



Foreword

This report demonstrates the breadth and quality of work in relation of SCSPEB activities and achievements during the period. This Annual Report looks back at our performance during the period of July 2007 to June 2009, while its sister document, our Annual Plans, strategies to look ahead and is a projection of that performance for future years, laying down broad objectives, setting ourselves targets and indicating how we will achieve them.

Society for Community Support for Primary Education in Balochistan (SCSPEB) is a non profit organization, has been working since 1993 with an aim to use community participation to establish Government-community partnerships for sustainable development of the Province of Balochistan. Prior to 1993 a successful trail run in which 20 community Support schools (CSP) were established through “Participatory Action Research” in Loralai. The inspiring results of this project led to the institutionalization of Society as an NGO.

The nature of today’s global economy highlights our interdependence and the need for much better global policies. Yet each country also has to address its own particular set of challenges. Supporting countries in identifying the actions and policies needed to respond to these and other multifarious and interlinked development challenges is at the heart of Society, with the same point of view society had come to realization that education as a whole, especially for girls, needed supportive constituency one that whole comprise of Parents, Schools and representatives of Local education department through active interest and a sense of shared responsibilities to ensure the access of quality of education.

We pride ourselves on our quality services and relevance of our work through out the period by implementing projects in sector ranging Early Childhood Education, Balochistan Education Support Project, Afghan Refugees Education Project (AREP), Water and Environment Sanitation (WES), Community Girls Middle School (CGMS), Refugees Affected Hosting Areas (RAHA), Community Development (CD), Links to Education (ED-Links)

Through these and other activities, SCSPEB remains committed to supporting different communities in the field of Education with their efforts to help build a better life for their people.



Acknowledgment

Thanks to almighty Allah, with his blessings we accomplished our task for bringing out SCSPEB with all the progress and achievements during the period, to play pivoting role in the community development in remote areas of Balochistan.

We greatly admire the intense and continue support of the teams and Project officers who made it possible to compile this report in qualitative way with their grass root experiences.

I am grateful for the support of Education officers at district level to implement the project in its true spirit; I wish to express a sense of gratitude to “Provincial Minister of Education”, “Directors of Education”, “District Education Officials” and staff at Directorate level for their full support, strength, help and advise for demonstrating the projects and acknowledging the efforts of SCSPEB at Provincial level.

Special thanks are directed to Committees and children who remained the part of these activities, we acknowledge the role of Community members, PTSMC members, WVEC Members, teachers and children for their support as they are the originator of the projects.

We are grateful to acknowledge the support of USAID, UNICEF, AKF, DIL, UNHCR and ED-Links which remained during the project both in financial and technical terms and expect to remain in future.

Lastly, I offer my regards and blessings to all of those who supported me in any respect during the completion of this project.

We wish the best in future also.

Dr. Ruqaiya Hashmi

President SCSPEB



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SCSPEB Profile

Background/Introduction

SCSPEB is a non-profit organization, established on March 22, 1993. Registered under Societies Act, 1860, 22nd March 1993 and also registered with SAFRON/Pakistan Center of Philanthropy (PCP), Institutional Management Certification Program (IMCP) by USAID. Since its establishment, the organization has fully focused on accelerating female education through building partnerships between the communities and the Education department. SCSPEB has tested various models for promoting female education and generated support for education in general. These models include the CSP (Community Support Process), Fellowship Program, PTSMC (Parents Teachers School Management committee), Balochistan Education Support Program (BESP), Releasing Confidence & Creativity (RCC), which are recognized at both national as well as international levels. In 2001, SCSPEB was awarded with the UN Award in recognition of its contribution towards promoting female education in Balochistan

Mission

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

Vision

Social mobilization, capacity building, policy reformations, sustainable tiers between Govt, Community and quality education services at grass root level.

Objectives

- ✓ To extend and institutionalize 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



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Releasing Confidence and Creativity (RCC)

According to EFA goal I all young children must be nurtured in safe and caring environments that allow them to become healthy, alert and secure and be able to learn. The past decade has provided more evidence that good quality early childhood care and education, both in families and in more structured programs, have a positive impact on the survival, growth, development and learning potential of children. Such programs should be comprehensive, focusing on all of the child's needs and encompassing health, nutrition and hygiene as well as cognitive and psycho-social development.

RCC focuses on Early Childhood Education (ECE) development which targets the group of the children from the ages of 4 to 5 years to improve their developmental domain (physical/ social/ emotional and cognitive) with child centered approach teaching/learning and contemporary practices in the classroom and through supporting practices and structures in communities, schools, NGOs and the government in general, that effectively promotes early childhood education particularly in Government schools.



RCC project is being implemented in Sindh and Balochistan and AKF is the lead implementing partner, Society is implementing the project in province of Balochistan, where as in Sindh HANDS & AKESP are the implementing partner of the project. Technical support is provided by the SEF (Sindh Education Foundation), TRC (Teachers Resource Center) and AKU-HDP (Aga Khan Foundation-Human Development Program). After RNE funding the program is being implemented in Northern areas also where AKESP is as an implementing partner.

RCC program is being implemented with the initial funding of USAID on pilot basis in 2003 and later on in 2006 RNE (Royal Netherlands Embassy) continued to funding the program under the auspices of Agha Khan Foundation Pakistan (AKFP).

RCC program is introduced in 7 districts of Balochistan, where **100** schools through cluster based approach in 12 clusters were focused; under the theme of RCC program (a child centered approach) a separate room is provided /constructed for ECE practices and a separate teacher is appointed by the project, as well as learning material is provided on quarterly basis. During the period RCC program access to **6183** children and provided opportunity to appoint 100 teachers for ECE in focused communities and to improve the quality of education **8** trainings were held to capacitate 100 ECE/12 lead teachers. PTSMCs, WVECs and other communities' capacities were built.



Balochistan Education Support Project (BESP)

The Balochistan Education Support Project (BESP) is initiated under the key objectives to establish and manage school for their children and to promote public-private and community partnership in order to improve access to quality primary education, in particular for girls. The project contributes to achieve MDG goals by targeting universal literacy, gender parity in education, and 100% net enrolment.



Through the years of experiences of CSP as a model gross enrolment rate has increased from 15% in 1993 to 37.3% in 1999 with decrease in drop out from 17.3% to 13%.

