conducted detailed field visits in the selected districts, held discussions with all major share holders including the Deputy Commissioners, line agencies, politicians, local government institutions and village communities. The essential aspects of the project design had been prepared and discussed with selected line agencies at the provincial, district and village level to secure their agreement and concurrence.

The Government of Balochistan is committed to the economic development of the province and the objective of its economic policy is to achieve prosperity and progress of the people of Balochistan and to attain the highest possible level of development of the province through optimum utilization of the resources available and enforcement of appropriate policy measures, financial discipline and balanced inter-sectoral and inter-regional development (White Paper, Budget 1997/98, GOB).

Even though the government is committed to the objectives and principles outlined above, it does not have tested implementation practices and models through which it can undertake all of its objectives. The Trial District Management Project (TDMP) aims to help the Government of Balochistan develop a sustainable and replicable model of development, which can assist in achieving its long-term development objectives. Thus the principal development objectives of the Trial District Management Project (TDMP) is to put in place institutional arrangements and mechanism for effective delivery of public sector services and a model of decentralized and participatory local level development and test whether the model is effective and resilient and can be replicated in other districts of the province.

Background

Due to social and political unrest, war and tribal conflicts in Afghanistan over the last two decades, a significant number of Afghans have crossed the border and settled in Pakistan as refugees. The first influx of refugees started in the early 1980s. It has been estimated that there were over 2.2 million refugees all over Pakistan in 2001. After the incident on September 11, 2001 and the subsequent attack by the US on Afghanistan, a substantial number of new refugees crossed the border and settled in new camps- mainly Mohammed Khail, Roghani, Landi Karez, and Dara I & II in Balochistan.

UNICEF initiated a project to promote education among Afghan refugee children and selected SCSPEB as implementing partner. According to the agreement the Afghan Refugees Education Project (AREP) was designed for one year ending December 2002.

In the second phase of the project SCSPEB continued to manage the education sector in Roghani, Landi Karez, Dara- I Dara II, Muhammad Kheil and Latifabad Camps with the Support of UNHCR. In this phase aside from expanding access, the focus has been placed on enhancing quality through teachers training. The project enhanced its focus on advocacy and social mobilization of the people, capacity building of teachers as well as education group members of the school.



Objectives

- To establish primary schools in the refugee camps.
- To enrol refugee children ages 5 - 12 years with particular focus on girls.
- To select facilitators or teachers from among the refugees and build their capacities to run the schools.

Activities and Achievements

Rapid Education Assessment Survey

The primary objective of REAS was to establish the target student population by gender, age and level of education. The secondary objective was to identify and determine the number of potential voluntary facilitators or teachers from among the refugees in the respective camps. Accordingly, a comprehensive door to door survey was done in the camps. The results showed that primary school age population is over 20,679 of which over 43 percent are girls. Potential teachers were found to be roughly 80 potential teachers out of which only 4 were females.

School Establishment and Enrolment

SCSPEB successfully established 56 tent schools, with enrolment of 11,685 out of which there are 7670 boys and 4015 girls.

Program Objectives

The project will have following three main objectives:

- Provincial Policy Reform to strengthen the capabilities of local councils and line agencies in the implementation of sustainable, decentralized, participatory development in the Province as a whole.
- Institutional Capacity Building of rural local councils and line departments at district level for the management of local development activities.
- Community Participation in order to have better monitoring of public sector services, planning and implementation of village level infrastructure and local resource mobilization for sustainable economic development.

Teachers Training & Placement

112 teachers were trained in all the four camps of Chaman, M.Khail & Latif Abad. In this connection three training clusters were formed one at Roghani camp, other in Dara II camp and one in M.Khail camp. During the training sessions the participatory approach was adopted, group work and practical demonstrations were emphasized. All the sessions were communicated in pashto & Dari languages.

Refresher Courses for Teachers

Based on the monitoring assessment, refresher courses were designed for teachers and one refresher training was imparted to the teachers.

Development of Learning Material

Under the project, a qualified consultant was hired to develop the learning material for schools. The material developed by consultant included curriculum for class 1 to 7, charts, posters, diagrams, monitoring and teacher's guides and teaching methodology etc

Distribution of Teaching / Learning Material and Uniform

All the schools were provided with school-in-box kits, which contain basic writing material and teacher material. The school material was donated by Save the Children USA and contains Afghan basic competencies (ABC) textbooks in Pushto and Dari languages and mathematics for grade one and two has been applied in all schools. School supply and playing material e.g. blackboards mats, football, target hitter balls, jigsaw puzzles, posters have also been distributed among the students at all schools. Students (boys and girls) were provided uniforms donated by the UNICEF. The uniforms according to size were for 5-7 years and 8-12 years old students.

Education Groups Formation & Training

In order to ensure the participation of refugee community in schools and to create a sense of ownership among them, Male/Female Education Groups were formed to oversee each school. In this regard, 33 Male Education Groups and 47 Female have been formed. In order to build the capacity of Education groups, trainings were imparted for enhancing their role and sharing responsibilities. A total number of 30 Male Education Groups with 240 participants and 30 Female Education Groups with 180 participants were trained in these training. The Education Groups have also taken the responsibility of protection of school tents as well as school assets.

Health and Hygiene Education and Training

Tear Fund, an International NGO expressed its interest to impart health and hygiene education in AREP Schools. In this regard a common understanding was developed among SCSPEB, UNICEF, Tear Fund, CSO and UNHCR. One complete day was spared per week per school for a Child Focus Health Education Program, which was imparted in all schools. Moreover, two female social organizers of AREP were trained by Save the Children Fund USA on Health and Hygiene Education. This training was replicated in the refugee camps and imparted to all Female Education Groups to develop hygiene practices among the refugee community and give them awareness regarding diseases caused by garbage and rubbish as well as benefits of cleanliness.

Landmines Awareness

As far as landmine awareness is concerned UNHCR has declared Handicapped International (HI) as an umbrella NGO for awareness raising. Hence, landmine awareness was also one of the major activities conducted in AREP schools. In this regard HI was requested to share their expertise as well as the technical support of Tear Fund.

