

# Annual Report

## 2013 - 2014



**Society for Community Strengthening and Promotion of Education, Balochistan**

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# Acknowledgement



All praises to ALLAH, the Almighty, the Lord of the world, the most Merciful and the most Beneficent. He is the only who endowed me with vision, courage and patience to accomplish out task for bringing SCSPEB with all the progress and achievements during the period, to play pivoting role in the development of education in Balochistan.

I express my heartiest gratitude to respected Board of Directors, who provided their guidance and advices for the growth of organization and provided their valuable suggestions for implementation of project activities. This report is the collective effort of the supervisor and teams and I wish to express my deep sense of gratitude for their competent, cooperative, intense and continued support that made it possible to compile this report in qualitative way with their grass root experiences.

It is pertinent to thank Education Officers at district level for their support 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 advice 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 and acknowledge the role of community members, PTSMC members, WVEC members, teachers and children for their support as they are the originator of the projects.

Words are inadequate in offering my thanks to all partners and donors for their financial & technical support, which remained during the projects and expect to remain in future.

Finally, yet importantly, I would like to express my heartfelt thanks to all of those who supported me in any respect during the completion of this project.

Irfan Ahmed Awan  
Managing Director SCSPEB

# A journey towards Development Milestone Covered

## Overview

The Society for Community Strengthening and Promotion of Education, Balochistan (SCSPEB/Society) contributing to promote human development through community mobilization strategies to establish government-community partnerships. Society realizes that promoting education as a whole especially that for girls requires support from all stakeholders: parents, community, schools, education department and local government. It is only through the active interest and sense of shared responsibility of such stakeholders that access to quality of education can be ensured.

The SCSPEB introduced the concept that the communities should be closely involved in planning and implementation of developmental efforts rather than ignoring them. Therefore it evolved community Support Process of opening of girls schools in the deprived rural settings. Under this process the communities were motivated and mobilized to demand for opening a school and demonstrate that they play their role in the success of the school. The communities provided a place for housing the school, identified a girl for appointment as teacher in their village, formed Parent Teacher School management Committees (PTSMCs) and Women Village Education Committees (WVECs) through democratic process. The teachers appointed in the schools were imparted short training in pedagogy and a mentoring mechanism was developed. A strong linkage was created between the communities and the district school management. Through this process 1800 schools were opened. All these schools have not only survived but some of them have risen to the status of middle schools. It enhanced the female participation by 200% which is unprecedented in the educational annuals. It is worth mentioning here that this miracle became possible due to the interest and effective role of PTSMCs. The government has also acknowledged the importance of this institution and has accorded it recognition across the Province.

## Innovations that made a difference

- ◆ Establishment of 1700 girls primary schools through community participation which is 50% of total girls schools in the province;
- ◆ Introduction of 147 ECE classes in Public schools constituting 5 % Early Childhood Education in public schooling;
- ◆ 17 girls primary schools upgraded to middle level through community participation;
- ◆ 7 girls middle schools upgraded to high level through community participation;
- ◆ School renovation and provision of missing facilities in 900 schools;
- ◆ Establishment of Parents Teachers School Management committee (PTSMC) in 5000+ Government schools;
- ◆ Opened 17 Home Schools;
- ◆ Introduced 69 Fellowship Schools in urban and rural areas of province;
- ◆ Provided Education Services in 69 Afghan Refugees Camp Schools;
- ◆ Introduced low cost model for construction and up-gradation of school building;
- ◆ Intervention of Teachers Professional Support through Lead Teachers;
- ◆ Balochistan Education Support Program;

## From Practice to Policy

- ◆ Developing Strategies for Social Cohesion, Peace Building and Inclusive Education
- ◆ Development of Balochistan Education Sector Plan (BESP) a road map to provide education to all children of age group 4-16
- ◆ Recognition of ECE teachers by Government of Balochistan;
- ◆ Insertion of ECE as budget line item in provincial budget;
- ◆ Creation of village based, non-transferable posts of school teachers, relaxation in age and qualification;
- ◆ Mainstreaming of Afghan Refugee Children in Public Education System;
- ◆ Obligating community involvement in opening and up-gradation of school;

## Bridging the gap

- ◆ All interventions essentially cater the local as well as provincial needs and ethos;
- ◆ Capacity building of the field workers before their embarking on the task;
- ◆ Imposition of true philosophy of the required intervention;
- ◆ Empowerment of the vulnerable communities towards development of province;
- ◆ Close collaboration with the government to align to concerted efforts;
- ◆ Preparing, piloting and demonstrating economical, efficient and effective oriented models;
- ◆ All interventions aligned with objectives set under BESP, EFA and MDG protocols;
- ◆ Special focus on disadvantaged and discriminated groups in communities;
- ◆ Close collaboration with all development partners in promotion of education;