SCSPEB is a Community Schools Implementation Partner (CIP) with BEF for World Bank funded program of establishing 650 new primary community schools in Balochistan within timeframe of 2006-2011 which initiated with first phase of establishment of 200 schools. Under the project 200 schools has been established, 50 in each geographical region. For the establishment of the community schools the BEF had entered into partnership with implementing partners called Community Schools Implementation Partners (CIPs) for each geographical region.

SCSPEB is the Community School implementation Partner (CIP) for the establishment of 50 community schools in the central region (17 sites in Khuzdar, 13 in K. Abdullah, 7 in Mastung, 10 in Pishin and 3 in Quetta) were selected out 260 observed sites for schools establishment on the basis of the criteria. During the period project access to 6443 students in 47 schools focused under the project.

Under TIP, SCSPEB is to implement the training program for the teachers appointed for those community primary schools from 2006 to 2008. Community schools teachers training program which is a component of BESP program focuses on ensuring the improvement in quality of education in Balochistan. Trainings were held in two phases where 64 teachers were capacitated for 48 days.



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PECs were selected by the community and monitored by the CIPs, PECs were primarily responsible for the managing and supervision of the community schools, PEC is the principle component of the project which emerged in 2006 to 2008 for the promotion of community participation in the implementation process for sustainable community development. During the period trainings were conducted for PECs of focused and additional communities.

SCSPEB developed a proper data base management system to properly record and analyze all the activities done during the period and to enhance the quality of work at all levels which is helpful for the upcoming phases. 28 days training module is prepared for teachers training which updated as 45 days teachers training module for three phases.

Case Study

Khan Bibi wife of Musa Khan is active member of WVEC. She belongs to poor family having 4 girls and 1 boy and all are school going children. One of her daughter is also enrolled in ECE class who was not interested to attend the ECE class and always was crying in the beginning. But now after few months she started enjoying ECE class and actively taking part in daily learning activities through available material i.e. color full toys and pictures, house hold items, story books, charts and specially drawings are made by herself as well as by her other fellows get display at class wall. Khan Bibi has seen lot of good changes in behaviour and personality of her daughter. Therefore, she realizes that ECE class is providing strong basis in building the capacity of children before their school going age. She is working as a Cook in primary school (feeding school by Khushal Pakistan). She cooked and served hygienic food among the all children including ECE class. As she serves in the same school, she has observed the difference in performance of two category children who promoted from ECE class and newly admitted children in Kachhi class and feels very happy in recognizing the importance of RCC initiative should be done in every school of our country. She has extended her maximum support not only in establishing the RCC school but also monitoring ECE class. She regularly attends all the meetings held with WVEC, VEC, SMC and parents. She keenly interested to educate her community for their better future. She also motivate others families to get enrolled their children in ECE class.



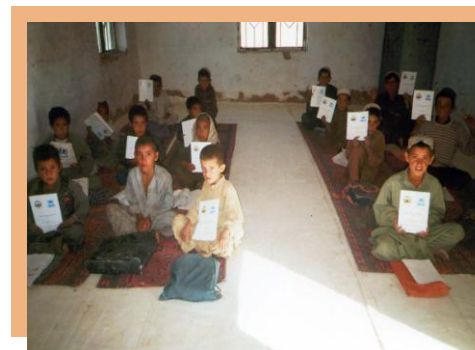


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Afghan Refugees Education Project (AREP)

AREP (Afghan Refugees Education Project) aims to provide access to quality education to all the refugee children residing in refugee villages and thereby ensure that their right to basic quality education is realized. For the purpose, camp schools have been established in Malghazai and Muhammad Khail camps, Teachers are recruited from among the refugees who are familiar with Afghan education system. Currently Afghan curriculum is being taught in all the AREP schools in order to facilitate the repatriation and integration of refugee children in their home land. AREP is emphasizing on capacity building of teachers and SMC (School Management Committee) members to ensure community participation in refugee camp schools, SMC (M/F) have been formed for all schools.

AREP initiated in 2002 with the collaboration of UNICEF in new camps (established after the post 9/11 Afghan war in 2001). SCSPEB was selected as an implementing partner for AREP; later on, financial assistance was taken over by UNHCR in 2003.



In the very beginning, SCSPEB established 69 schools while 4 more camps included at Chaman (District Killa Abdullah) due to heavy migration of Afghan Refugees to Chaman. But the number of schools soon got short to just 20 schools when thereafter heavy repatriation occurred and 4 camps at Chaman were closed. The project is running successfully now only in Mohammad Khail and Muslim Bagh Camps of Balochistan. The project enrolled 4033 Afghan children in 18 schools of 2 camps of Afghan refugees in Balochistan.



Water and Environment Sanitation (WES)

SCSPEB working in WES sector from 1998 till date, It has implemented a total number of 5 projects funded by UNICEF in 8 districts of Balochistan, provided service to approximately 164000 direct and in direct beneficiaries through PECGPS (Primary Environmental Care in Girls Primary Schools) in 1998 and SWEET (Sanitation Water Environment Education Technology) in 2000 to 2001.

In March 2002, SCSPEB began the new component of the project under the name of WES Tehsil in 5 unions of Pishin and 6 unions of Khuzdar. WES was designed with the multi-sartorial approach for the promotion of water, environment and sanitation activities. The school and community WES project was again implemented in 2004 to 2008. The project activities are based on the Country program Action Plan (CPAP) Country Program cycle 2004 to 2008. Under the project teachers, students, CBO members, PTSMC members BHU & PHE staff and elected representatives trained in order to prevent human from common disease.

WES project carries a self-help approach method for the promotion of sanitation and provision of safe drinking water with the collaboration of communities, donors and Government to the schools focused under the project of IPSPG and communities. The community representatives and parents of the school going children were sensitized and mobilized through Advocacy seminars, workshops and various group discussions regarding health & Hygiene issues the school environment was focused through capacity building of teachers on the sanitation and hygiene education and were mobilized to focus child to child approach.

In 2004, a disease outbreak was reported in Drakala by media on which SCSPEB respond swiftly to help the community, on findings of the rapid assessment partnered with the UNICEF to provide relief to the community.