Installation of WES Facilities

To provide WES facilities in the schools, 17 latrines were constructed in 16 schools at Chaman camps. Moreover, water tanks have been installed in all schools of Landi Karez, Muhammad Khail and Roghani camp.

Educational Workshops

One-day educational workshop was conducted in all the camps to raise awareness among refugees regarding education especially girl's education. All the elders, EG members, teachers and the representatives of the NGOs working in the respective camps participated in the workshop.

Achievements

Under Balochistan Trial District Management Project two districts (Jhal Magsi and Loralai) in Balochistan were selected with a specialized approach of social mobilization. The Project defines social mobilization as a "PROCESS" than an approach. The project management and SCSPEB were determined to make it a well-defined process to be institutionalized and practice to bring a visible change.

Current development scenario where resource, all types, are being shrinking and opportunities for development initiatives are becoming lesser require a defined process where people should be ready to take and shoulder the responsibilities of their own development. Therefore, BTDMP envisaged the social mobilization component as a process and contracted out in private sector for getting desired results.

SCSPEB experienced it in different and the challenge for SCSPEB was to take it as a comprehensive component rather than a package for delivery. Therefore, this specialized job enhanced the experience of the organizations as they worked with groups for a broad-based platform for development activity where people started organizing themselves, collective decision making and showed their willingness by their involvement in development initiatives. This is all due to social mobilization process.

Refugee Day Celebration

Refugee day was celebrated in all the camps as well as Quetta. In this connection camp school children participated in different events such as traditional dance, traditional wrestling, role-plays & drawing competitions. Parents, teachers, and elders, EG members and representative of other NGOs, attended the function. First four position holders were given prize by Society.

Follow up Visits

All the schools were given a regular follow up visit to assess teacher's attendance, student's retention, school performance as well as EG performance and parents participation. Remedial actions were taken against the problems identified during the follow up visits.

Sectoral Meetings

A sectoral committee is formed by ICMC for each camp having the membership of elders, EG members & teachers. This committee is responsible to work in collaboration with the teams to carry out educational activities and resolve school related problems. During these meetings, team presented an overview of the project: its aims and objectives, targets, achievements, material distribution, training of EGs/FEGs and their function at camp level. Moreover, plans were also shared and the discussion was held on problems with the members of sectoral committee.

Coordination Meetings

Provincial Level

Coordinator AREP attended all the meetings, which were held on provincial level (at UNHCR & save the children) and shared all problems and their achievement in the implementation of Afghan Refugee Education Project.

Camp Level

Coordinator AREP as well as SCSPEB teams attended all coordination meetings which were held at Chaman and M. Khail camps. In meetings they shared the progress and difficulties faced during the implementation of the project.

School & Education Group Monitoring

As per plan, all the schools were monitored by the teams on a monthly basis for the assessment of teachers and students. The teams regularly monitored all the schools daily to ensure teacher's attendance as well as retention of students at schools. Based on these assessments, refresher courses were designed to build the capacity of teachers. Monitoring of the performance of Education Groups was conducted as well. Based on this, several meetings were conducted with female/ male education groups to identify and solve the school problems and also to reduce absenteeism of students.

Teachers Meetings

Need based meetings with the teachers were regularly held to empower them to expedite the solution of school problems. In this regard, 23 combined meetings were held with the teachers in M. Khail, Landi Karez and Roghani Camps to identify and solve school problems.

Community / Elders Meetings

Community/ Elders meeting were also conducted to involve the community in the process and inform them about the progress, problems faced by schools and to expedite solutions.

Coordination Meetings

Weekly coordination meetings were held at camp level as well as at provincial level to share constraints in AREP implementation.

Parent Teacher School Management Committees

Background

It came to the knowledge through experience that the Line departments and the communities would not like to meet with each other due to the rigid set up and an atmosphere of avoiding each other. This project TDMP had provided a platform to carry the responsibilities together as an equal partner of development benefits instead of, a relation of recipient and donor. Under the activities of the project the communities were trained to join hands with the government to support the developmental activities and to monitor the provided services at community level. This project also helped the government to extend its cooperation towards community participation through various tools and to ensure improvement in Public Service Delivery.

All the processes implemented during the project period to make the model successful had helped to develop a Community Mobilization Model (CMM). This Mobilization model provides the basis for process, which makes community to turn around and involve themselves in their own developmental activities and build the ownership.

The Balochistan Trial District Management Project aims at specific interventions to respond to gross inadequacies of social services, both in terms of delivery and quality, through a decentralized system of delivery of a public sector. Traditionally, the planning and implementation arrangements have relied heavily on structured line departments without the involvement of the communities. Decentralization of project implementation with the involvement of communities, private sector, and NGOs is to lend support to an effective institutional framework for effective and equitable delivery of social services by making services available to the people who need them most.

The Community Support Process proved its strength in the past decade and parents have been recognized as key stakeholders in the quality education process. As a result, the government realized the need for more formal involvement of parents in the education process by establishing PTSMCs. The formation of the PTSMC was first attempted in 1996 where the government with the help of NGOs succeeded in establishing about 5,000 PTSMCs all over Balochistan.

The Education Department of Government of Balochistan in 2001-2002 was provided with some funds in under Education Sector Reforms (ESR) and a special grant by the President of Pakistan. Society was made a partner to undertake the assignment in 17 districts under President Grant and in all 22 districts under ESR Program. Considering the limitation of funds, late releases and a gap from the date of old formation it was decided to focus on re-structuring and capacity building of 4610 PTSMCs under President's Grant and 390 PTSMCs under Quality Assurance/ ESR Program. In addition, focus was placed on developing linkages of 390 PTSMCs with Teachers Resource Centres (TRCs) under the same program by the Bureau of Curriculum.



Objectives

- To have an effective and operational representative body of parents and teachers for education quality assurance at the grass root level.
- To increase enrolment and decrease drop out rates.
- To support government functionaries in carrying out related activities within and outside the school.

Activities & Achievements

Implementation of the project fell into phases, in which there are those activities that pertain to initial training and orientation, PTSMC restructuring, capacity building and finally review meetings.

Orientation Workshop

A two days Master Trainer workshop was organized by Bureau of Curriculum in collaboration with Institute for Development Studies and Practice (IDSP) to train the field staff of different NGOs. The special focus of the workshop was to devise a strategy for restructuring and forming of PTSMCs.

