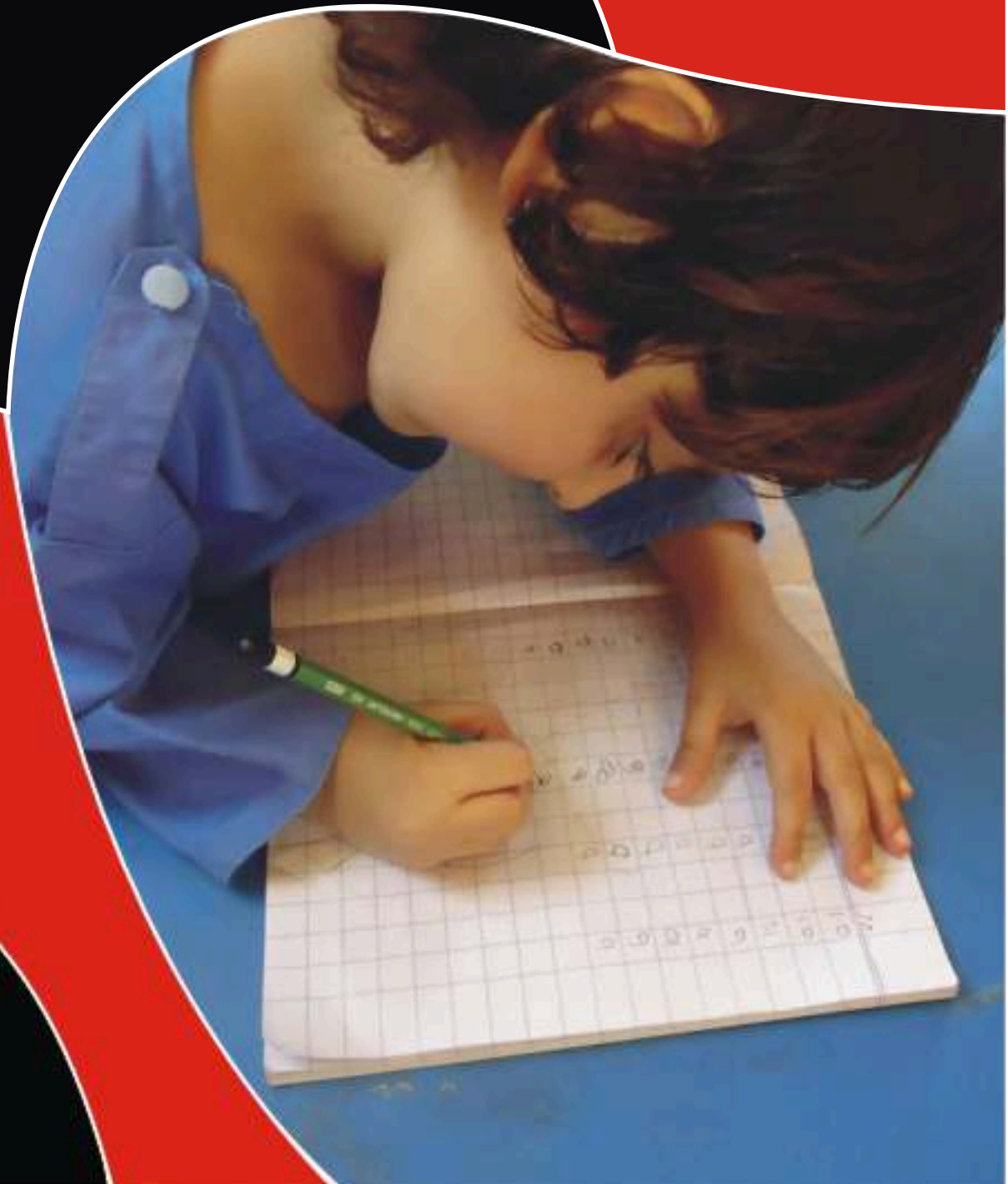


SCSPEB

Annual Report 2011-12



Acknowledgement

All praise and thanks to Allah the exalted, the Lord of the universe, who blessed us with vision, courage and patience to contentiously strive to achieve the goal of the organization i.e. promotion of Education in the province with quality.

The Education Department, which is the main stakeholder of education, has provided best of its cooperation, as usual in making various interventions in the province and has assigned the status of a partner in promotion of education in the province. I am grateful to the education department for all their support.

The Director of Education Balochistan and his colleagues have supported and encouraged the SCSPEB in launching various developmental programs in the focused areas. The Director Education not only supported but also provided guidance for enhancing effectiveness of the programs. I am thankful to the Director and his team for their very useful support in materializing the programs.

It would have not being possible to make interventions in the focused districts without support of the District Education Officers, Learning Coordinators who accompanied our field teams during their activities in schools. I owe them a lot for the ownership they demonstrated in the SCSPEB program.

The communities in the shape of PTSMCs played their role in making all the programs a success. They welcomed the interventions and showed great interest in partnering the efforts for improvement in management and quality education. I am grateful to all of them spread across the province.

My high gratitude for the Donors, who reposed their confidence in the SCSPEB for implementation of various projects and providing generous financial and technical assistance. I am also grateful to them on behalf of the beneficiaries of Balochistan because it was only with their support that SCSPEB was able for making various types of developmental interventions. I look forward for their contentious support.

The SCSPEB teams striving hard in achieving the outcomes of various interventions in the field under the guidance of their seniors and the industrious members of staff working in the main office are always very close to my heart. I appreciate their tireless labour to achieve the goals of the organization.

I strongly acknowledge the planning, management and supervisory role played by Mr. Irfan Ahmed Awan, the Managing Director SCSPEB, in boosting the organization further high in the level of quantitative and qualitative achievement. I am sure that he will continue with same zeal, zest and professionalism for the interest of the organization and the province at large.

My special gratitude for the SCSPEB Board of Directors for their continued cooperation and support in steering the organization through all the thick and thin and odds experienced during the year from conceiving to finalization of various programs of the organization. It would have been trembling for me to lead such a big organization all alone but the vision and cooperation of all the members made it possible. I acknowledge their strong commitment for the cause of the people of Balochistan. I am grateful to the members for sparing their precious time to attend the bard meeting leaving aside all their other important commitments.

I am confident that the SCSPEB will continue achieving its target during the times to come.

Sincere to all

Begum Azmat Hassan Baloch
President SCSPEB Board

A Word about SCSPEB

The Society for Community Support for Primary Education, Balochistan (SCSPEB) is a non-profit organization, established on March 22, 1993 with an aim to enhance community participation for sustainable development utilizing community mobilization strategies and striking strong partnership between Government and Communities, particularly for promotion of Quality Education. Registered under Societies Act, 1860 and also registered with SAFRON/Pakistan Center of Philanthropy (PCP) and certified by Institutional Management Certification Program (IMCP) by USAID. Since its establishment, it focuses on human development and capacity building especially empowerment of female through promotion of education in the rural communities deprived of access to schooling. Thus the beneficiaries of the SCSPEB efforts range from "Children to Teachers" "Parents to Communities" "Local-Government to Provincial Education Department" "NGOs (Regional/National/International)" "Community Based Organizations" & "Development Workers". With the specific mission & vision the SCSPEB is marching forward for the holistic development of the province through its efforts.

SCSPEB takes pride in a measureable success in achieving the noble objective. It has tested various models for promoting female education and generated support for education in general. These models include the Community Support Process (CSP), Fellow ship Program, Parents Teachers School Management committee (PTSMC), Balochistan Education Support Program, Releasing Confidence & Creativity (RCC) an Early Childhood Education, Community Girls Middle/High Schools (CGM/HS). On policy level the SCSPEB assisted Government of Balochistan and developed Early Childhood Education (ECE) Provincial & Districts Plan and now stepped in to develop Balochistan Education Sector Plan (BESP).

SCSPEB efforts to promote female education were not only recognized at national level, but also at international levels. In 2001, SCSPEB was awarded with the UN Award in recognition of its contribution towards promoting female education in Balochistan. SCSPEB also takes pride to intervene in college education and arranged at-least 75 Lecturers training in district Pishin.

SCSPEB in Education

Access to education

Quality Education

Community Participation

Partnership building

Advocacy

Environmental sustainability

Policy Interventions

Poverty alleviation



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”

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 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

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
PTSMC	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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Thematic Areas

- Enhancing Access to Education
- Quality Education
- Community Participation
- Women empowerment
- Partnership building amongst Government, NGOs, Communities and Private sector
- Poverty Alleviation
- Environmental Sustainability
- Advocacy
- Policy Interventions



Enhancing Access to Education



Balochistan province spread over 346189 square kilometers covers around 44% of the country having 6.522m population (census 1998) approximately 5% of the Pakistani population. The projected population as of year 2011 is around 7.914 million and 2012 is 9.16 million out of which the school age (6-15 years) population is around 2.64 million. The primary level NER 65% and GER 70%, and literacy rate is 41% of the 10+ population as per PSLM (2010-11).

As the cornerstone of the MDGs, the equitable access to education was seen as 'a fundamental human right and essential for the exercise of all other human rights. The Government of Pakistan have increased its challenge by introduction of "Article 25-A under the 18th Constitutional Amendment in constitution of Islamic Republic of Pakistan", which obligates the state to provide free and compulsory education to children of age group five to sixteen (5-16) years. In fact it is for the first time in the history of Pakistan that education has been declared as a right of the children. There are 12293 public schools for around 22000

settlements out of which around 11000 settlements are still without a school. It is really a huge task for Government to meet the challenges of this amendment.