During the period 133 child sanitation clubs were formed, 96 ventilated Improved Pit (VIP) /66Pore Flush Latrines (PFL) latrines were constructed and 155 tanks were installed. PTSMCs trainings were conducted on Operation & Maintenance, WES service and School Sanitation Health & hygiene (SSHE) to capacitate them on WES activities.



Community Girls Middle School (CGMS)

CGMS generates the capacity for the girls middle education in terms of establishing middle schools model in the premises of the existing government schools or otherwise in any other available building provided by the community to facilitate primary passed girls who get deprived of the middle or further education due to non-availability of the middle education capacity in their hometown or nearby. The program presents a low-cost model of the girls middle school to expedite government education department to facilitate the objective and have notice of all such affected locations. The program literally formulates public-private partnership in order to contribute in achievements of some of the MDGs.

SCSPEB enters in contract with DIL (Development in Literacy) on 2003 to 2008 for the establishment of the idea of community girls middle schools perceived from the fact that the government girls middle schools are not adequate in numbers for access of primary passed girls and the existing Government resources are not enough to fill the gap. Therefore, a need for an innovative and sustainable model was felt that could provide middle school education facility to the primary passed girls of the rural areas through joint support and supervision of the Government, Community, and NGOs.

CGMS is very motivated and effected to help to accelerate the middle level education, during 2007 to 2009 all the schools construction process has been completed, during the period the total enrolment was 896 out of which 98% were passed as well as 78 teachers were capacitated and up till Dec, 2009.



SCSPEB News

- SCSPEB Annual Audit 2007 – 2008. Conducted by Ovais Hyder Liaquat Noman Organization Lahore. Audit report expected by Nov' 30th 2008.
- SPMR verification by UNHCR under Afghan Refugees Education Project
- An Orientation Workshop arranged by AKU-IED Karachi for ED-LINK partners Balochistan and Sindh
- SCSPEB provided relief fund for Khuzdar and Gawaddar District with the collaboration of SAAHE and CIDA.



Community Development Program

The refugee and host communities also needed to be enabled to articulate their own problems and find solutions. As SCSPEB is well placed to provide Community Services in the refugee camps as well as hosting areas, through its mobilization activities, it is highly trusted and valued among the communities; therefore SCSPEB Community Development revitalized the confidence of the donors that Local community and Refugees can articulate their problems and find solutions through the program of Community Development (CD).

Community Development (CD) activities are categorized into four components (i) Establishment of committees/groups (sectoral, protection, CBOs, Women groups and youth groups) (ii) Capacitating the committees/groups (iii) Awareness of community regarding human rights. (iv) Development of strong coordination among UNHCR, all the OPs /IPs and community participation

Under the project three districts Loralai (Zar Karaiz, Ghargai Manara, and Katoae camps), Pishin District (Sranan,, Surkhab, Malgagae and M.Khail camps) and Chagi District (Lagai, poustee and Chagi camps) were focused. Under the Establishment of committees/groups 30 sectoral committees, 10 protection committees, 10 CBOs, 10 Women Groups & 10 youth groups were formed/re-activated.

SCSPEB News

- Celebration of 15 Anniversary of SCSPEB.
- PCA signing of Water Environment & Sanitation (WES) Project.
- Agreement signing of ED-LINKS.
- Celebration of Eid-Milad-ul-Nabi.
- SCSPEB External Audit for the year 2007 completed.
- Audit of RCC project for duration of October 2006 – December 2007 completed.





Links to Education (ED-Links)

The USAID, which had supported the country, particularly Balochistan, in the improvement of Primary Education under Education Sector Reforms Assistance (ESRA) Program, came forward to help Pakistan improve its Middle and Secondary School Education. The new program was called Ed-LINKS and was assigned to an international NGO, American Institute for Research (AIR) on comparative basis. The AIR developed a consortium of implementers on the basis of their competence and experience of working in the areas of target. The ED-LINK is focusing on Sindh, Balochistan, Islamabad Capital Territory and FATA. The members of consortium represent their respective geographical areas, though some of them are working across the whole target area. In Balochistan the SCSPEB qualified to be taken as partner in the consortium.

The main objective of ED-LINKS is to improve the quality and sustainability of teacher's education in order to improve the students' performance at Middle and Secondary levels. The program will focus on the following main activities:

- *Improving teacher's education and professional development process. This Objective will be achieved through in service training of science, maths and computer teachers. A total of 1980 teachers has been benefited from the program.*
- *Improved student's learning and learning environment: The SCSPEB arranged excel camps of science mathematics and computer Science at provincial level. This camps was helpful for the teachers and the students to share their ideas and practices with their counter parts in 5 days camp. It was helpful to promote learning of the students.*
- *Mobile Science Laboratories: Our schools in the rural areas are devoid of required knowledge, experience and equipment required for learning of concepts of science. In order to away with this deficiency the ED-LINK envisages introducing mobiles science laboratories which will be properly equipped with experienced teachers and apparatus. This van mounted laboratory will travel from school to school and help the teachers and the students in understanding the difficult concepts and carrying out the experiments included in the curriculum of science subjects.*



The Ed-LINKS is focusing 11 districts of Balochistan, namely Killa Abdullah, Killa Saifullah, Pishin, Loralai, Kacchi, Sibi, Jaffarabad, Khuzdar, Awaran, Panjgoor and Kech.

Teacher Development Program (TDP):

Improvement of teacher education and professional development is always in the heart of the program striving for improvement of quality education. The ED-Links has also assigned due importance to this component. Discussions with the stakeholders showed that Mathematics, Science and English were the main areas of learning where the teachers needed support the most. Therefore, a well-conceived Teacher Development Program (TDP) was designed. The first cycle focused on the middle school teachers of the ED-Links focused schools. The program was conducted in three face to face phase's i.e. 12+5+5 = 22 days for the training of 1000 teachers.

Case Study

Government Girls High School Killi Mengal at Nushki district is one of the schools focused under RCC program, where ECE teaching and learning practices are introduced at Kachi level. Under the program Ms. Shazia Haider, ECE Teacher of class Kachi was appointed from the community since the program started. The teacher has shared one of the very interesting experiences that reflects that how the proper understanding, knowledge and commitment of the teacher in the child physiology and interest motivated the obstinate children to join and attend the school regularly.