Training of Professionals

After the selection of field professionals a three-day orientation and training of PTSMC field staff was conducted in SCSPEB Office. Training focused on community organization principles, role of social organizer, steps for restructuring of PTSMCs and conducting meetings with district government officials. The same training was imparted to the RCDC Team by resource persons from SCSPEB.

Focus District Project

The project has its innovative approach to enable the village people to understand completely the idea of creating a partnership between the community and the public sector for improved service delivery system. VDC, which has the dynamic and foundational position in the model, gets a status of autonomous institution and authority for interacting with the Govt line departments.

It is a quite fresh idea and experiment to provide an efficient and transparent mechanism at various levels for delivery of social services. So it is a step towards shifting powers and responsibilities to the villagers themselves.

It will also provide village people with the substantial control over all process of development. Their participation will ensure proper utilization of funds quality of work and as well as the opportunity of contracts and links with Govt officials, NGOs and agencies.

Formation of Village Development Committee (VDC)

By spending time with the people for the formation of VECs/WVECs in villages and discussing the role of VDC members in village development, they will be involved in Education, water supply, basic health, sanitation and micro credit for women groups to encourage income-generating activities.

After explaining the role of VDC members the participants will be invited to elect Chairman, Secretary & Organizer with atleast 80% majority. Their capacity is built through office bearer training. So that a real leadership could be created at gross roots.

Orientation at District Level

Governments: Meetings were held with District/Tehsil Nazims, their representatives, and EFOs to orient them on the objectives of PTSMCs and the role of communities and teachers in school. During the meeting a letter from Director of Education regarding the role of the PTSMC members was shared with the government officials.

Restructuring of PTSMCs

In order to restructure old and form new PTSMCs a variety of steps were taken, the details and sequence of which are as follows:

- Visit village/school to orient about PTSMCs, their objectives and roles.
- Collect available data about the old members of PTSMCs.
- Re-structure and activate the old PTSMCs.

PTSMC Distribution			
	SCSPEB	RCDC	SCOPE
Pres Program	2477	635	732
ESR	200	55	60
	Quetta, Pishin, Killah Abdullah Chagi, Mastung, Kalat, Khuzdar, Awaran, Kharan, Labsbella	Gawadar, Kech, Panjgur	Kaachi, Naseer Abad, Sibi, Dera Bughti

Capacity Building

Capacity building was envisaged as a critical part of the Program which unfortunately was not given due attention in the first phase, generating a gap that weakened the process of community participation. In this phase capacity building was given due importance; 500 trainings were imparted to PTSMC members. The trainings fell into two categories:

Institutional Capacity Development

Roles and responsibilities, record keeping, leadership, importance of quality education.

Skill Development

Health and hygiene, balanced diet, pillow making, bookbinding.

Review Meetings

Project Management (Director BOC and Deputy Director)

To share the progress and constraints of the project. The reviews provided a great deal of support to the project activities within the very limited time period.

District Level (EDOs, EFOs, Nazima and Naib Nazims)

To keep aware and share progress.

Computerization of Data

SCSPEB developed a proper database management system for the information collected on PTSMCs. SCSPEB hired the services of a computer programmer especially for the PTSMC project who was assisted by data entry officials. The data entry entails not only entering the data into the computer but also cross checking the filled questionnaire to maintain and enhance the quality of work at all levels.

Releasing Confidence and Creativity

Building Sound Foundations for Early Learning
in Pakistan

Background

RCC is a program which focuses on supporting practices and structures in communities, schools, NGOs, and the government that effectively promotes early childhood development.

RCC is a USAID funded programme being implemented on a pilot basis from January 2003 to March 2004 under the auspices of the Aga Khan Foundation Pakistan (AKF,P) in the Balochistan and Sindh provinces targeting 100 schools (50 in Balochistan and 50 in Sindh province). In Balochistan, the core implementation of school and community-based activities is being carried out by SCSPEB. Technical assistance is being provided by the Sindh Education Foundation (SEF), which is responsible for the overall data analysis and information dissemination of the programme, and the Teachers' Resource Centre (TRC), which is providing support with regards to teacher training and material development. Additional programme partners include the Aga Khan Education Service (AKES) and the Health and Nutrition Development Society (HANDS) for implementation in Sindh as well as Aga Khan University Human Development Programme (AKU-HDP) and AKF Geneva for further technical assistance.

Establishment of Union Council Development Committee (UCDC)

It will be clarified that the VDCs would further be represented in UCDC by nominating one member each in the Union Council Development Committee.

Establishment of District Development Committees (DDC)

In the same way UCDCs will have their representation in DDC by sending their members in the district level committee for development to complete the model of development partnership with the District heads of departments under the chairmanship of the Deputy Commissioner.

The RCC Programme concentrates on encouraging innovation and developing techniques that can be replicated by government and NGO partners. For these reasons, the provincial governments have been intimately involved in the planning and support of the programme. At the conclusion of the programme, the goal is to have created several sustainable, replicable models that both the government and other NGOs may take to scale as they institutionalise child-centred katchi classrooms.



Objectives & Thrust Areas

The main objective of the programme is to improve early learning and teaching in government schools in Balochistan and Sindh.

The Program focuses on the following five Areas:

- Human and Institutional Capacity Building
- Improving the Physical and Learning Environments of Schools
- Advocating Communities about ECD
- Training for Local Government Under the GOP Devolution Plans
- Learning, Dissemination of Lessons and Policy Dialogue for Education Reform

United Nations System Award 2001

All most 10 years of facilitation and implementation of the community participation by SESPEB has proven its vital existence and importance in the development sector especially for education in Balochistan. Driven by dedication and motivation, SCSPEB has reached the hardest and remotest areas of the province to introduce and implement the concept of Community Support Process (CSP). Society has proven that the partnership of parents and Education Department and effective utilization of the existing resources can ensure quality education in Balochistan.

Society's efforts in the province have recently been recognized by the United Nations as it awarded the Society with the United Nations System Award 2001. Society is the first organization in Pakistan that has been honoured with this award.