The SCSPEB have contributed in increasing the access to education and focused on sustainability of access for future generation through various means and projects. Balochistan Education Program (BEP) & Releasing Confidence and Creativity (RCC) projects provided access to ECE environment to 4000+ children of early ages in 147 Schools of 8 districts to reduce dropout and ensure retention at primary level. Whereas, AREP project provided access to 5462 Afghan refugees children in the Afghan Refugees camps of Muslim Bagh (Qilla Saif Ullah) and Muhammad Khail (Quetta). Focusing middle level education augmented 23 middle schools and made efforts to create linkages with 40 primary and 12 high schools under Quality Girls Middle School Education & Quality Improvement Projects district Pishin, Jhalmagsi & Noshki to cater the enrolment and provision of quality education. Moreover, 10 schools were upgraded from Primary Middle and 4 schools were upgraded from middle high under BEP project to facilitated girl students sitting at home after completing Primary or Middle level education. During the period BEP interventions enrolled 8151 students in 129 schools.



Quality Education



Quality education has become pivotal for all education systems in the developing countries. Quality ascertains how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits. Millennium Development Goals and EFA objectives are the commitments of international community, including Pakistan, which they made in the World Education Forum (Dakar 2000), under UNESCO calls for improvement in the quality of education in all its aspects, aiming for a situation where people can achieve excellence. It is the teaching and learning process that brings the curriculum to life and determines what happens in the classroom, classroom/learning environment and subsequently the quality of the learning outcomes.

SCSPEB contributed towards international commitments by numerous means and projects and trained 464 teachers of 225 schools to ensure quality of education. 170 Schools were provided separate teaching learning environment under BEP, RCC, QGMSEP and QIP. PTSMCs & WVECs were formulated and trained on their roles & responsibilities to facilitate school environment at community level.

Teacher Training

Teacher is the most important within-school factor affecting student performance and quality of education. It is very interesting but very complex job. The complexity varies from class to class and subject to subject. Up to class 3 the teacher has to focus on enabling the children listening, speaking, reading, writing and basic numeracy. However from class four starts real task to promoting knowledge, comprehension and application among the children. Therefore a teacher has to revisit teaching techniques and recognize her/him according to the need of children.

SCSPEB at this point build the professional capacity of teachers in bringing curriculum into life and made them able to meet the needs of this stage. During the period 94 days spent to enhance the capacity of 464 teachers, head teachers, lecturers and administrators on different subjects to improve the learning and quality of education.

S #	Project Name	Level of Teachers	Training Title	# of Participants
1	Quality Girls Middle School Education Project	Middle School Teachers (Phase I&II)	Teaching of English, Maths and Science	42+43 = 85
		Head Teachers	School Management	22
		Primary School Teacher (Phase I&II) Group I	Teaching of English, Maths and Science	62+70 = 132
		District Education Managers	Supervision and management	20
		Primary Teachers Training (k-5)	Teaching of English, Maths & Science	49+65 = 114
2	Balochistan Education Program	ECE Master Trainers workshop	Classroom management, monitoring & assessment	18
		ECE Teachers Training	ECE techniques, classroom management and other content areas.	28
3	Afghan Refugees Education Project	Primary Teachers Training	Teaching of English & Grammar	19
		Teachers Training	Teaching of English and Maths	36
4	Teacher Training and School / college Improvement Program	Training of School Teachers	DRR & First Aid	156
		Training of College Teachers	DRR & First Aid	110
		Training of Principals and Vice Principals		29

Classroom Environment Improvement

The fact "teaching is a key to quality education" cannot be denied, but classroom environment affects learning too. The arrangement of physical environment in the classroom is one way to improve the learning environment. Research on the classroom environment has shown that a well-structured classroom tends to improve student academic and behavioral outcomes. If a classroom is not properly organized to support the type of schedule and activities a teacher has planned, it can impede the functioning as well as limit what and how students learn.

SCSPEB is providing a separate classroom environment through considering the needs of the students i.e. how students are seated? Where the students and teacher are in relation to one another? How classroom members move around the room? ECE class directly represents a unique learning environment encouraged to utilize learning areas, and not only the program provided a designed ECE classroom in 100 RCC schools but also established a separate ECE centers in 47 BEP focused schools opposed to typical sitting arrangement they also provided the classroom with rectangle and circle shaped tables to facilitate learning areas and

Group work. Schools were also provided missing facilities and classrooms were painted with bright colors to affect the classroom environment positively. 100 Teachers were appointed and trained on teaching methodology & class room management to maximize the teacher's ability to facilitate the best environment.

Teaching Learning Material, Math Kits, Library books, Laboratory materials and Sports kits were provided to 69 schools to facilitate learning environment and to improve teaching ability of a teacher in a best way.

Community Participation



Community participation is a process by which people are enabled to become actively and genuinely involved in defining the issues of concern to them. The participation of communities to promote education has proved worthwhile. The obligation of the state, to provide free and compulsory education, imposed by Article 25-A can be met through proactive engagement of the communities to promote education. This year SCSPEB involved communities 327 PTSMCs and 100 WVECs out of which 152 PTSMCs were newly formed under BEP & QGMSE project. Moreover 200 PTSMCs of all middle-high schools of District Quetta

and Mastung were formed through GoB. These committees were provided an alternate management support system i.e. strategic plan development and its implementation in the school and help resolve the day today issues. They were also trained on Problem solving techniques, financial management and record keeping. Their accounts were opened to transfer funds for school. Further, district and provincial level dialogues were organized for mainstreaming of Afghan Refugees. Around 250 stakeholders from education department were involved for the development of Balochistan Education Sector Plan (BESP).

Women Empowerment

Women empowerment reflects "Self-decision" regarding education, participation, mobility, economic independency, public speaking; awareness and exercise of rights, political participation and many more factors. It is one of the pathways to achieve Millennium Development Goals and sustainable development. The SCSPEB made efforts through social mobilization and provided opportunities to improve quality education, eliminate gender inequality by means of increasing enrollment of girl students, appointment of female teachers and formation of mothers group. In this regard SCSPEB provided facilities to female education and enrolled 10,000 female students, appointed 100 teachers & trained 327 teachers and involved communities by formation/re-activation of WVECs & Female SMCs under FOSIP, BEP, PPAF, RCC-ECE, TTSCIP and AREP project.



Partnership building amongst Government, NGOs, Communities and Private sector

It is believed that the success of any effort depends on coordination among stakeholders. The SCSPEB always takes the government into confidence before embarking on any intervention. This year, the SCSPEB worked in collaboration with Provincial and District Education department for the development of Provincial and District ECE Plan and now stepped in to develop Balochistan Education Sector Plan (BESP) in collaboration with PPIU, financially and technically supported by UNICEF. SCSPEB conducted a "situation analysis" based on widely consultative process e.g. Focus Group Discussions, SWOT workshops, Interviews, and Visits to educational institutions. In addition to this, SCSPEB worked in a coordination of thematic groups, formally notified by Secretary Secondary Education, consisting of officials from different organizations in the education sector. In this way the SCSPEB tried to develop a chain of Government, Communities, Parents, NGOs and the donors' partnership.

The Balochistan Education program funded by the EKN in collaboration with Save the Children-UK is another example. This project is being implemented by the consortium of 3 local NGOs and the SCSPEB is one of the partners. The SCSPEB has developed / re-activated the PTSMCs, engaged the Government and communities and shares its experience, with the partners, thus established ECE classes, upgraded schools from primary-Middle and middle high and provided missing facilities.

Quality Girls' Middle School Education Project, financially and technically supported by FOSIP, is another example. The project is being implemented in coordination with PTSMCs, District Education Officials, and all stakeholders. The model focused on community involvement, capacity building of teachers & managers and creation of conducive learning environment.

Teachers Training School Improvement Program is another example. The project is being implemented in coordination with BACT, District Education Officials, Department of Education and all stakeholders. The SCSPEB engaged 5 colleges to build the capacity of 75 lecturers on the content areas & teaching methodology, while 5 high schools teachers capacity building on First Aid & DRR.

Formation and restructuring of PTSMCs in all Middle and high government schools of Balochistan is another step towards partnership building among government, communities & private sector. The SCSPEB formulated 200 schools PTSMCs in all Middle & High schools of District Quetta and Mastung.



Poverty Alleviation



It is universally acknowledged that the quality of education immensely affects the economy of a community and a country. It is why that the "Universal Declaration of Human Rights 1948" emphasized on the promotion of education to help improve the economic conditions of families, communities and countries. The MDGs 2000 declaration has also places education very high in the goals to be achieved by 2015. Education develops confidence, sense of ownership, patience, tolerance and also creativity among the individuals. All this leads to a desired mind set among the communities. With this view the SCSPEB joined hands with the various organizations including PPAF, FOSIP, SCI, UNHCR, AKF-EKN to promote quality education in the province. The main areas where interventions were made included Pishin, Noshki, Jhalmagsi, Loralai, Lasbela, Ziarat, Killah Abdullah, Killah Saifullah, Mastung and Quetta. These areas were either neglected or were vulnerable due to high population but low resources.