Small Farkhanda was born on 5th December 2000 in Killi Mengal Nushki. Her mother tongue is Brahvi and was enrolled in 2005 in Kachi class. While sharing her experience teacher told the story and said that Farkhanda's mother wanted her girl to be enrolled in RCC class but her daughter was frightened and used to cry so much that her mother lost the hope. One day she brought her to the school and stayed with her to develop her confidence and interest in the school. The girl still showed resentment and refused to join the class and spent the whole day outside the classroom. During this period teacher also tried her best to bring her in the classroom but all in vein. The next day again her mother brought her to the school but she again refused to sit in the class and remained in the veranda crying and stubbornly left the school.

Desperate from her behavior the mother tried once again and brought her daughter to the school for the third time the girl showed the same behavior and remained in veranda and refused to sit in the class. Observing very closely teacher decided to organize the classroom activities outside the classroom in front of the girl. The students were involved in different activities i.e group work, poem recitation and story telling it developed interest in Farkhanda and she was inclined a little towards the school. The very next day teacher took her to the assembly where she along with the other took interest and went to the classroom for the first time.

The teacher's special attention, positive behavior and friendly attitude enhanced the interest of the child who once was not willing to come to the school and study with other children in the classroom.

Now she is a regular student of her class and studying happily. Her mother is also very happy and said that at home her behavior is totally changed and her attitude towards the other family members is different. She is no more a stubborn child. All the time at home she tells the stories and recites the poems learnt in the school very joyfully.



Teachers Training and School improvement Project (CIDA)

SCSPEB entered in to a partnership with CIDA for the Teachers training and School Improvement project at Killah Abdullah, the project focused 40 schools in Tehsil Chaman, the schools were in need of repair and replacement, 12 latrines were constructed and 28 water tanks were provided for better water arrangement, teachers were trained on teaching method of child centered approach rather than traditional teaching techniques. Around 3200 students were benefited in 17 Girls and 23 Boys schools. All the learning material was also provided for better learning.

SCSPEB News

- Balochistan Education Support Program entered its winding up phase. Extension for the period of three months expected.
- CGM/HS reached to the end of its one year extension period on December 31st 2008.
- Completion of Community Development Project. A short term project ended on 31st December 2008.
- SCSPEB Annual Audit Report for the year 2007 – 8 finalized and received.
- Celebration of Two Auspicious events of Eid-ul-Fittar and Eid-ul-Addha.
- SCSPEB Board Meeting held in the month of October to review the overall initiatives of the organization under process.



Relief Projects:

Emergency Assistance to Communities in Khuzdar & Gawadar Districts:

An estimated 2.5 million people were affected by flooding after 4 hours of continuous heavy rains when a cyclone struck southern Pakistan on 23rd June, 2007. Around 280 people were died, 186 were missing and 377000 were homeless. In this hour of need SCSPEB joined hands with CIDA to provide emergency assistance to the communities affected by the flood in District Khuzdar & Gawadar.

Khuzdar was the highly affected region where 10 villages were completely washed away, Society after evaluating the support from different organizations selected District Khuzdar & Gawadar for emergency assistance which include Kerosine oil lamps, tarpuline sheets, Plastic mat sheets, water and food items. During the period at-least 400 families were facilitated.

School Based Psychosocial Support Project:

On 26th June, 2007 a cyclone Yemyin hit the coastal areas of Pakistan, this was followed by heavy rains, further damaging already devastated areas of Balochistan. According to NDMA assessment 80% of all schools in districts were completely damaged, 100 out of 140 schools needed to be reconstructed in District Kharan and District Bolan was also one of the highly affected area.

SCSPEB entered in to partnership with Save the Children US for the education support during rehabilitation, after the imperative assessment to identify schools for material support, provision of temporary shelter and school repairs. To help children to recover this trauma condition teacher briefed to make school environment child friendly and bring children back to school the idea of school-in-a-box and play-in-a-box was conceived.

60 schools in three UCs of Kharan and 22 schools in three UCs of Bolan were selected for reconstruction/renovation and also provided School-in-a-box and Play-in-a-box. A data base was designed for the project and the collected data was computerized to analyze the whole process.



Ziarat Earth Quack

On Oct. 29, 2008 at 04:30am and 05:10 am, a power ful earth quack hit different parts of the Balochistan, followed by 3 after shocks later 12 and earth jolting continued in intervals. The death toll was in 100s later causalities were increased, human bodies were unearthed from underneath the debris; 1000s of people were injured and shifted to hospital. 1000s of homed were completely damaged & destroyed leaving many people home less in extremely harsh cold water.

SCSPEB respond the situation quickly and deployed its emergency team to support the partner organizations and effected community in general. Considering, high emergency the SCSPEB raised a fund of Rs. 100,000/- and purchased Blankets, Emergency lights and shawls which were distributed among 50 families, and also conducted a rapid assessment survey of 147 schools of district Ziarat and House hold survey of 70 villages.

Later in collaboration with UNICEF implemented a project from 20th Nov, 08 to 20th Jan, 2009. The project focus 3 UCs (Kawas, Kech & Zandra), during the project 15 winterized tents were erected to establish Temporary Learning Centers (TLC)which were equipped with School-in-a-box and recreational material, 811 students were enrolled and 19 teachers were selected from the community to teach and support TLCs. A data base was designed for the project and the collected data was computerized to analyze the whole process.

Reconstruction of Schools

District Ziarat has remained the focused area in all the efforts made by SCSPEB, after the effects of Ziarat Earth quack most of the schools which are focused by SCSPEB (RCC & CGMS) were collapsed, but after winter vocation started functioning properly in their own buildings except Ahmadoon and Warchoom which were highly E.Q affected areas of Ziarat District, GGMS Ahmadoon was functional in two tents because its building was badly damaged and was demolished as a result.



At the hours of need SCSPEB joined hands with CGMS by the financial support of Rotary International Pakistan for the construction of E.Q Proof building for GGMS Ahmadoon and GGMS Sheen Warchoom. Technical and monitoring support is provided by the SCSPEB.

Case Study

The month of September 2007 will be flagged as very important in the history of Jodai Kalat Union Council of Kharan District because of the disaster caused by flood. The flood had damaged almost all the houses and buildings of the area. But the village Jalazai experienced the worst calamities. The flood had flowed away every thing and demolished all the mud built houses. It brought a lot of silt with it and filled the remains of houses, school and the mosque.