This award and recognition would have been next to impossible if Society was not trusted and supported by the communities it works with. In addition, no organization can achieve its goal successfully if its staff is not dedicated and committed. Society has been very fortunate that it has a team of very dedicated and committed professionals. Society dedicates this award to its committed staff and the communities of Balochistan.

During the course of its Journey, Society and its dedicated workers have faced tremendous hurdles and barriers but these were overcome with zeal, intelligence, dedication and spirited leadership. These hurdles assumed various faces e.g. rigid tribal and cultural barriers, lengthy hours of working by the field staff, long drives, tough areas, climatic harshness, and financial problems.

Overcoming these hurdles, Society learned some precious lesson through which the Community Support Process has been further improved and new projects have been initiated. All these efforts have paved the way for Society to be able to stand up as an organization that works innovatively for the improvement of the education sector in Balochistan. Thus deserving the acclamation for its tremendous work in the education sector.



Activities and Achievements

SCSPEB is implementing RCC in 6 clusters focussing 49 schools of five districts of Ziarat, Pishin, Killa Abdullah, Mastung and Chagi. The activities and achievements are as under:

Orientation and Awareness

As the initiation of ECE is a new concept in Balochistan therefore orientation and awareness workshops/seminars were organized at provincial and district level to provide orientations on ECE, RCC Programme, Local Government, Education Department and Community's role in RCC and identify strategies for supporting RCC for different stakeholders.

Cluster / School Identification and Selection

49 schools were selected from six clusters from five districts Chagi, Mastung, Pishin, Ziarat and Killa Abdullah.

ECE Teachers and Lead Teachers Selection

Specific selection criteria and process were developed and 49 ECE teachers and 6 lead teachers were selected through the involvement of the district education officers.

Training of ECE and Lead Teachers by TRC

Eight day (45 hour) training on ECE concepts, methodologies and implementing ECE in the classroom was provided to teachers in RCC schools by TRC, Karachi. The trainings were conducted in 3 training sites in the Chagi, Mastung and Pishin districts. In this training 6 lead teachers and 98 teachers (ECE and regular) as well as 5 government officials and 4 SCSPEB ECE facilitators were trained. The training was based on a Teachers Manual developed by TRC that has been designed to aid teachers in implementing the National ECE Curriculum.

Initiation of RCC Class

The teachers after acquiring the training started RCC Class in the selected schools. So far in 50 schools more than 1500 children had been enrolled of which approximately 75% are girls and 25% boys. The average students per class are 30.

Coordination with EFOs

In order to have clear understanding of the project and updates of progress the RCC teams conduct plan sharing meetings at the start of every month and review meetings at the end to share the progress during the month on regular basis. Besides this the teams often hold consultative meetings to develop support and facilitate RCC process

Strengthening of PTSMCs

The PTSMCs play a pivotal role in the implementation of RCC Program where they deal with the financial affairs, school management as well as monitoring of teacher/student activities. In order to play their effective role several trainings have been imparted to enhance their capacities on human and non-human skills.

Award Selection Process

The United Nations System Award is given to the organizations in the field of development on extraordinary performance and achievements in a progress year. A Committee, comprising of all members of the U.N system shortlists the organizations, based on the evaluation on the following four parameters:

- Field teams both on conceptual as well as at the field level.
- Inventory management of the office stock
- Vehicles and office equipment
- Accounts are thoroughly audited

Bank Account Opening

As the PTSMCs are involved to deal with the financial affairs of the schools therefore, it was necessary to have their bank accounts open so that they could plan and begin operating their finances and take the ownership by distributing salaries to ECE teachers after verifying their attendance. Moreover, the bank accounts were also necessary for the transfer of funds for RCC classroom construction.

Baseline Monitoring and Evaluation Training

The training workshop targeted SCSPEB office staff involved in data/information and research as well as ECE facilitators (SCSPEB field teams) and lead teachers. The training workshop helped in developing an understanding of the methods of data collection, monitoring and evaluation concepts, purpose of and how to conduct the Baseline Survey.

Baseline Survey

Baseline survey was conducted by the RCC Teams with the assistance of lead teachers, and ECE teachers. The tools developed for the collection of the data were categorized as: Child Assessment Form, Family profile, School profile, classroom observation and community profile.

Capacity Building of Lead Teachers and DOEs

Apart from the training imparted on ECE teaching methodology and National Curriculum the lead teachers along with the DOEs also participated in TRC Mentoring and Monitoring training.

RCC Classroom Construction

Under the Project it is envisaged to have a separate room for ECE children, which provides a proper ECE environment along with "Goshas" (learning corners) arranged where children feel free in learning through games. Considering the need the construction of separate room for RCC class in all 50 schools had been initiated and in 75% schools the work is nearly to be completed. The community/PTSMCs have played a significant role in the construction of the rooms and extended tremendous financial and technical assistance, which depicts the sense of ownership.

Refresher / Follow up Trainings

The SCSPEB RCC Team conducted Refresher trainings for ECE teachers at cluster level, which reinforced the learning of first training, as well as provided teachers with an opportunity to share their problems and solve them. Moreover, follow up visit was also conducted by TRC in all schools to assess the articulation of the initial first training they provided.

RCC Resource Centers

The RCC teams had identified 6 resource centres one in each cluster and has laid down the structure. The teams have also developed the lists of the material required for the resource centres and has begun talking to the community in this regard so their input can be seen.

Provision of Material

Under RCC Program each school had been provided with a Taleemi Basta and other reading and writing material used for activity based learning.

District Level Seminars

District level seminars had been conducted in all five districts. During the seminars RCC Children gave presentations.

Follow up School Visits

SCSPEB RCC team make frequent follow up visits to all 50 ECE classrooms of six clusters. During the follow up visits the teams assess ECE enrolment, available and required teaching material, future training needs, quality education and parent's participation.

Community Girls Middle School Project

Background

The ratio of middle schools to primary schools in Balochistan is 1: 10 against the normal set standard of 1:5. Keeping in mind the dispersed population and long distances between the villages, the middle schools are not adequate in numbers for the access of primary passed Girl's. In this perspective a focused innovative approach is required which not only assist the government to achieve their target but can also prove sustainable in its own selves to continue with providing the education services under the supervision and support of the government and community jointly where the financial resources are not much required to sustain the education services in the rural areas.