The SCSPEB strived to improve the quality of education by capacity building of teachers in using best teaching practices and education managers exposing them to latest management techniques. The schools environment was improved by construction of class rooms, repair and renovation of buildings, construction

and raising of boundary walls, provision of toilets, safe drinking water and sewerage system. The children were provided uniforms with shoes and school bags in the focused schools of Jhalmagsi, Noshki besides children of Afghan Refugee Camp Schools. The focused schools were also provided sports material, DRR material, furniture, library books, and their labs were improved.

Introduction of ECE classes, up-gradation of schools from primary to middle and middle to secondary level created job opportunities for qualified but unemployed male and female teachers. Obviously it helped improving the economy of the families besides providing enhanced and better schooling facilities for the communities.

In order to create an ownership and sensitivity for education PTSMCs were capacitated to help government manage schools of their villages. The PTSMCs took the challenge very seriously and improved the management of their schools considerably. It resulted in improving the regularity and punctuality among teachers and children, enhancing enrolment and decreasing the dropout rate. All these interventions created awareness among the parents regarding importance and need of education for Improving their style of living.

Environmental Sustainability



Ensure environmental sustainability is one of the commitment made in international forum (Dakar 2000). Inadequate availability of drinking water and toilets contributed to the lower enrolment and high drop-out rates especially of girls', while ignorance of hygiene and healthy drinking practices in homes also caused diarrhea and other diseases, particularly among children. According to estimates, water, sanitation and hygiene-related diseases cost Pakistan's economy about Rs 112 billion per year in terms of health cost and lost earnings. Provision of safe drinking water, sanitation facilities and attention to hygiene in schools are important factors for environmental sustainability.

Emphasizing on environmental sustainability during school hours, SCSPEB focused 327 schools & 5 colleges for the supply of clean water, provision and functionality of toilets. Health and hygiene kits were distributed among 24607 students and IDPS of 100 schools and 37 flood effected villages (district Pishin) under RCC & NRC projects. Health & Hygiene sessions were conducted where teachers, students, parents and the communities were sensitized on health & hygiene techniques. One day orientation of School Health and Nutrition SHN conducted under BEP. De-worming tablets were given to 21463 students of 100 schools. 200 teachers were trained on Child Focused Health Education (CFHE).

Advocacy

Development of Education Sector Plan is the dire need of the province after the introduction 18th Amendment which declares Education as a fundamental right under Article 25-A. It was therefore very appropriate time to launch an advocacy campaign to create awareness regarding necessity of a strategic planning for education for the sustainable development of the province.

The Balochistan Education Sector Plan (BESP) 2013-17 has been developed on the basis of "Situation Analysis" to create an instrument for organizing reforms into an interlinked, structured whole. The document has been produced under the leadership of the Government of Balochistan and the Policy Planning and Implementation Unit (PPIU) acted as the coordinator for the entire process. Diagnostic tools like SWOTs, FGDs & KIIs, construction of problem tree & objective tree and causative model were applied to develop log frame matrix. Officials of the Government of Balochistan organized under various thematic groups prepared the policy options, strategies and finally the activities for implementation of prioritized areas.

The BESP includes school education, higher education (excluding universities), and literacy & non-formal education. Issues of access & equity, quality and relevance and governance and management have been included across each sub-sector.

The cooperation manifested in the plan preparation, under the leadership of the Government of Balochistan, promises effective coordination in implementation of the BESP.

Visioning Exercise

A Visioning Exercise was conducted on 21st January, 2012 through a large group representing commerce, trade and industry, political parties, private education institutions, minorities, religious elite and educationists. This not only helped in obtaining ownership across a wide set of government and other stakeholders but also assisted in developing the prioritization criteria and the general direction of the reform and provided guidance in developing a future vision of education in the province. The education vision for Balochistan has been developed and presented to Chief Minister for final approval.

Balochistan Education Forum

Balochistan Education Forum a consultative forum that effectively highlights the issues of education and takes initiatives for strengthening education sector of Balochistan, share and map PPAF members and all other organizations working for the quality education in the province with a close coordination of Education Department through PPIU is coordinated by SCSPEB.

Forum Developed a constituency for and a consensus around key issues for quality in education through effective advocacy, capacity building programs and to

share innovative solutions to issues in education, in these regard first and foremost, a full day workshop with PPAF partner organizations, entitled "Financing in Education" were held that mapped all the public, private and donors interventions in the education sector to highlight the various financing aspects and gravity of the issue. Forum created an Information Desk service which provided updates on education, research reports and other relevant material via email among all partners.

Mainstreaming Education of Afghan Refugees' Children (MEARC)

Provincial and District level seminars were organized to engage Local level communities, Afghan Refugees, Teachers, District & Provincial Education Officials and other stakeholders in policy dialogue and to take initiative for policy reform in order to expand quality of early childhood education (ECE) and compulsory elementary education specially for afghan refugee children.

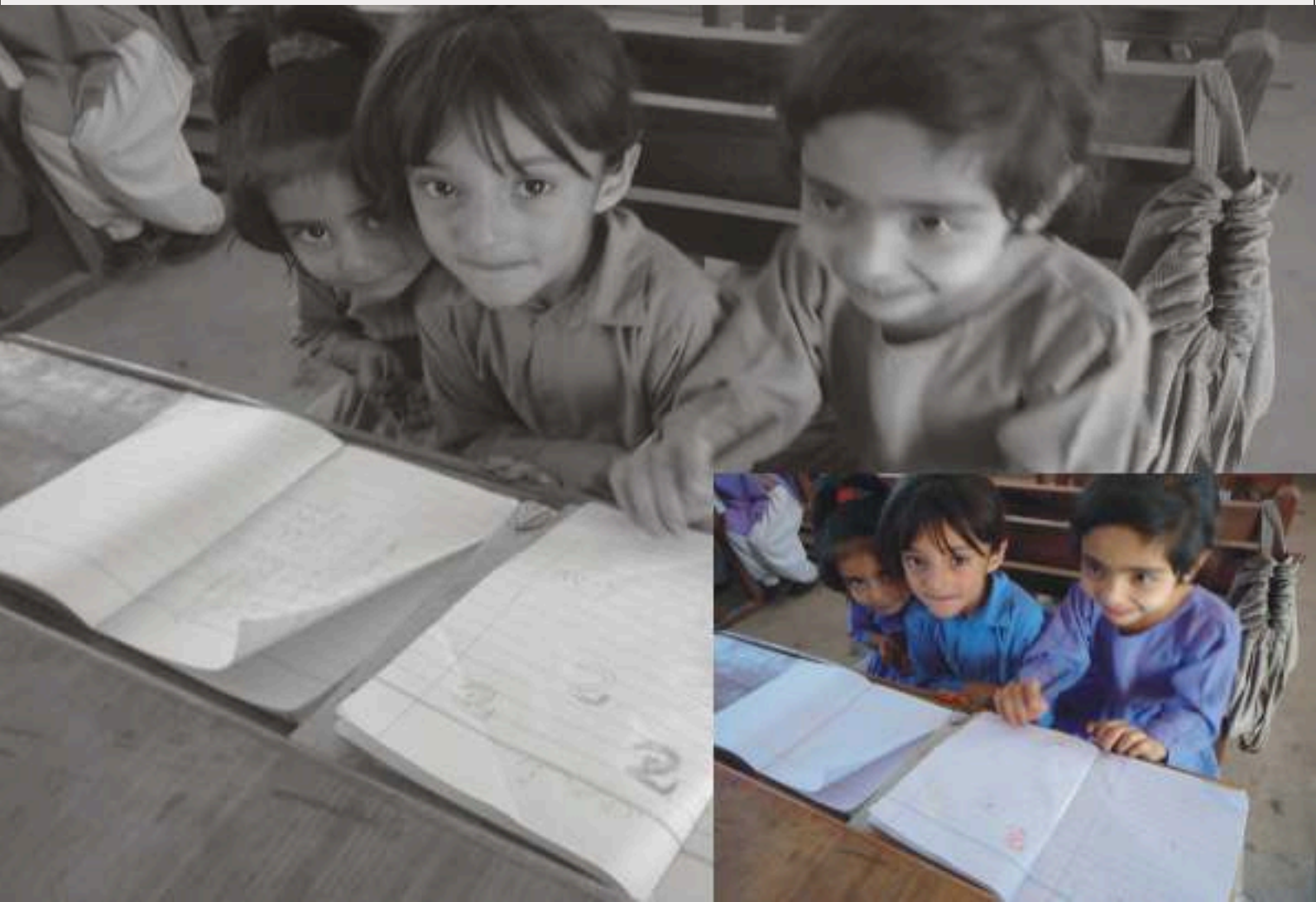
Policy Interventions

SCSPEB contributed in Government policies through several projects and interventions:

- Provincial ECE plan is an initiative towards a strategic planning for Early Childhood Education (ECE). It provides strategies to introduce ECE in government schools for assuring the adaptation of quality education by existing government education line department. The SCSPEB through UNESCO and Government of Balochistan developed a provincial and following 7 districts ECE plan: Pishin, Zhob, Sherani, Musakhail, Jafarabad, Awaran and Chaghi.
- Balochistan Education Sector Plan (BESP) is a step taken in the backdrop of Article 25-A under the 18th Constitutional Amendment. The sector plan is developed through a consultative process and involved around more than 300 stakeholders from education department including education managers, teachers, students and community members. The sector plan is expected to guide the reform process for a long period as a living and mutable instrument.
- The government education department notified 10 CGMS schools as up graded government schools with effect from 1st July 2009 and as per commitment provided budget for 10 schools for the fiscal year 2011-2012. 53 posts for CGM/HS schools have been sanctioned including 3 Head Mistresses, 10 SSTs, 7 Drawing Masters, 10 JA T s, 10 JET s, 3 Clerks and 10 Naib Qasids in this regard.
- In order to regularize 100 ECE and 12 lead teachers of RCC focused schools the government issued a letter for Director Education and forwarded to Finance department through Secretary Education to sanction posts and salaries of the teachers.
- Early Childhood Education environment introduced in 47 government schools.
- Minimizing the gapes among Primary-Middle-High, 10 government schools were upgraded from primary - middle and 4 schools upgraded from Middle high to stimulate the development of the young child.
- Construction frameworks for ECE rooms and up-gradation of schools have been introduced in the departmental planning for expansion of middle and secondary Education in order to economize the expenditure.
- Inclusion of Article 25A in the Constitution of Pakistan the 'state' is responsible for provision of education to all children between ages 5 to 16 as a fundamental right. Irrespective of the constitutional provision under the UN Convention on Status and Rights of Education 1951 the host country is obliged to provide elementary education to refugee children. The SCSPEB stepped in for Mainstreaming Education for Afghan Refugee Children (MEARC) in District Pishin & Quetta and developed policy recommendations and strategies for the inclusion of Mainstreaming of Afghan Refugees in Balochistan Education Sector Planning.

Interventions during Period

- Afghan Refugees Education Project (AREP)
- Balochistan Education Sector Plan (BESP)
- Quality Girls Middle School Education Project (FOSIP)
- Education Improvement Project (PPAF)
- Teachers Training School College Improvement Project (TTCSIP)
- Balochistan Education Program (BEP)
- Releasing Confidence & Creativity Project (RCC)
- Mainstreaming Education of Afghan Refugees Children (MEARC)
- Formation & Restructuring of Parent Teacher School Management Committees (PTSMCs)
- Emergency Relief Project (NRC)



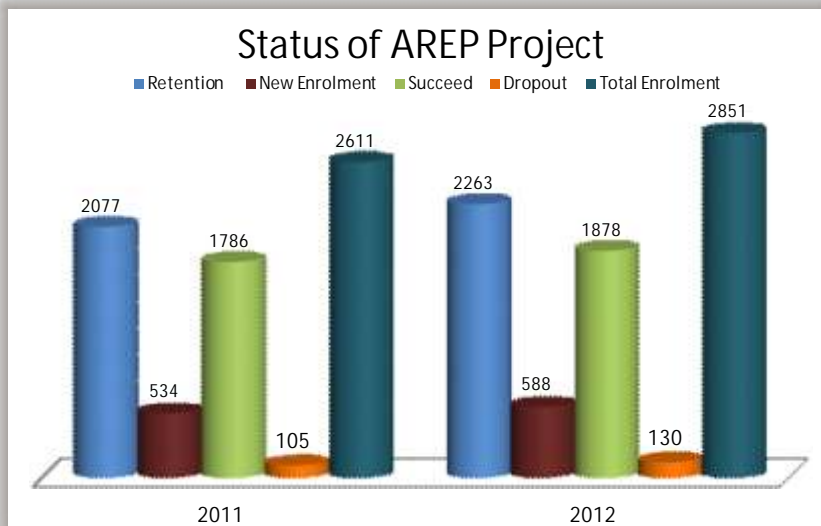
Afghan Refugees Education Project (AREP)



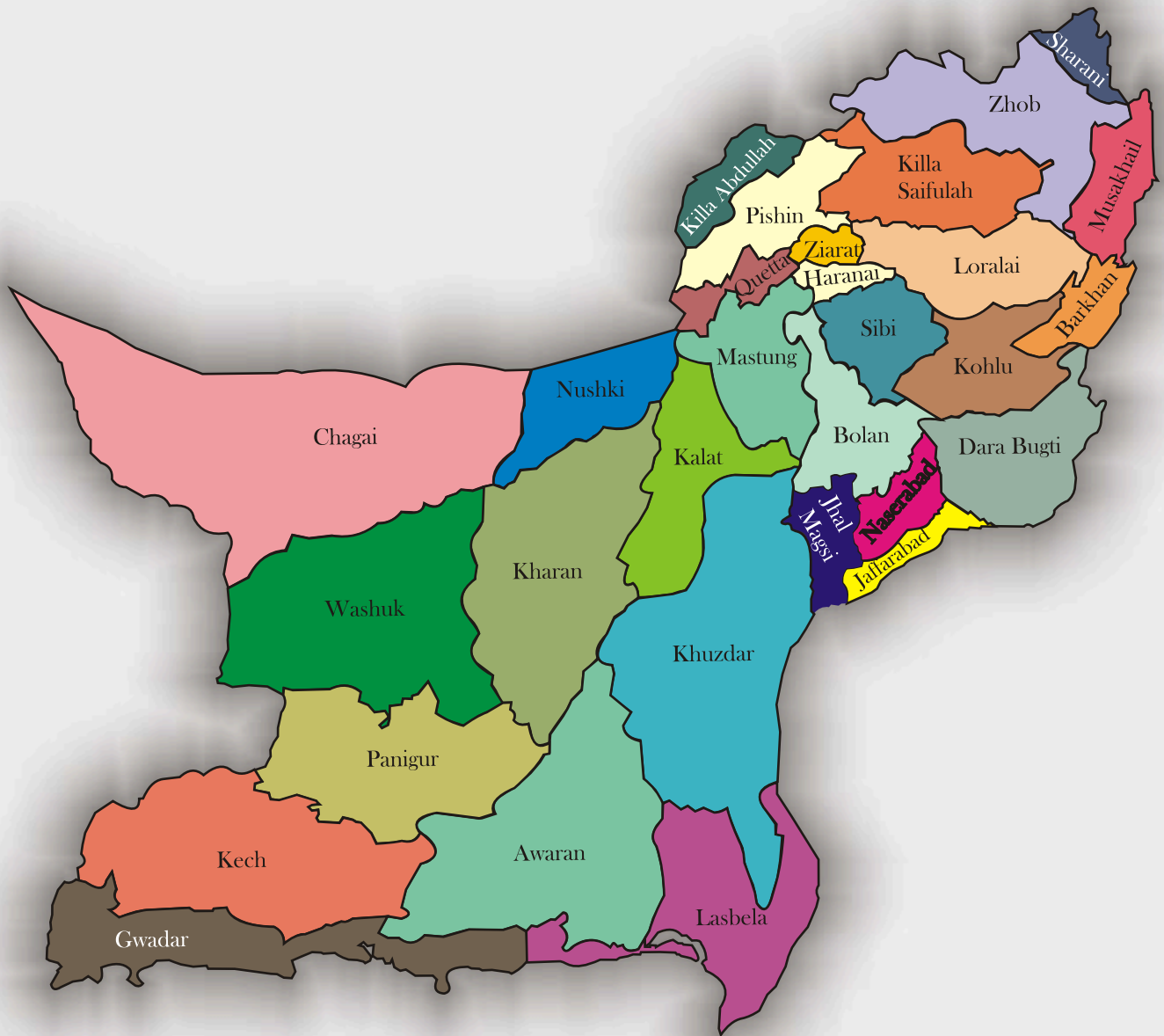
Status: On-going
 Donor: UNHCR
 Location: Quetta & Killa Saifullah
 Focused Schools: 11 Camp Schools and 12 Home Based Girls Schools
 Direct Beneficiaries: Afghan Refugee Communities

Afghan Refugees Education Project (AREP) 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. The SCSPEB in order to provide basic education established camp schools and HBGCs in Muslim Bagh and Muhammad Khail. This year 37 teachers were retained who were selected from among the refugee's communities and 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. SMC (M/F) were mobilized and encouraged to urge their community to enroll girls into the schools. The project contributed to capacitate 42 teachers and 142 School Management Committee (SMC) members (75 M: 67 F) to ensure community participation in refugee camp schools.

588 students were newly enrolled this year while making the total coverage of 2851 afghan children in schools.



Balochistan Education Sector Plan (BESP)



Status: On-going
Donor: UNICEF
Direct Beneficiaries: Province of Balochistan

Education is central to the development strategies of an economy. After the inclusion of 18th amendment to the constitution of Pakistan which urges to revisit the whole planning of education sector in the province and formulate a roadmap to meet the qualitative / quantitative requirements of education sector of the province. Situation analysis for Balochistan was fruitful document that directly leads towards the development of Sector analysis.

The SCSPEB, working through UNICEF assisting the Government of Balochistan - Policy Planning & Implementation Unit (PPIU) to connect the complex nature of educational planning, stepped in to formulate the Balochistan Education Sector Plan (BESP).

Development of BESP is based on participatory process; the BESP will provide strategic directions and an operational framework for the provincial Government to implement education reforms in line with the objectives of Pakistan's National Education Policy.