Village Jalazai has a Government Girls' Primary School where 30 girls were studying before the flood hit the village. The girls enjoyed their studies under their teacher Ms. Khursheed. A girl Kalsoom used to come to school very happily before the flood and took great interest in her studies. But when the team reached the school Kalsoom was sitting all alone in a corner at some distance away from other students. She looked sad and was very silent. The teacher told that the flood had carried away her 5-year-old brother Baber. She loved her brother very much. She went mum after the death of her brother. She remained aloof and did not mingle with other children.

The SCSPEB team focused the school, carried out renovation of the building, cleared the silt and provided training to the teacher in dealing with the disaster hit children the community was closely involved in all the renovation program. The team also provided books and bags to the students. It also provided various kinds of teaching learning materials and toys for the mental and psychological rehabilitation of the children.

The objective of all these efforts was to improve the environment of the school and bring it out of its melancholy and create normalcy.

After Training the teacher changed her attitude towards the children and started encouraging them. The SCSPEB had provided two packages (i) School in Box (SIB), which contained such material, which helped in making the teaching learning more effective, and child friendly. (ii) Play in a Box (PIB), which contained materials of enjoyment and learning for the children. The teacher started using SIB and PIB in her class. After some time the team reached school for monitoring. They found Kalsoom playing with the peers and laughing from her heart. The teacher told that the new atmosphere of the school has helped her a lot to change the attitude of the children, especially Kalsoom. The school had returned to its normal working condition rather better than before. The renovated, well whitewashed and painted building attracted the students including Kalsoom, to school.

Not only the teaching learning process had improved but the community had also started demonstrating interest in the affairs of the school. The reason was that it was the first time that they were involved in the school affairs. They said that they had realized that they should support the school in their own interest, the interest of their children rather interest of their future.



Thematic Areas:

Access:

One of the primary concerns of SCSPEB is the access of the deprived children to education. Simultaneously, SCSPEB focuses on the sustainability of the access for the future generation. CGMS provides access to the children of district Pishin, Ziarat and Mastung with 896 girls to Middle level, BESP community schools establishment project provides access to the primary level education of district Khuzdar, Qilla Abdullah, Mastung and Pishin with 6443 children in community schools, RCC program provides the access to children of early ages of district Ziarat, Qilla Abdullah, Loralai, Mastung, Noshki, Lasbela and District Pishin with number of 6183 children during the year 2007-2009. Whereas, Project AREP totally provides access to 4033 Afghan refugees children in the Afghan Refugees camps of Muslim Bagh (Qilla Saif Ullah) and Muhammad Khail (Quetta), and 3719 children were enrolled under the project of flood relief project, the total access of SCSPEB is 24405 out of which 12869 of the year 2007-08 and 11536 of the year 2008-09 were focused.

SCSPEB News

International Visit to Kyrgyz Republic under Releasing Confidence and Creativity Project during May 6-17, 2009.

Participation in two days provincial workshop on “Early Learning Standards (ELDS) for Early Childhood Education (ECE)” organized by New Project Wing, Ministry of Education on April 2-3, 2009.

Participation in “Third National Stakeholders Conference for Dissemination of National Assessment Findings-2008”, organized by Ministry of Education-Government of Pakistan on April 9-10, 2009 at Islamabad.

Construction of school buildings CGMS Warchoom and Ahmedoon by Rotary Rehabilitation Committee of Rotary Club Quetta (RRCRCQ).



Following table of the access of the children to the schools by the given programs at given districts in 2007-09:

Districts Focused	Program for access												Total Enrollment		
	RCC (ECE Level)		CGMS (Middle level)		BESP (Community level)		AREP (Afghan Refugees)		Flood Relief project		TTSIP				
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09	Total
Khuzdar,	-	-	-	-	1241	1050	-	-	-	-	-	-	1241	1050	2291
Ziarat,	344	81	97	86	-	-	-	-	-	-	-	-	441	167	608
Qilla Abdullah,	119	111	-	-	1075	1050	-	-	-	-	-	3131	1194	4292	5486
Loralai,	402	485	-	-	-	-	-	-	-	-	-	-	402	485	887
Mastung,	571	215	115	118	792	752	-	-	-	-	-	-	1478	1085	2563
Noshki,	708	574	-	-	-	-	-	-	-	-	-	-	708	574	1282
Lasbela,	397	358	-	-	-	-	-	-	-	-	-	-	397	358	755
Qilla Saif Ullah	-	-	-	-	-	-	761	1287	-	-	-	-	761	1287	2048
Quetta	-	-	-	-	-	-	1004	981	-	-	-	-	1004	981	1985
Pishin	1024	794	236	244	264	219	-	-	-	-	-	-	1524	1257	2781
Kharan	-	-	-	-	-	-	-	-	2631	-	-	-	2631	-	2631
Bolan	-	-	-	-	-	-	-	-	1088	-	-	-	1088	-	1088
Total	3565	2618	448	448	3372	3071	1765	2268	3719	-	-	3131	12869	11536	24405



Quality Education

Teachers Training:

SCSPEB has an obvious extra ordinary role in teachers training programs since it is in the arena of developing the educational stigma of low standard quality education in Balochistan. SCSPEB contributes in a great measure in developing the capacity building of the teachers in Balochistan. TIP, RCC, AREP, and CGMS, CD and Ed-Links have been the projects generating teachers training and expediting its implementation to a required quality education standard extent.

During the period 30 trainings were conducted for 214 days where 328 teachers and education officials were capacitated on teaching techniques.

Following table provides the data of SCSPEB contribution in trainings for quality education improvement throughout Balochistan at cluster level, district level and Provincial level for the year 2007-2009:



Program Name	Number of Training at different Levels			Name of Locations			Total Number of days	Total Number of Participants
	Cluster level	District Level	Provincial level	Cluster level	District Level	Provincial level		
TIP	-	-	12	-	-	SCSPEB Office	103	602
RCC	8	21	-	12 Cluster	7 Districts	-	46	764
CGMS	3	-	2	Mastung Pishin & Ziarat	3 Districts	Agmotech, SCSPEB & UOB	40	78



AREP	5	-	-	Muslim Bagh	2 Districts	SCSPEB office	25	150
ED-Links		1			11 districts		22	1000
Total	16	21	14					2594

Class Room Environment Improvement:

To improve the quality education classroom environment is one of the important tools. BESP, RCC, CGMS and AREP are collectively helping out in the improvement of class room environment, a number of trainings have been imparted to class teachers on class room management and learning environment, ECE class directly focuses the separate ECE environment for early child education to reflect the change in quality of education through change in classroom environment. For the same purpose learning & stationery material is provided at school level for preparation of low / no cost material and better learning & class room management.