Project In Pipelines

Releasing Confidence and Creativity RCC (2nd Phase):

The encouraging results of the pilot phase of RCC has revealed that the Program could be expanded in more schools apart from the present 50 schools of six clusters of five districts of Balochistan. Therefore, in the second phase of RCC Program it is planned that 30 additional schools would be included in the Program. It is intended that boy's schools would also be focused and two additional districts would be included in the Program.

Afghan Refugees Education Project (3rd Phase):

In the first two phases of the Project more emphasis had been placed on school establishment, increasing enrolment and providing logistical support in terms of school materials. However, capacity building had been considered in the first two phases in which trainings had been provided to teachers and Education Groups (male/female). In the third phase of the project it is envisaged to place more emphasis on capacity building of teachers and Education Groups. Moreover, it is also proposed that in this phase SCSPEB would also intervene in some of the old Refugee Camps.

SCSPEB with the support of Development In Literacy (DIL) initiated a pilot project of providing high quality middle level schooling. The main thrust of the project is the establishment of 10 private public owned Girls' Middle Schools in three districts i.e Pishin, Ziarat and Mastung. The Project would not only serve 10 villages by opening 10 Middle schools but it will reach to about 40 to 50 villages to cater the girls in schools and mobilize the community of 40 to 50 villages. The duration of the project is five years starting from April 2003 till May 2008

An initial amount will be invested in the bank by the name of the school. The teacher's salary will be met by the profit generated from the investment .The community will contribute in shape of land, labor, school building, school fee and school management that will be used to meet the requirements of the recurrent cost of the schools.



Goal

Strengthening and expansion of quality female middle education through a sustainable innovative commendable model.

Objectives

- To sustain and maintain a proper flow of education (usually females suffer from the lack of education at the Middle level) and to provide quality education to the female on the Middle Level.
- To establish new middle schools for girls and to provide access to educational facilities through new schools, and to establish the new schools at the generally prerequisite area.
- To ensure that the new Middle School's being formed provide opportunity to those who have qualified at the primary level.
- To address the gender disparity between girls and boys and try to maintain equilibrium between both genders in access to quality education through Social Mobilization and capacity building.
- Motivation and mobilization of the community to carry out functions in the process of developing education opportunities.

Activities and Achievements

Identification of Potential Villages for Cluster Formation

The potential village is recognized to be the one which within its five kilometres radius have at least 3-5 Primary Schools functioning with the average enrolment of 40+ which can become the feeder schools for the Middle School. Moreover, at least 25 Primary Passed Girl's available in the cluster or village in case of big village and a qualified female is accessible.

Keeping in view the set criteria ??? potential villages had been identified but ??? were dropped due to some reasons. So far 9 clusters have been formed three in Mastung, three in Pishin and three Ziarat and each cluster has ??? feeding schools

Household Survey

The household survey of all the villages which are selected for cluster formation is conducted for the identification of potential female candidate for teacher (one who can walk to the village where the school is needed), the number of Primary Passed Girl's & No. of families living in the village (Population Size).

Education Committee Formation

Education committees of all feeder and feeding schools were formed in the presence of 75% of the community. Each committee is based on 5-7 members and none of the members has any blood relation with the teacher as per the criteria. Education committees of all feeder and feeding schools identified had been formed.

Education Council Formation

One representative from the education committee of each school would be taken to become the member of the Education council to establish broad-base support structure to manage and supervise the Middle School affairs. So far six Education Councils have formed one for each school opened.

Teacher Selection

Teacher selection is done through the involvement of Education Council, members of NGO, Education Department and General Community of that particular village. The potential candidates after being identified appear for a written test which is duly checked by the EDO. Six candidates had been appointed as teacher after passing through the selection procedure.

Teacher Training

Before opening of the school the selected 6 potential teachers as recommended by the selection committee went under an intense training program of ten days in Quetta. The Program was designed in consultation with Bureau and Provincial Institute of Teachers Education (PITE) and subject specialist were requested to conduct sessions according to the designed time table. This training greatly enhanced the capacity of the Middle School Teacher's to deliver quality education.

School Opening

Once the six potential teachers completed the Middle School Teacher Training Program the schools were formally opened in the presence of the community comprising of all villages that fall within the cluster of the area, Education Department Official and NGO staff. This formal session of the school are being held in the morning time..

Community Mobilization

It is a challenging task to motivate the communities to send their elder daughter to schools. Therefore, through intense advocacy and mobilization the communities are convinced to send their girls to school. So far 88 primary pass girls are enrolled in the established six schools. Enrollment is not the only focus of the project but the retention is the key to make this model successful, therefore the community mobilization and to strengthen is the continuous process to make it sustainable.

Follow ups and Refresher Trainings

As one time training is not sufficient therefore, the teachers training team continuously follow the teachers in the classroom teaching and provide them classroom support and help them to overcome difficulties faced during teaching. Beside this phase wise trainings is being planned to further enhance the capacities of the teachers and ensure quality education.

Quality Education Program (QEP):

The Quality Education Program focuses to enhance existing teacher capacity to provide quality education. The program also seeks to create an efficient system of training, monitoring and support, which is interlinked with and supports the existing government system. This will be done by introducing cluster-based trainings with the help of lead teachers, whose capacity will be built to train, monitor and support other teachers. Subsequently, the lead teachers will serve as a source of support for the Education Field Office, particularly the Learning Coordinator.

Youth and Adult Literacy:

The Project focuses to enhance the literacy ratio among youth and adults of age bracket 10-44. Furthermore, under the project it is also vision to develop a resource pool at grass root level centres through which 80-85% literacy rate would be achieved and resource pool would be developed at grass root level. It also focuses to enhance the role of the Directorate of Literacy and Non-Formal Basic Education by providing a key role in the training and monitoring of the components.

Vocational Training
and
English Language Program

Background

The Mohammed Khail Camp was established in 2001, after the September 11th incident, when large numbers of refugees entered Pakistan from Afghanistan through the Chaman border.