A causative model e.g. Problem tree, objective tree and development of logical framework analysis were used during diagnostic analysis to evaluate the problem and its ramification. During the plan development FGDs and key informant interviews were held with District Education Officers, Head teachers, teachers, students, community members, local NGOs and head of Madrassas in 10 districts namely Gawadar, Jaffarabad, Jhalmagsi, Kech, Khuzdar, Lasbela, Loralai, Pishin, Quetta and Sibi. SWOT workshops were conducted with 10 concerned organizations namely BoC, BTBB, PITE, PPIU, Directorate of schools, Directorate of Colleges, BEMIS, BACT, BISE and TVET. The whole education sector was organized in various thematic groups i.e. Curriculum, Early Childhood Education, Access & Equity, Teacher Education, Higher Education, Textbook, Assessment and Finance; to guide and inform the entire process and continue beyond in the current exercise into implementation and review of sector plans. These thematic groups were involved throughout the preparation of policy options, strategies and finally the activities for implementation of prioritized areas. Around 250 officials from Education Sector and 200 other stakeholders i.e. teachers, parents and students were approached who were involved in compilation of core work.

Quality Girls Middle School Education Project (QGMSEP)

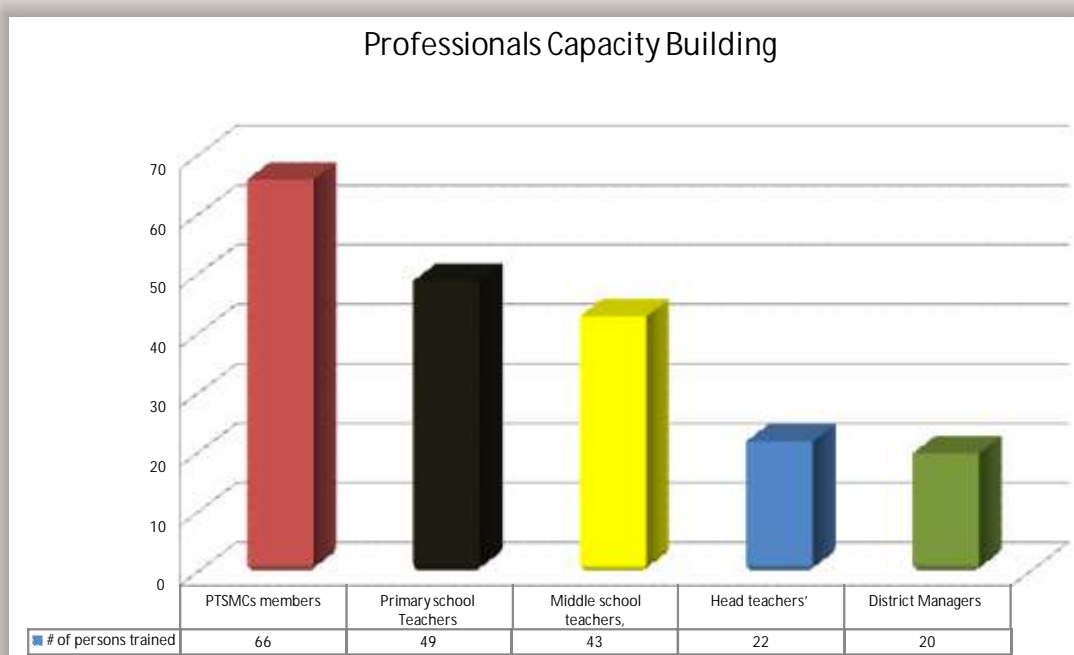


Status: On-going
 Donor: FOSIP
 Location: Pishin
 Focused Schools: 5 Middle Schools clustered with 18 Primary school
 Direct Beneficiaries: 2008 students, 114 teachers

SCSPEB believes that Quality Education at primary and secondary level can be achieved through augmentation of Middle level education which prepares the learner to understand and apply the concepts endured in the whole life. This level of education generates needs which helps the learner to come out of its own life and interact at a higher level of human life.

Quality Girls Middle School Education Project is an economical but result oriented model which encompassed primary and high schools clustering through social mobilization, enhancing teacher's competencies, provision of instructional, co-curricular materials and physical facilities. A total of 5 existing girls' Middle Schools clustering around 18 girls' primary schools of district Pishin are focused to provide conducive learning environment.

23 School Management Committees were democratically developed and trained. 9 training modules were developed for Teachers, Head Teachers and education Managers. 49 Primary & 43 Middle school teachers, 22 Head teachers' and 20 District Managers were trained on different topics. Schools were augmented with library Books, Laboratory material, teaching & learning material and sports material.



Education Improvement Project (EIP)

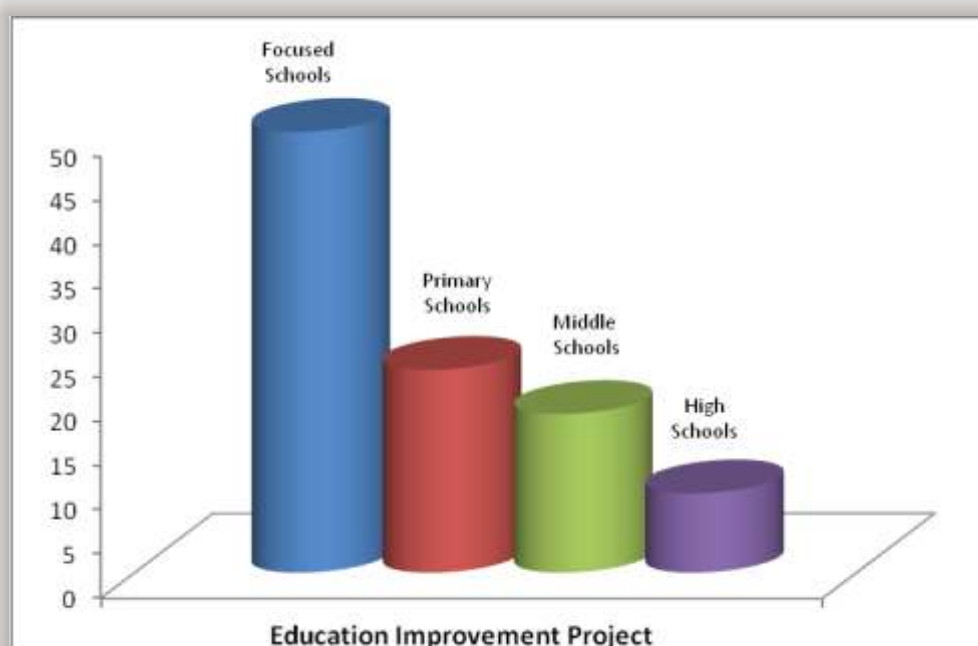


Status: On-going
Donor: PPAF
Location: Noshki & Jhalmagsi
Focused Schools: 50 school (23 Primary, 18 Middle and 9 High)

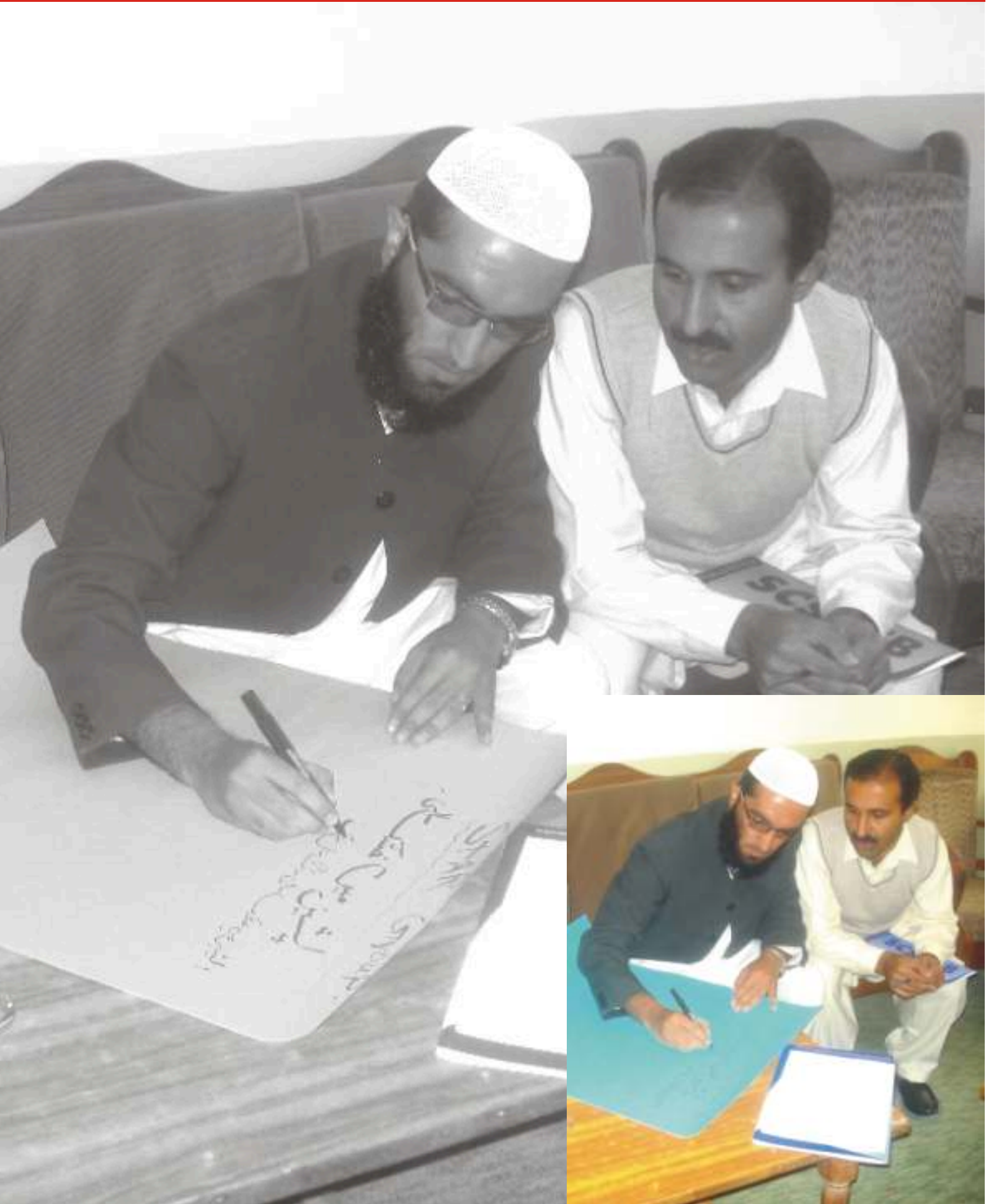
It is established fact that class room activities revolve around the teachers, and the students are supposed to cram information and knowledge. Obviously all this affect both the quality and quantity if the schools are ill supplied with facilities and present an unattractive environment for the Children and teachers with poor academic background or inadequately trained have never been exposing to the latest teaching techniques.