Community Participation:

Community participation is envisage a critical part of the program to fill up the gap towards quality education, for the same purpose SCSPEB team formed/ reactivated committees at district and village level like PTSMCs, WVECs, ECs and VECs who plays a pivotal role in the improvement of quality of education. In order to play their effective role several trainings have been imparted to enhance their capacities on human and non-human skills, several seminars were organized and meetings were conducted to enhance their participation at school and community level.





Women Empowerment:

It has been an inspirational experience to see people of the community, especially women working to improve themselves and to become useful and contributing in education improvement in their own community. The contribution, mobilization and opportunity is being provided by the SCSPEB for women empowerment improvement in quality education by means of increasing the enrollment of girls ratio as to the ratio of the boys with the help of appointing most of the female teachers and imparting training for them.

SCSPEB enrolled 12974 girls' students who are directly benefited under CGMS, RCC, AREP, BESP and Relief projects, and 233 teachers capacities were built during the period. These projects with the collaboration of Government education line department, and community by mobilizing them establishes ECE classes, Primary and middle schools in deprived locations. 30 teacher's trainings were organized at District, Cluster and Provincial level not only on teaching methods, classroom management, but also regarding curriculum contents of the subjects. Other than that WVECs at community level were capacitated on Pillow making, Book binding, Candle making and Health & Hygiene to contribute in the financial needs of their families and can support in the quality education.

Water, Environment and Sanitation (WES) is participating in the women empowerment by providing water accessibility for women at the near by point from their residence. Under the project hand pumps were installed and water tanks were also installed by providing them connections from water schemes or other near by sources of water provision. The women of the communities had to go at far distances to fetch water for the domestic use, which were an adversity and a time bearing activities. The project generously helped in reducing such morbidity the women now instead of sparing their time in catering water now can use their precious time in raising the economic conditions of their homes and can contribute in the financial needs of their families and can support the men in this task.



Following is the table of SCSPEB access to women empowerment:

S #	Name of Districts directly benefited	# of schools benefited	# of teachers directly benefited (Female)		# of students directly benefited(Female)	# of community members benefited (WVECS)
			Appointed	Trained		
1	Pishin	31	38	38	1945	60
2	Ziarat	19	31	31	959	71
3	Loralai	9	9	9	439	44
4	Mastung	31	48	48	1959	81
5	Noshki	16	16	16	1754	76
6	Killa Abdullah	58	60	60	2212	25
7	Bela	11	11	11	838	55
8	Khuzdar	19	27	27+17	732	-
9	Killah Saifullah	11	8	8	189	
10	Quetta	7	-	-	337	-
11	Kharan	60	-	-	1207	
12	Bolan	22	-	-	418	
Total:		254	216	233	12971	412



Universal Primary Education (UPE):

Better education is the fundamental to the prospects for economic and social development and the end of world poverty. Toward Universal Primary Education offers a rigorous set of interventions that countries can choose from to help provide universal access to high-quality education by focusing on hard-to-reach groups of people, educating girls and women to break the cycle of low education and strengthening educational opportunities for adolescents. Under MDGs (Goal II),

BESP formulated collaboration with Government and community to increase the enrollment at primary level in Balochistan. It basically focused areas which were deprived of primary education due to non-availability of the schools. SCSPEB, with the partnership of BEF, established 47 schools in 4 districts (Killa Abdullah, Mastung, Khuzar, and Pishin) which enrolled 6443 (3372 for the year 2007-08 and 3071 for the year 2008-09) children and 72 female teachers therein.

CGMS project also contributes in drop-out detention besides contributing in assurance of quality education. It contributes in terms of establishing girls middle schools and enrolling primary passed girls back therein who stayed drop-out before the establishment of these schools. The project contributed 896 (448+448) students' enrollment increase through 10 middle schools in District Killah Saifullah and Quetts.

AREP contributes in enrollment increase of Afghan refugees residing in Afghan refugees camps of Balochistan. The project focused 18 schools where 4033 (1765+2268) students have been enrolled.

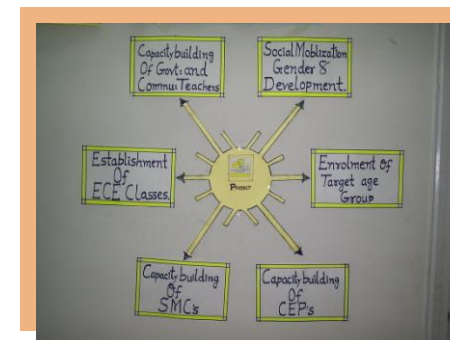


Human Resource Development

Since human resource development means the process of changing, SCSPEB conducts training for the department of education to bring the change in all tiers of the department believing the change can only be developed in a department by means of bringing the change in their employees.

Office level

The SCSPEB have been implementing a variety of projects through out its journey towards development in Education Sector. During the years 2007 – 2009 SCSPEB initiated projects in 22 districts of Balochistan. The resources recruited during the two years are 22 males 4 females Support Staff and 40 Males and 21 Females as Project staff. The total strength of Human resource is 87. The resources recruited as Domicile as well as Local and are almost of all the casts residing in Balochistan. Both the genders are given equivalent opportunities in the organization and gender discrimination is avoided. The support staff is always there to extend their support to the project staff for the accomplishment of their field activities.



The employment of resources at office level as well as in the projects is a great contribution in Human Resource Development in a sense to capacitate them in their field of expertise and make them go through under different trainings. The resources were sent to attend the TOTs and get trained in the areas of Finance, Management, Administration, Human Resource Development, Master Trainers, Environment, Health, Psychosocial training of teachers, Child Psychology, Gender, Mobilization, Adolescent Life Skills, Vocational skills, etc. in order to get the best out of them.