As it is often the case, refugees are faced with numerous difficulties in adjusting to the life and conditions of refugee camps. Adults in the camps lack skills and sources of income generation that are suitable for their new situations. This often results negatively in adults becoming dependent on the assistance they receive and in some instances leads to adults seeking illegitimate avenues of income generation. In order to prevent these problems, refugee adults must be provided with the opportunity to obtain practical skills suitable to their new situations. Although programs addressing this issue exist they are by no means sufficient on their own.

The Society for Community Support for Primary Education in Balochistan (SCSPEB) proposed to establish a Vocational Training and English Language Program (VTELP) for the adult refugees (ages 18 and up) living in the Mohammed Khail Refugee Camp. The Program began in May 2003, with the funding of the Rotary Club International.

Institutional Building at Grassroot Level:

The Project focuses on formation and restructuring of PTSMCs through performance reviews and then to take them through a three phase training program. Linkages development (functional linkages) with the Education District Offices is also very important and is considered under the project strategy. All these efforts will narrow down on the School Development Plan (SDP) and each school/PTSMC will develop their own SDPs as a tangible outcomes. District Coordination Committees will be formed and trained to demonstrate their role. These Coordination Committees will have their linkages with the PTSMCs to facilitate them more in demonstrating their role efficiently. In the proposal a mechanism is also provided to facilitate a group at Tehsil level where the PTSMCs of that tehsil will share their plans to have more exposure and inputs and also to share their expertise. Considering the long term sustainability it is very carefully tried to develop a proper link with TRCs (Teacher Resource Centres) which is already in the governments plan and to strengthen the TRCs with the training capacity for the PTSMCs by involving them in the Training.

Adolescent Health Life Skills:

SCSPEB has joined hands with World Population Foundation (WPF) regarding Enhancement of Adolescent Health Life Skill of School going Youth. The underlying objectives of the Program are to improve the health and life skills of school going youth and to advocate for increased support of Government and community for adolescents health interventions by creating a platform for adolescent to advocate for their health and rights within the cultural and traditional norms of their areas.



Objectives

- To develop or increase the skill level of adults of the Mohammed Khail camp in a particular vocation and/ or English.
- To increase the income generating opportunities of adults both within and without the refugees camp.
- To contribute towards decreasing the burden of the Pakistan government in supporting the Afghan refugees.

Activities and Achievements

Site Selection

The teams identified two sites for VTP (V53 in Stage 1 & H13 in stage 2) and three for English Language Centres (School No. 5, 8 and 18 in stage 2)

Community Mobilization

Community Meetings

Community members were invited and mobilized to take full advantage of these free of cost trainings and develop their skills so as to earn respectful living. They were briefed about the program aims and objectives and the drastic effect of wasting time in general gossips.

Future Vision:

SCSPEB started its journey with a commitment to bridge the gap between the government and communities for promoting education. For the last ten years, Society has exerted its maximum efforts to achieve this goal, which has resulted in the accomplishment of many remarkable goals.

Development is a continuous process and long-lasting results cannot be produced with ad-hoc or short-term policies. Therefore, Society intends to continue its efforts in a wider framework of social mobilization by further enhancing the capacity of VECs, WVECs and PTSMCs as focal points to launch social development activities in the villages, such as health, sanitation, agriculture, livestock, safe drinking water etc.

Up until 1998, the focus of the Society had been to increase access to education especially for girls, but in recent years Society incorporated the element of quality into its policy framework. Now, the Society has made ensuring the quality of education a major objective. This is being addressed by focusing on the empowerment of women, capacity building of the communities, the teachers and the district officials of the Education department and most importantly involving the communities in the process of education.

During the course of its operations, Society has learned that without addressing the economic needs of the people, they cannot effectively participate in other development activities. Society in the future will assist the rural communities in the formation of entrepreneurs to improve their economic conditions on a sustainable basis. For achieving this purpose, the VECs/WVECs will also serve as entrepreneurs for achieving the goal of economic development.

Meetings with Elders

Several meetings in both stages were conducted with Elders for the identification of interested students for English Language and Vocational Training centres. They were briefed about the program objectives and mobilized to extend their full support for the success of this program.

Meetings with Education Groups

Teams invited all Education Group members in a meeting and briefed them the importance of the Program and its usefulness in their future life.

English Language Program

The English language classes were started with the view to develop the basic understanding and conversation skill of English Language to some extent in 150 Afghan Refugees (Out of which 5 were females) of Mohammad Khail Camp. The Program received very warm welcome and appreciation from the community. They took extra-ordinary interest and tried to learn as much as they can, the high demand compelled SCSPEB to start extra class for the interested candidates that increased the number of students up to 194 (44 more than the target). The figurative detail is given in the following summary

Vocational Training Program

The Program duration was only three & half months and it was a very gigantic task to primarily identify the sites, 300 students (100 for each skill) and then provide training on the prescribed course. Three basic skills were introduced to Afghan Refugees i.e Plumbing, Masonry & Electric. The courses were aimed at developing their basic skills of the targeted people in these fields so as they can contribute in the reconstruction of their country as well as earn respectful living.

The regular interaction and continuous meetings at different levels i.e Elders, Education Groups, Teachers, General Community, SCSPEB teams succeeded in identifying and capacitating 244 students in three skills.

Levels of Training

During the course the training was imparted at three basic levels:

First Level

Detailed orientation about the use and necessary precautionary measures was given about each tool to be used in the practical.

Second Level

: In order to clarify the practical use of equipment the trainer demonstrated in front of students.

Third Level

Students were given the opportunity to do the hands on practice and do the practical themselves so as to have complete grasp on it.

Practical Demonstration

In order to provide the clear vision and approach towards the exact and proper use of these skills two kacha buildings, one in stage 1 and the second in stage two, having a 16/12 feet room and an attach bath of 5/12 feet of size with an additional boundary wall were constructed by the students. Each and every skill was better utilized in the practical execution of this last practical. The masonry students' completed their construction work from the basis to roof and the electric students were involved to do the complete fitting of the wiring in the building. Whereas, the students of plumbing installed the pit latrines and they also completed the pipe and sanitation fitting.