This intervention, in order to provide conducive learning environment, surveyed 70 sites and focused 50 schools (23 primary, 18 middle & 9 high) of District Noshki & Jhalmagsi. The project is facilitating:

- Teachers' capacity building on new curriculum
- Establishment and capacity building of PTSMCs & WVECs
- Supply of drinking water
- Provision of toilets, additional classrooms where ever required
- Strengthening of libraries and laboratories
- Repair and maintenance of the schools
- Provision of boundary walls particularly for female schools,
- Provision of furniture for classrooms, sports & teaching learning material to promote co-curricular activities, Disaster Risk Reduction (DRR) and first-aid kits



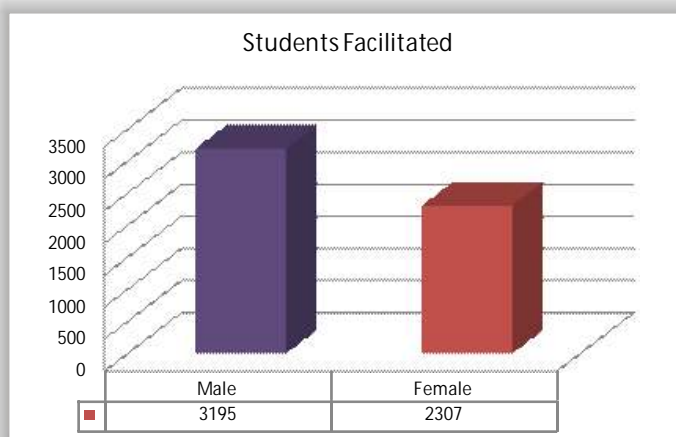
Teachers Training School College Improvement Project (TTSCIP)



Status: On-going
 Donor: CIDA
 Location: Pishin
 Focused Schools/Colleges: 5 schools & 5 colleges
 Direct Beneficiaries: 5502 students and 156 school teacher & 110 college teachers

Quality of education is attached to the professional development of teachers. To deal with modern educational systems professional development for college teachers is necessary to enable them to perform successfully. Teachers' training School/College Improvement Project model equally focuses on School and College education for both "girls & boys". This model was implemented in 4 Colleges (2 Male 2 Female) and 5 High Schools (2 Male & 3 Female) of District Pishin for the professional development of teachers and lecturers. Moreover; the targeted colleges and schools were evaluated for the provision of missing facilities i.e. renovation of infrastructure of the institutions, minor repair, white wash, provision to Toilets, safe drinking water, sports material, Library Book and reference books.

This project directly benefited almost 5502 (3195M & 2307 F) teachers and students. 5 schools PTSMCs were formed and 29 Principals were trained on Management of School/College. 266 teachers from 5 schools/4 colleges, capacity build on utilization of DRR and First aid material.



Balochistan Education Program (BEP)



Status:	On-going
Donor:	Embassy of the Kingdom of the Netherlands (EKN) through Save the Children International (SCI)
Location:	Quetta & Killah Abdullah
Focused Schools:	129 schools (47 ECE implementation, 68 Missing Facilities, 10 up-gradation from primary middle and 4 middle to high)
Direct Beneficiaries:	Students and Teachers

In the presence of this growing disparity and continuing challenges of the education sector which lacks governance, finances, political will and adequate capacity and ability to fulfill the recently enacted article 25A and 18th amendment of the constitution. Balochistan Education Program (BEP) is an opportunity for the province of Balochistan and especially for its children. This is especially true as the BEP is being implemented at a time when the province is under a lot of attention due to its geo-political importance on one hand and complexities and continuing security hazards for any outside implementations on the other hand.

This Program was launched in Quetta, Mastung and Killa Abdullah through a consortium of implementing partners i.e. SCSPEB, SEHER & IDO. SCSPEB with aim to promote public-private and community partnership and improving existing infrastructure focused 129 schools, benefitting existing students and provided access to 8151 new students with particular focus on girls.

The program contributed in access to schools through increasing capacity of existing schools by providing infrastructural support. This entails introducing Early Childhood education (ECE) in 47 Schools, upgrading of 10 selected primary schools into middle schools and 4 selected middle schools and to higher schools, while all schools PTSMCs formed and trained on their role & responsibilities to stimulate the development of the young child.

Schools	Girls		Boys		Total
	Quetta	Killa Abdullah	Quetta	Killa Abdullah	
Districts					
Up gradation Primary to Middle	7	3	0	0	10
Up gradation Middle to High	3	1	0	0	4
Establishment of ECE Centers	17	9	12	5	47
Establishment and Provision of Missing Facilities	27	13	18	8	68
Total Coverage	48	26	30	13	129

Releasing Confidence & Creativity Project (RCC)



Status: Completed
 Donor: Embassy of the Kingdom of the Netherlands (EKN) through Agha Khan Foundation (AKF)
 Location: Noshki, Pishin, Loralai, Ziarat, Mastung, Killah Abdullah & Lasbela
 Focused Schools: 100 Schools
 Direct Beneficiaries: 30500+ children and 112 teachers

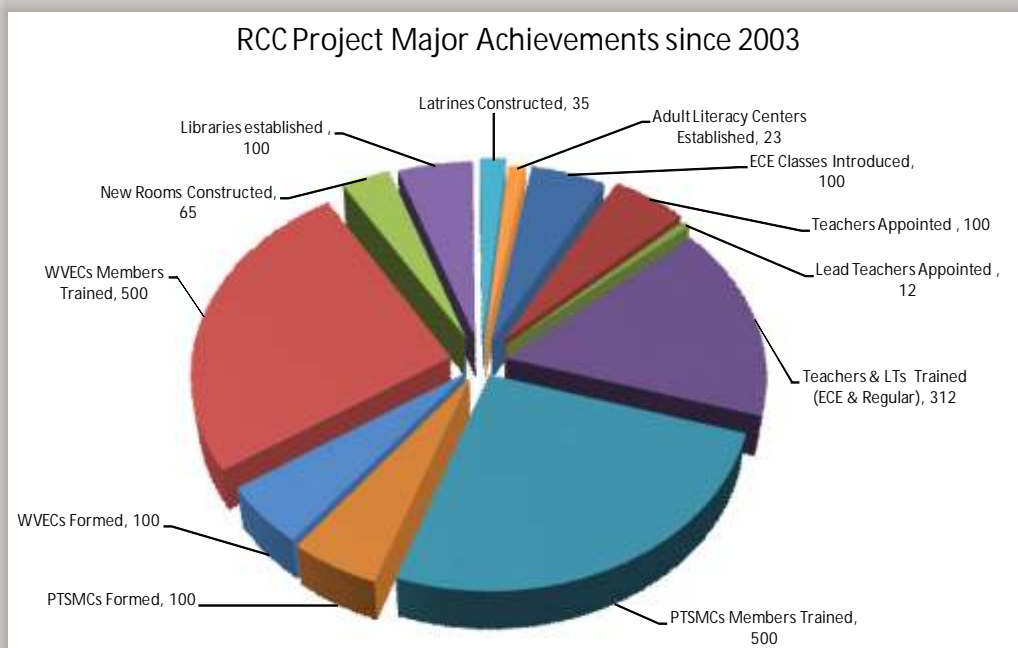
Quality of early childhood care and education has positive impact on the survival, growth, development and learning potential of children. The phenomena is also agreed in EFA Objective which states that "all young children must be nurtured in safe and caring environments that allow them to become healthy, alert and secure and be able to learn".

RCC-ECE is an EKN funded project through Agha Khan Foundation. The project was started in 2003 with the funding of USAID on pilot basis, later financed by EKN through AKF and the number of schools extended to 100 public schools in 7 districts of Balochistan. During the project period 65 Kacha /Pakka rooms were constructed (where not available). Provided separate ECE environment in 100 focused schools and appointed 100 ECE teachers under project interventions. Regular trainings and workshops were conducted and around 300+ teachers of ECE, Class I & II, professional capacity build on teaching methodology, and teaching & learning practices in the classrooms. Around 100 PTSMCs & 100

WVECs were formed and almost 1000 committee members were trained on their roles and responsibilities, school management and many more content areas. 35 latrines were constructed, provided Teaching learning materials, established libraries, paid regular visits to schools on monthly basis. Numerous modules were developed throughout the period; relevant teaching and learning aids along with the training to utilize affectively were also provided under the project. All these efforts provided early learning opportunities to 30500+ children.