The resources capacitated are a great strength to build the foundations for the future infrastructure of the systems. The resources trained in SCSPEB are admired in every field. The future vision of SCSPEB of being Training Institute has entered its pilot phase. The organizations has not only developed the human resource at office level but have also developed the resources in Department of Education Government of Balochistan and communities all



over Balochistan under different projects. The organization in itself is not only serving as a training institute but the Project Sections is also developing the human resources. The most important section for Human Resource development is the SCSPEB ‘Training Wing’. The teachers of almost all the project are trained and capacitated through the SCSPEB ‘Training Wing’.

Community Level:

In order to reduce illiteracy and promote sustainable development, SCSPEB makes continuous efforts towards institutional development and capacity building at the community level. This is done through harnessing people's potential to help them-selves by establishing a network of grassroots level institutions at the village level. The force work as a team for the credibility of organization is at high esteem. To enhance more support, grass root structures were formed at community level (WVECs, PTSMCs, ECs and VECs) who are the community representatives, for the improvement in quality education SCSPEB team organized several trainings for them on community participation, Partnership building, school management, Problem solving, Participatory school monitoring, Financial Management, Gender sensitization, First Aid, Health & Hygiene and team building for the better management and school monitoring.

Teachers at Primary level, Middle Level:

Teachers are one of the important resources for the improvement in quality education, SCSPEB create full support to develop their skills on class room management and ECE environment through different techniques. For the same purpose school teachers with head teachers were capacitated on “*ECE learning & management, curriculum & class room management, monitoring & mentoring, planning & curriculum, training of class I, II, III, IV & V teachers on curriculum, Development & use of Teaching Aids, Proficiency in English Language, Method of teaching the adult illiterates, Multiple Intelligences, Balochistan Civil Services Act 1974, Fundamental Rules, Services Rules for Govt. Servants*” during the period.



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Environmental sustainability

At least 1.1 billion people lack access to safe water and 2.6 billion lack access to basic sanitation, resulting in the deaths of 3900 children per day. Health Dignity and Development highlights the global water and sanitation crisis and advances a comprehensive set of strategies to tackle the problem, including national elaboration, government and stakeholder commitments; focusing on sustainable service delivery, empowering communities, support from private partners, promoting innovation and improving global structures.

Under MDGs (Goal 7) following is the project working on environmental sustainability:



Water and Environment Sanitation (WES)

WES project contributes in providing the population with the improved safe drinking water along with its orientation for the future use in shape of conducting training regarding water and sanitation for government schools students, communities, CBOs, influential leaders, and local government elected representatives. The program accesses district Khuzdar with its 135 schools, 5 Tehsils, 13 UCs, 20176 direct beneficiaries and 3000 indirect beneficiaries.

Following is the table for contribution of access of SCSPEB to environmental sustainability:

S #	District Name	Total # of Schools Facilitated	# of Tesils facilitated	# of UCs	# of beneficiaries		
					Direct	Indirect	Total
01	Khuzdar	135	5	13	20176	3000	23176



Partnership building amongst government, NGOs and communities

Partnership building amongst government, NGOs and communities has been the core mission of SCSPEB for sustainable development of Balochistan. Following are the projects working on partnership building amongst government, NGOs and communities:

Community Primary Schools Establishment Project

The project builds community partnership with government in terms of involving community by a BBCM (Broad Based Community Meeting) in the community for establishing a community school. The communities are bound in the meeting to provide the school with the building and the nominations of qualified candidates for appointing them as a teacher for the same school. In the meeting, the members of PEC (Parents Education Committee) are nominated and selected who later on stay responsible for all the management and fiscal matters of the school. Government education line department is involved in establishment of the school as later on it is to own the school.



Community Girls Middle Schools Project (CGMS)

CGMS builds a bridge between community and government education department in order to promote middle education in terms of opening middle schools on self-relying basis with collaboration of community and government education department. CGMS presents a model of establishing middle schools in the premises of the existing primary schools in the area. While building the capacity of community and government education department, the model simply motivates them to establish the schools urgently on self-relying basis instead of waiting for approval of new SNE from the government which turns sometimes to be a time consuming process whereas consequently the primary passed girls remain drop-out for a longer period of time or forever. CGMS meanwhile focuses detention of drop-out and building partnership between community and government education line department. Under this mechanism, SCSPEB established 10 community girls' middle schools in Balochistan which are running successfully.



Poverty alleviation

It has been well recorded the poverty in rural areas has historically been higher than in urban areas, it is notified that poverty increase more sharply in rural areas in 1990s, to overcome the same declining graph in Nov2000, the government of Pakistan adopted a strategy to reduce poverty gap and restore the economic stability. This strategy of the Government was articulated in the Poverty Reduction Strategy Paper (PRSP) for the cause SCSPEB provided support for the poverty elevation.

Following are the projects which contribute in MDGs (Goal 1) through work on poverty alleviation in terms of giving jobs to community members as teacher in different programs for contributing family workers in total employment:

An overwhelming emphasis on the achievement of high development of education indirectly addressing the step towards poverty elevation, SCSPEB focuses the rural areas of Balochistan, In order to minimize the poverty gaps males/females of the community were provided opportunities to get employment and contribute in the economic welfare of their families, under the project 160 males/females were appointed as a teacher and lead teachers, under RCC & BESP projects.

On the other hand, it is identified that Education and Poverty are relevant, during the education provision of School supplies, uniforms, bags, Learning material/Materials for low & no cost material development, text books, health & hygiene kits, First Aid box and other incentives like Fee concession at school and hospital level under Afghan refugees, RCC, BESP & CD project is one of the best steps to control poverty through educating.

Provision of trainings to the targeted group of community on Health & hygiene, low and no cost material development, Book binding, Pillow making, Candle making for the relief and other humanitarian assistance, which can be used to utilize their precious time in raising the economic conditions of their homes and can contribute in the financial needs of their families and can support the men in this task.

In emergency projects for the repair and construction of the schools several labors were involved which were paid by the project and provided benefit to 350 families. The organization, by capacitating the resources raising their awareness and creating in them the skills and practices for improving their standard of living



Policy development and adaptation in Balochistan

Releasing Confidence and Creativity (RCC)

RCC program proposes a new policy of Early Childhood Education (ECE) demonstrating the idea in the government schools as ECE classes for assuring the adaptation of quality education by existing government education line department. Hence, the idea directly influences the government education policy to be reviewed and improved by adapting the ECE idea for the teaching practice.