Material Distribution

The distribution of tools among the learners was done in the presence of community members and representatives of organizations working in the camps. According to the number of students the tools were separately arranged in sets. Along with tool set a sum of Rs. 500 in cash were also given to 236 students of three skills (65 Masonry, 95 plumbing and 83 electric).



An important element of the social development is to build the capacity of the communities, stakeholders and the organizational staff. Society's projects and the ART Cell address this issue and will continue to do so in an effective manner. Society will increase its research activities to further improve the quality of implementation and model building to support effective and viable interaction between communities and government.

Society will also assist potential university and college students to conduct their research for producing qualitative results in their respective fields. Internships will also be given to the students, who wish to start their professional carrier in the field of development.

Considering the vital role of district, tehsil and union councils in the development of the communities, Society will focus on the district governments to effectively and efficiently interact with them decrease illiteracy and underdevelopment.

Finally, based on its past experience Society has proved that the quality education can only be achieved through the effective and constant involvement of the communities, teachers and Education Department in the education process. Society will try its best to influence the government to make reforms in the educational policy, so to encompass the Community Support Process (CSP) as a guiding principle in the education system.

Therefore in the future Society will continue to exert its maximum efforts and utilize all resources to continue its contribution towards the social and educational development of the province.

Impact / Outcomes

It is in fact unrealistic to say that they are now having full command over English Language. While comparing their position three months ago it can be said that they have learnt a lot. The targeted refugees those who even could not read, write and speak English have now developed an excellent basic understanding in these three areas. Moreover they now feel confident and aware about the use and benefits of this language that would help them to build the blocks upon the basis provided in these short three-month's course.

Another important aspect of this program was the development of skills among the targeted refugees in three fields' i.e Masonry, Plumbing and Electric. The courses covered and practical completed have provided sufficient skill required earning respectful living in life and contributing with pride in the reconstruction of their beloved country.

The basic understanding of the trainees on the proper use and precautionary measures need to be taken during the work about the tools and has developed remarkably. They are now capable and confident enough to handle the relevant assigned work independently and require no assistance in completing the tasks. This has also satisfied their ego that they are now useful and important part of their society and cannot be exploited anymore in these particular fields.



Action Research
and
Training Cell (ART)

Background

SCSPEB set up the Action Research and Training (ART) Cell in order to build the capacity of its professional staff to improve quality in primary education and subsequently transfer these skills to other partner NGOs, CBOs, VECs/PTSMCs and field staff of the education department.

Objectives

- To further define SCSPEB's role and future vision by fine-tuning its activities for the improvement of education quality and pave the way for sustainable partnerships.
- To effectively channel social sector funding and service delivery.
- To enable SCSPEB to strengthen its research and training capacity.
- To further improve the quality of implementation and model building.
- To support effective and viable interaction between communities and government.

Capacity Building

The ART cell is involved in training of other regional NGOs, EFOs and SCSPEB Staff. Trainings involve initial visits to evaluate the feasibility of the implementation of the training in field and their impact, training assessment in terms of proper follow-ups and finally the Art cell shares the findings of the follow up with the staff.

Human Resource Development Program

The ART Cell has launched its Human Resource Development Program in which a series of trainings would be organized in order to have a broad based Resource pool. In this regard an introductory course on Social Mobilization was organized in which a total number of 24 candidates participated.

Private Schools Teachers Training

The ART Cell initiated training of "Child Friendly School Joyful Learning for Quality Education" in Collaboration with Provincial Institute for Teachers Education (PITE) and Education Department of Balochistan for the teachers of private schools of Quetta to support the government agenda of public private partnership. Thirteen participants from different private schools participated in the training.

Action Research

The ART cell has been working on action research. After receiving training from the Aga Khan Institute of Education Development, action research was conducted on "What makes the active WVECs fulfil their responsibilities in an effective and efficient manner?" The results of the research were used to strengthen less active WVECs.

Working Papers & Studies

Education Council

The working paper covers the possibilities, objectives, needs of the formation of Education Councils (ECs) and its structure.

Training to Nazims, Naib Nazims and Councilors under the Devolution Plan

The recently introduced and implemented devolution plan does take into account the situation of male and female councillors. given that they are lacking understanding of the devolution plan, and leadership, unaware of official procedures and plans and lacking sufficient education (especially in women,) these councillors cannot play an effective and desired role. The working paper put forth the idea to orientate female/male councillors on devolution plan, enhance their leadership skills and to build liaison between councilors and line departments at Union Council, Tehsil and District Levels.

Working Paper on Women in Development Project

The aim of this working paper was to enhance the role of WVECs specifically and the village women in general in the economical development of the area through the formation of entrepreneur and enterprise groups and utilizing the local resources effectively.

Study on Exploring the Motivational Factors that Inspired Teachers to Participate in Training

ART Cell during its recent follow up field visits discovered that the participation of teachers in teacher training was 100% despite harsh conditions. The study by EQUIP provides an opportunity to uncover the motivational factors that inspire teachers to participate in teacher trainings despite harsh conditions.

Feasibility Study for Opening Schools for Children of Pishin, Kalat and Khuzdar

This survey was conducted under the IPSPG (UNICEF) to figure out the out-of-school girls of age 5-7 years in the four districts i.e. Khuzdar, Pishin, Kalat and Sibi. The study revealed that there are 16,000 girls of 5-7 years of age that are out of school due to unavailability of any school in their respective villages. The study recommends that schools can be established in these areas according to the need but as a prerequisite these areas have to be surveyed in order to find out the possibility of the establishment of school.

Education Decentralization Reforms Study: (Case Study on Fiscal Devolution in Education" in District Pishin)

The study has been initiated by the Ministry of Education, Islamabad in collaboration with UNESCO and was conducted by the Society for Advancement of Education (SAHE). In Balochistan the study was facilitated by SCSPEB through ART Cell. The data for the study was collected at provincial level as well as district level. At provincial level information was collected by interviewing Secretary Education, Focal Person EFA, Director Bureau of Curriculum, Director Literacy, Non-formal Education Directorate and Director Provincial Institute of Teachers Training. The figurative data of Provincial Educational Budget and its allocation was taken from EFA Unit. While at district level District Pishin was selected as case study. At district level data was collected by having individual interviews and discussions with DCO, EDO (E), EFA District Focal Person, District Naib Nazim, EDO (F), DOE (F) and ADOE.