23 Adult Literacy Centers were established and facilitated 496 learners successfully to read, write and understand the basic concepts.

Process of Teacher regularization has been started in 2009 as the project is to be completed in the year 2011. This process is to lead the ECE class to become a part of the Government system and help teachers to become public employees.



Mainstreaming Education for Afghan Refugees Children (MEARC)



Initiated on: 2011
Status: On-going
Donor: UNESCO
Location: Pishin & Quetta
Direct beneficiaries: 200 community members & stakeholders

Inclusion of Article 25-A in the Constitution of Pakistan the 'state' is responsible for provision of education to all children between ages 5 to 16 as a fundamental right. Irrespective of the constitutional provision under the UN Convention on Status and Rights of Education 1951 the host country is obliged to provide elementary education to refugee children. The SCSPEB stepped in for Mainstreaming of Education for Afghan Refugee Children (MEARC) in District Pishin & Quetta with the technical & financial support of UNESCO to developed policy recommendations and strategies for the inclusion of Mainstreaming of Afghan Refugees in Balochistan Education Sector Planning.

The project involves consultative and participatory approach to sensitize and involve relevant stakeholders on the importance of quality ECE and compulsory education to include all left over groups including Afghan refugees. Throughout the project period 2 Provincial and 1 District level seminars were organized for mainstreaming of afghan Refugee children. The purpose of these seminars was to engage stakeholders in policy dialogue and taking initiatives for policy reform so that the excluded children including the Afghan Refugees benefited. Policy recommendations and strategies were developed for the inclusion of Mainstreaming of Afghan Refugees in Balochistan Education Sector Plan. Health education and health screening session were conducted to create awareness among parents and teachers. The purpose of these seminars is to ensure that the children coming from deprived and marginalized families are protected from illness so that they will remain in school to complete primary cycle but also attracted to out of school children to be enrolled.

The MEARK activity highlighted the following points with approaches to be undertaken by the stakeholders.

Sr. #	Action	Approach
1.	Formulation of national Admission Policy for Refugee Children	Uniform National policy formation for Admission of Afghan Refugee Children (ARC) in local schools
2.	Formulation of Admission Policy for Refugee Children in the Province	Drafting the Policy and Obtaining approval in the light of National Policy
3.	Grant of Permission for Admission in Professional Institutes	Reservation of quota/slot
4.	Rules for Migration from Refugee school to formal School	Initiation of proposal
5.	Determination of equivalence of certificates	Initiation of proposal for Consideration By Govt. of Pakistan and Afghanistan
6.	Directives for amendment in Documents: <ul style="list-style-type: none"> • Admission Form • Admission Registers 	Initiation of directives for approval
7.	Directives for inclusion of ARCs in Six Monthly Statement (Goshwara):	Initiation of proposal for approval
8.	Inclusion of data of ARC in Schools Census (BEMIS Record)	Initiation of proposal for approval
9.	Policy for Appearing of ARC in Public Examinations	Formulation of a Policy
10.	Policy formation for International Equivalence	Formulation of a policy

Formation & Restructuring of Parent Teacher School Management Committees (PTSMCs)



Project Initiated on: 2012
 Status: On-going
 Donor: Government of Balochistan, Education Department
 Location: Mastung & Quetta
 Focused Schools: 200 Middle & High Schools

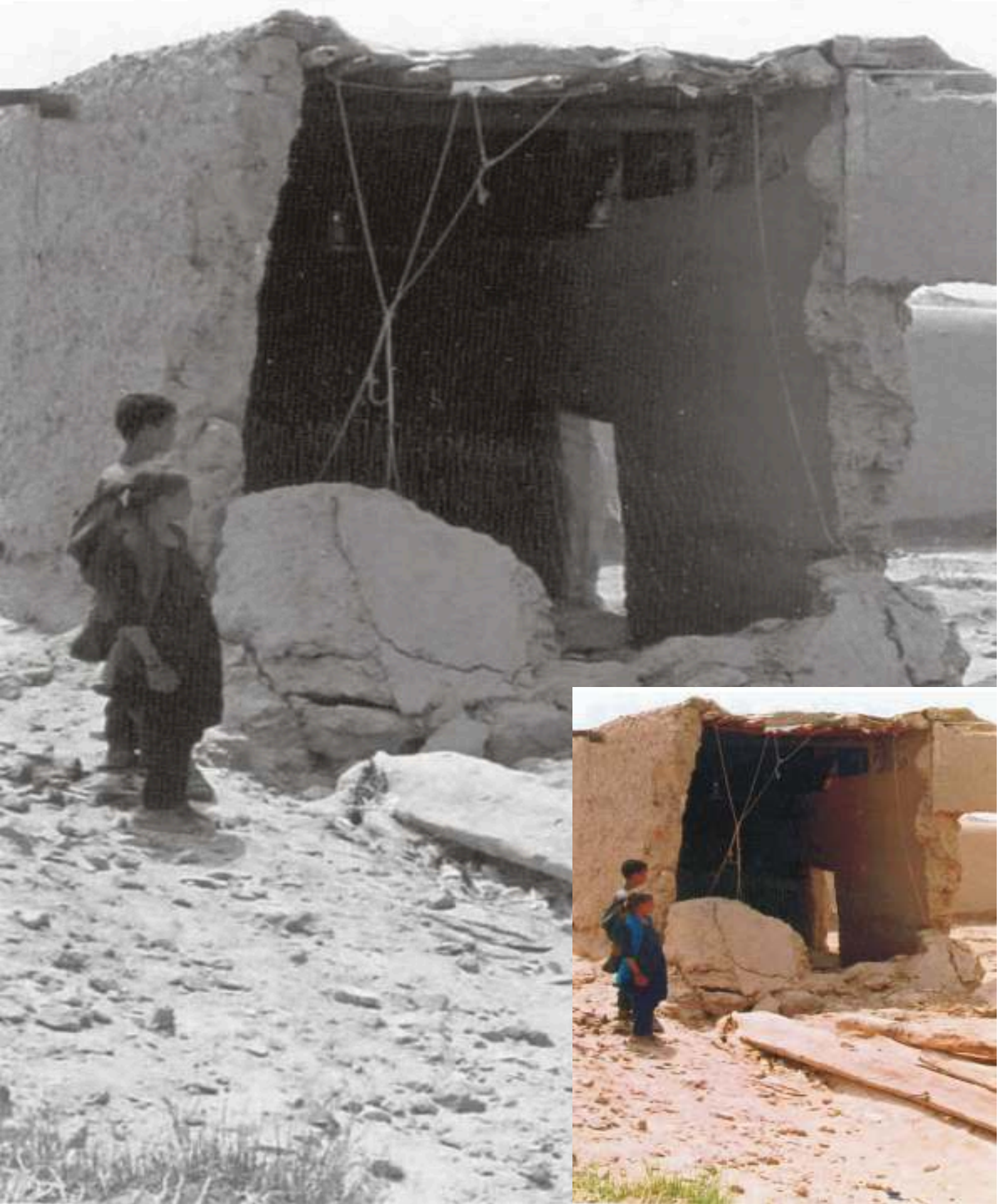
The participation of communities in the efforts to promote education has proved worthwhile. The communities when and where engaged have demonstrated their interest and commitment for the success of the school. The government had formulated Parent Teacher School Management Committees (PTSMCs) in almost 50% of primary schools in the past.

In fact, PTSMCs provide an alternate management support system in the school and help resolve the day today issues. "Free and compulsory education", the demand of article 25A, can be achieved by bridging the gap between the school and the government through formation of PTSMCs.

This year, in order to meet the demands of inclusion of 18th amendment to the constitution, the Government of Balochistan stepped to form / restructure PTSMCs in all Middle & High schools of the province. Several CBOs & Not for profit organizations were selected to accomplish this task within a minimum time period. The SCSPEB, having great experience of formation & restructuring of these bodies, facilitated Government of Balochistan in partner's orientation on formation workshop. Quetta and Mastung districts were assigned to SCSPEB for the formation & restructuring of PTSMCs where 200 PTSMCs were formed, their accounts were opened and a brief orientation on their roles & responsibilities was conducted.