Community Primary Schools Establishment Project

Community primary schools establishment project demonstrates an idea of establishing community schools which are run totally by the community through mechanism of PEC (Parents Education Committee) to government education line department in order to help it adapt the policy for ensuring instant access of the children to education. The idea helped the community to open 47 community schools in Balochistan.

Community Girls Middle School (CGMS)

CGMS project totally aims to present and demonstrate a model of community girls middle school as an idea for the policy of government education department to adapt it and through it promote the instant access of the primary passed girls to middle education rather than waiting for the establishment of new middle schools which sometimes takes years to happen and sometimes does not happen to establish and consequently primary passed girls remain drop-out for life. The project influences the government education department by establishing 10 girls middle schools in Balochistan.

Water and Environment Sanitation (WES)

WES plays a vital role helping PHE sector stakeholders to develop and adapt a hygiene policy in the schools. WES program composes a CHILD CLUB to demonstrate to all the PHE, PTSMCs stakeholders a group of the children lead by a teacher which collects the funds in the school every month and then utilizes that fund for buying soaps, nail cutters and other hygiene material along with the books and note books for the children who couldn't afford buying them. The program delivered orientation regarding water and sanitation to CBOs, communities, and local government members through their training and benefited 135 schools of district Khuzdar.



An overarching view of SCSPEB

- SCSPEB organized 10 days training of Head teachers and District Officers on Educational Administrator at SCSPEB Hall. Total 11 participants from Chaghi District participated in the training.
- Agha Khan Foundation conducted one day workshop on Baseline survey for the staff of RCC project at SCSPEB Hall
- SCSPEB provided relief fund for Khuzdar and Gawaddar Districts with the collaboration of SAAHE and CIDA.
- An official from UNHCR orientated Community Development Project (CDP) staff on Community Development approaches and also visited Surkhab/Saranan clusters to assess the need of trainings for sectorised committees.
- RFA released by USAID. SCSPEB and AIR submitted proposals collectively. AIR invited SCSPEB to become a partner in a new project naming ED – LINKS in Pakistan.
- Meetings held with CIDA, World Bank and Save the Children-US.
- Audit for Afghan Refugees Education Project conducted for the year 2007.
- Audit for Rehabilitation project conducted for the years 2007 and completed.
- Celebration of 15 Anniversary of SCSPEB.
- PCA signing of Water Environment & Sanitation (WES) Project.
- Agreement signing of ED-LINKS.
- Celebration of Eid-Milad-ul-Nabi.
- SCSPEB External Audit for the year 2007 completed.
- Audit of RCC project for duration of October 2006 – December 2007 completed.
- Financial closing for the year July 2007 – June 2008.
- Recruitment of staff for ED-LINKS Project.
- Extension of Releasing Confidence & Creativity (RCC) Project.
- “Policy Dialogue” on National Education Policy 2007 held at Boy Scouts.
- Launching of “Relief project” & “Teacher Training School Improvement Project funded by CIDA.
- Relief project by Save the Children US.



Projects launched during the period 2007-2009:

- a. Water Environment & Sanitation (WES) Funded by UNICEF
- b. Teachers Training and school Improvement Project (CIDA)
- c. Balochistan Education Support Project (BESP) funded by BEF:
 - o Teachers Training PII
 - o Parent Education Committees PII
- d. Community Development (CD) by UNHCR
- e. Emergency Assistance to communities in Khuzdar & Gawadar by CIDA
- f. School Based Psychological Support Project for Kharan & Bolan by Save the Children US
- g. Ziarat Earth Quack in collaboration with UNICEF
- h. Links to Education (ED-Links) by AIR

Projects Completed during the period 2007-2009:

- a. Water Environment & Sanitation (WES) Funded by UNICEF
- b. Teachers Training and school Improvement Project (CIDA)
- c. Balochistan Education Support Project (BESP) funded by BEF:
 - o Teachers Training PII
 - o Parent Education Committees PII
- d. Community Development (CD) by UNHCR
- e. Emergency Assistance to communities in Khuzdar & Gawadar by CIDA
- f. School Based Psychological Support Project for Kharan & Bolan by Save the Children US
- g. Ziarat Earth Quack in collaboration with UNICEF



Abbreviations

- PCP Pakistan Center of Philanthropy
- IMCP Institutional Management Certification Program
- CSP Community Support Process
- PTSMC Parents Teachers School Management committee
- BESP Balochistan Education Support Program
- RCC Releasing Confidence & Creativity
- AKFP Agha Khan Foundation Pakistan.
- RNE Royal Netherlands Embassy
- SEF Sindh Education Foundation
- TRC Teachers Resource Center
- AKU-HDP Aga Khan Foundation-Human Development Program
- CIPs Community Schools Implementation Partners
- CPAP Country program Action Plan
- TDP Teacher Development Program
- UPE Universal Primary Education
- BBCM Broad Based Community Meeting
- ECE Early Childhood Education

- AREP Afghan Refugees Education Project (AREP)
- WES Water and Environment Sanitation
- ED-Links Links to Education
- CIDA



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EFA Objectives

Objective 1:

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

- SCSPEB introduced ECE program in 7 Districts of Balochistan in 100 Government schools and enrolled 6183 students for early education, 120 teachers and Lead teachers were trained on ECE methodology.
- Signed an agreement with UNICEF for more 105 schools, for ECE implementations
- Going to sign a project of establishment of more new school for ECE implementation.

Objective 2:

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

- Replication of ECE learning at primary level in **100** focused schools, in **7** districts of Balochistan,
- In the areas deprived of primary education SCSPEB opened **47** schools under BESP project and enrolled **6443** students with **72** female teachers.
- **4033** Afghan Refugees children were enrolled in 18 schools for basic primary

Objective 3:

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.

- **445** WVECs & **626** PTSMCs were trained on several topics under different projects
- Basic adult literacy project is under process for the contribution in Adult literacy.

Objective 4:

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

- 40 Female Adult literacy centers are under process in RCC project.

Objective 5:

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

- Over the years 13000 female students were access to schools though SCSPEB interventions and appointed 216 teachers & trained 233 teachers on several teaching contents.

Objective 6:

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

- Conduction of **30** teachers trainings to improve the quality of education,
- Learning materials are provided for the quality of education
- **445** WVECs were trained on several topics to improve their life skills



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