Drop Out Study

The study primarily focused upon the drop out ratios of females but also focused boy's schools. Under the study 18 girls schools and 24 boys schools of Muslim Bagh and 30 schools of Killah Saifullah were focused. Information was collected through direct one to one interviews from teachers, head teachers and available school record. The study revealed migration stretched out as the major reason for drop out, followed by poverty, unawareness of parents upon their child's education, unavailability of school supplies. Moreover, misbehaviour of teachers, overcrowded classes, lack of parents interest was also observed.

Module & Manual Development

School Sanitation Manual

SCSPEB, realizing the importance of better and improved hygiene and sanitation facilities at school level, has developed a school sanitation manual for UNICEF along with assessments.

Teachers training Module

Considering the need of quality education SCSPEB under the Education Quality Improvement Program (EQUIP) has developed a four phase training module after need assessment for the capacity building of teachers.

Questionnaire Development

The ART Cell has worked on developing and designing the following three questionnaires:

- Feasibility study/survey for opening new schools in Pishin, Khuzdar, Kalat and Sibi
- Training Need Assessment forms for NGOs in Balochistan
- Action Research Questionnaire for strengthening WVECs

SCSPEB at Districts of Balochistan

Sr. No.	DISTRICT/AREA	Community Support Process (CSP)	Fellowship Schools	Home Schools	Primary Education Quality Improvement Project (PEQIP)	Education Quality Improvement Project (EQIIP)	Community Girls Model Schools (CMS)	Parent Teacher School Management Committees (PTSMC)	Gender Free Schools	Focus District Project (FDP)	Balochistan Trial District Management Project (BTDMP)	Primary Environmental Care in Girls Primary Schools (PEGPS)	Education for All (EFA)	Increasing Primary School Participation for Girls (IPSPG)	Water, Environmental and Sanitation (WES)	Afghan Refugees Education Project (AREP)	Vocational Training and English Language Project (VTELP)	Releasing Confidence and Creativity (RCC)	Community Girls Middle Schools Project-CGMSP (DIL)	Quality Education Project (QEP)
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	AWARAN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	KALAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	KHARAN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	KHUZDAR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	LASBELA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	MASTUNG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	GAWADAR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	PANJGUR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	TURBAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	BOLAN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	JAFFARABAD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	JHALMAGSI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	NASIRABAD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	CHAGHI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	KILLAHABDULLAH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	PISHIN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	QUETTA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	DERA BUGTI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	KOHLU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	SIBI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	ZIARAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	BARKHAN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	KILLA SAIFULLAH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	LORALAI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	MUSA KHAIL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	ZHOB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Refugee Camps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Geographical Coverage

Division	District	Girls P/Sch. as per BEMIS Record	CSP Schools	%age of CSP Schools
KALAT	AWARAN	45	36	80%
	KALAT	82	25	30%
	KHARAN	75	33	44%
	KHUZDAR	84	54	64%
	LASBELA	124	94	76%
	MASTUNG	96	37	39%
MAKRAN	GAWADAR	64	21	33%
	PANJGUR	110	49	45%
	TURBAT	170	79	46%
NASIRABAD	KACHHI	132	27	20%
	NASIRABAD	357	111	31%
QUETTA	CHAGHI	110	69	63%
	KILLA ABDULLAH	48	25	52%
	PISHIN	144	59	41%
	QUETTA	150	23	15%
SIBI	KOHLU	53	9	17%
	SIBI	98	17	17%
	DERA BUGTI	50	-	-
	ZIARAT	73	40	55%
	ZHOB	KILLA SAIFULLAH	111	68
	LORALAI	338	79	23%
	ZHOB	62	18	29%
Total		2576	973	38%

SUMMARY REPORT (CSP Schools)

S.No	Division	District	School Establishment under								Total
			BPEB 1994-96 Contract	BPEB 1996-97 Contract	BPEB 1997-98 Contract	BPEB 1998-99 Contract	PEQIP 96/97 Contract	PEQIP 97/98 Contract	PEQIP 98/99 Contract		
1	ZHOB	Barkhan	21	7		15					43
		Loralai	13	9		10					32
		Musa Khail	2	1		5					8
		Killa Saifullah	23	12		23					58
		Zhob	2	9		7					18
		Total		61	38	0	60	0	0	0	159
2	SIBI	Dera Bugti	0	0						0	
		Kohlu	4	3		2				9	
		Sibi (Harnai)	8	4			1	2	2	17	
		Ziarat	13	9	2	6	2	2	3	37	
		Total		25	16	2	8	3	4	5	63
3	QUETTA	Chaghi	15	21	10	16		2	1	65	
		Pishin	19	11	7	3	4	6	8	58	
		Killa Abdullah	4	2	2	2	7	3	5	25	
		Quetta	3	9	3	1	2	1	4	23	
		Total		41	43	22	22	13	12	18	171
4	NASEERABAD	Naseerabad	38	36						74	
		Jhal Magsi	8	2						10	
		Bolan	12	5						17	
		Naseerabad	14	23						37	
		Total		72	66	0	0	0	0	0	138
5	KALAT	Mastung	11	7	5	8		3	2	36	
		Kalat	4	2	6	5		1	6	24	
		Kharan	16	5	5	2		4		32	
		Khuzdar	21	8	7	6	2	8	1	53	
		Awaran	14	5	3	3		10		35	
		Lasbela	25	13	7	6	24	1	15	91	
		Total		91	40	33	30	26	27	24	271
6	MAKRAN	Gawadar	12	0		9				21	
		Panjgur	15	34						49	
		Turbat	43	36						79	
		Total		70	70	0	9	0	0	0	149
Grand Total		360	273	57	129	42	43	47	951		

Models Replicate in other Provinces

Community Support Process (CSP)			Fellow-ship Schools		
NWFP	Sindh		NWFP	Sindh	Punjab

Basic Principles of SCSPEB

- Honesty
- Understanding concepts of education as a whole
- Belief in community support
- No pressures, no favors, no short cuts
- Providing strength to the village education committees
- Use of language which everyone understands in a given situation