S #	Districts	Middle		High		Total
		Girls	Boys	Girls	Boys	
1	Quetta	37	33	38	37	145
2	Mastung	12	21	11	11	55

Emergency Response Project (NRC)



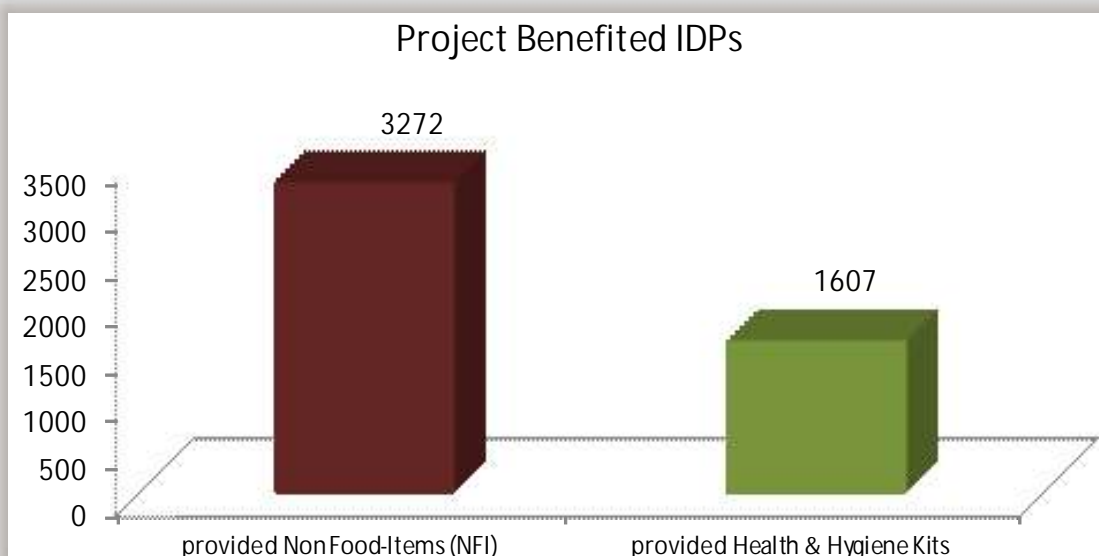
Initiated on: 2011
Status: On-going
Donor: Norwegian Refugee Community
Location: Kalat, Khuzdar & Naseerabad
Direct Beneficiaries: 4879 IDPs

Emergency relief project was initiated after flood caused by moon soon rain during the months of August and September 2011. District Kalat, Khuzdar and Naseerabad were badly affected and thousands of homes were washed away and most of the agricultural lands and crops were destroyed, leaving thousands of families homeless and without food and a source of income. There was a huge flux of IDPs in these areas.

The project aims to distribute up to 10,000 NFI Kits amongst Off Camp IDPs/Flood Affected Communities in the focused districts and the implementation tasks were distributed among NRC & SCSPEB and the assigned tasks on the Emergency Response Project was started during October 2011. A two days team orientation workshop was held to improve the capacity of teams as per implementation work plan.

PDMA issued NOC to ensure a smooth implementation of the project in terms of materials and services. Further door to door assessment survey 9 UCs of 3 Districts was conducted to identify the targeted beneficiaries and several consultative meetings were held with District Management to ensure their support and cooperation at every level for successful implementation of the project in targeted areas.

4879 IDPs were benefited during the project period out of which 3272 IDPs were provided Non Food-Items (NFI) Kits including: Blankets, buckets, Cooking sets, Soaps, Sleeping bags, shawls, socks & Sweaters etc and 1607 Health & Hygiene Kits including: Towel, Nail cutter, Dettol, Soap, Scissor, Comb, Tooth paste & Brush etc were distributed in all focused districts. Health & Hygiene Sessions were also conducted in 37 villages of District Kalat to create awareness regarding the health, hazards and measures to protect themselves against health problems.



SCSPEB Contributions towards EFA Objectives

Expand early childhood care and education

- Provincial & Districts ECE plans developed and shared with all districts.
- Construction of 47 ECE centers
- Establishment and provision of ECE environment in 47 schools
- Appointment of 47 ECE teachers
- Mainstreaming of 100 ECE classes and regularization of ECE teachers is in process
- 57 ECE teachers were trained on basic concepts of ECE.

Provide free and compulsory primary education for all

- Replication of ECE learning at primary level in 100 focused schools, in 7 districts of Balochistan,
- 2851 Afghan Refugees children were enrolled in 18 schools for basic primary Education
- Provision of missing facilities to 175 primary schools
- Provision of books, uniform and stationery to 2815 students
- Provision of Reading & learning material to all focused school
- Establishment of libraries in 70 schools

Promote learning and life skills for young people and adults

- 10 schools upgraded to Middle & 4 from middle to high level
- 64 college lecturers professional capacity build to benefit around 2500 students & teachers
- 175 schools were provided missing facilities that benefited almost 18627 students & teachers
- 118 WVECs & 325 PTSMCs were engaged and trained under different projects
- 469 female adults literate under RCC-ECE

Improve the quality of education

- 464 teachers trained on various topics improve the quality of education.
- Provision of school supplies and learning materials to class ECE, I & II in 147 ECE focused schools for the improved quality of education
- WVECs were trained on several topics to improve their life skills.
- Provision of Missing facilities to 175 Schools
- Provision of Lab Equipment to 19 Schools & 5 colleges
- Establishment of libraries in 70 schools
- Provision of sports material to 152 schools

Increase adult literacy by 50 per cent

- Log frame matrix for adult literacy is developed in consultation with TVE
- 469 adults literate under RCC-ECE

Achieve gender parity by 2005, gender equality by 2015

- Over the years 10,000 female students were access through SCSPEB interventions and appointed/retained 148 female teachers & trained 500+ teachers on several teaching contents.

SCSPEB Contributions towards MDGs

Eradicate extreme Poverty and Hunger

- 200 male/ females' teachers appointed / retained to reduce the poverty in the communities
- 325 schools were focused, 18627 students/Adults were enrolled for the long term contribution in poverty reduction through Education
- Striving to regularize 100 ECE teachers by the Government
- Strategic planning to eradicate poverty by educating young children & youth

Achieve Universal Primary Education

- Developing Balochistan Education Sector Plan 2013-17.
- Development of Provincial & District ECE Plans
- ECE replication up to Primary level to achieve the primary education
- 2851 Afghan Refugees children were enrolled in 18 schools for basic primary Education.
- Teacher's trainings on primary level curriculum contents.

Promote Gender Equality and Empower Women

- 10,000 girl's students were enrolled by SCSPEB out of total enrolment of 18627 by the implemented projects (BEP, RCC, FOSIP, TTSCIP & AREP)
- 325 female teachers trained on different topics
- Regular capacity building of WVECs & SMC female on several topics to contribute in the financial needs of their families.

Combat HIV/ AIDS, malaria and other diseases

- De-worming tablets were distributed among 41085 students
- 24607 Health & hygiene kits distributed prevent from malaria and other diseases
- 100 CFHE sessions organized in 100 schools.

Reduce Child Mortality

- 100 Health & Hygiene secessions held with communities / WVECs which reduces death rate at rural areas.
- 24607 Health & Hygiene kits were distributed
- 200 teachers trained on Child Focused Health Education (CFHE)
- Child protection component added in the contents of ECE teachers training to reduce child diseases and death rate.

Develop a Global Partnership for Development

- SCSPEB partnership with the Government to involve communities by broad based community meeting (BBCM) for the establishment of community schools
- Developed a partnership with Govt-PPIU and UNICEF, developed Balochistan Education Sector Plans (BESP).
- Developed partnership with BACT for the lectures capacity building of District Pishin

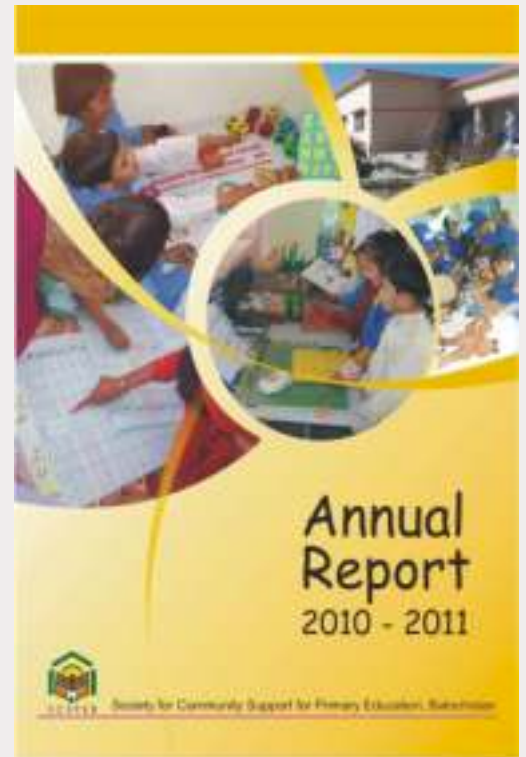
Improve maternal health

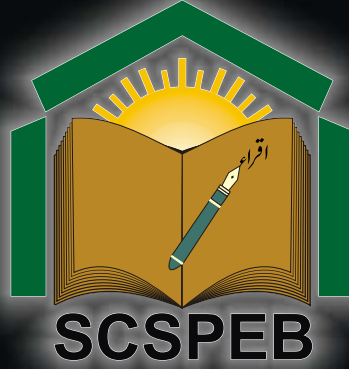
- 100 Health & hygiene sessions held at community level, prevent from diseases

Ensure environmental sustainability

- 100 Health & Hygiene sessions for community awareness
- 24067 schools teachers / students provided of safe drinking water and its orientation for the future use.
- 327 schools provided missing facilities (lavatory, and water tanks, Boundary walls...etc) to schools,
- SCSPEB staff capacity building on protecting environment, changes and remedial from harms
- Around 300 teachers trained on use of DRR & first Aid Material
- Provision of sports material to 152 schools

Publication





Society for Community Strengthening and Promotion of Education, Balochistan (SCSPEB)



Head Office:
Samunqli Road Quetta
Tel: 081-2885891-2 Fax: 081-2885893

E-mail:
society@scspeb.org, scspeb@gmail.com
societysd@scspeb.org
Web Site: www.scspeb.org

Liaison Office:
House # 224 - Street # 18 - Sector - F-10/2
Islamabad Ph: 051-2102920