## Development of road maps

On policy level the SCSPEB collaborated with Government of Balochistan in development of:

- ◆ Balochistan Education Sector Plan 2013-18
- ◆ Revised Teachers Service rules
- ◆ Provincial and 7 districts Early Childhood Education Plan.
- ◆ Provincial and 4 districts Education for All Plans.
- ◆ National Plan of Action, 2001-15
- ◆ Provincial Plan of Action, 2003-15

# SCSPEB in Year 2013-14 At a Glance

As Education plays a vital role in the development of human beings and is considered one of the major and important components of protection. SCSPEB is working on Education since 1992; SCSPEB has implemented many successful models in the field of education and working in Education program in the entire province.

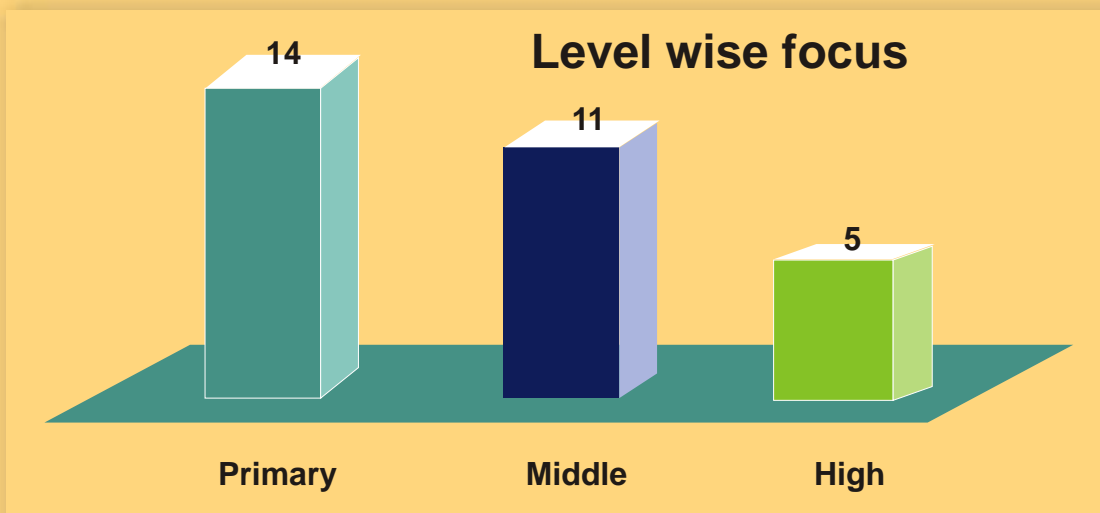
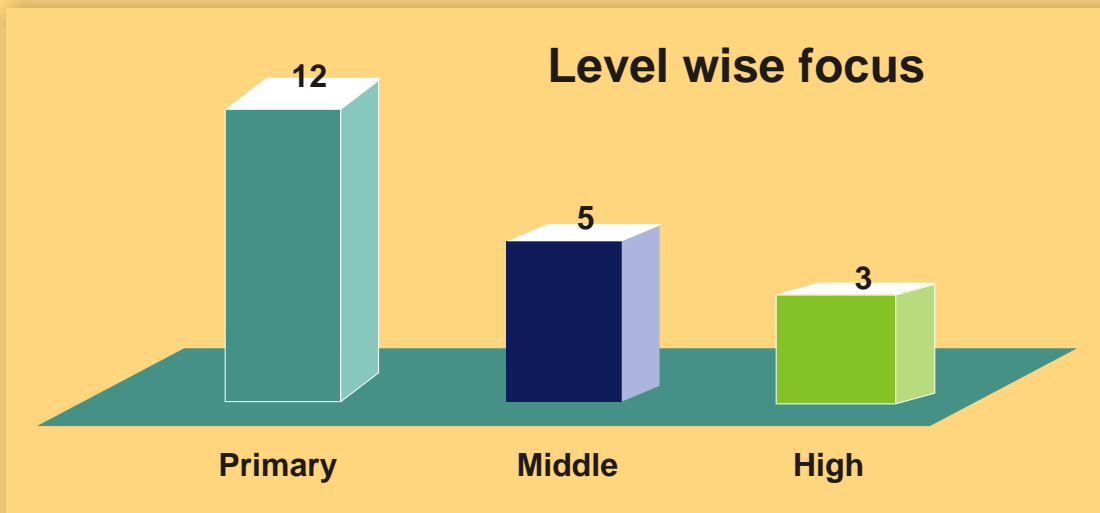
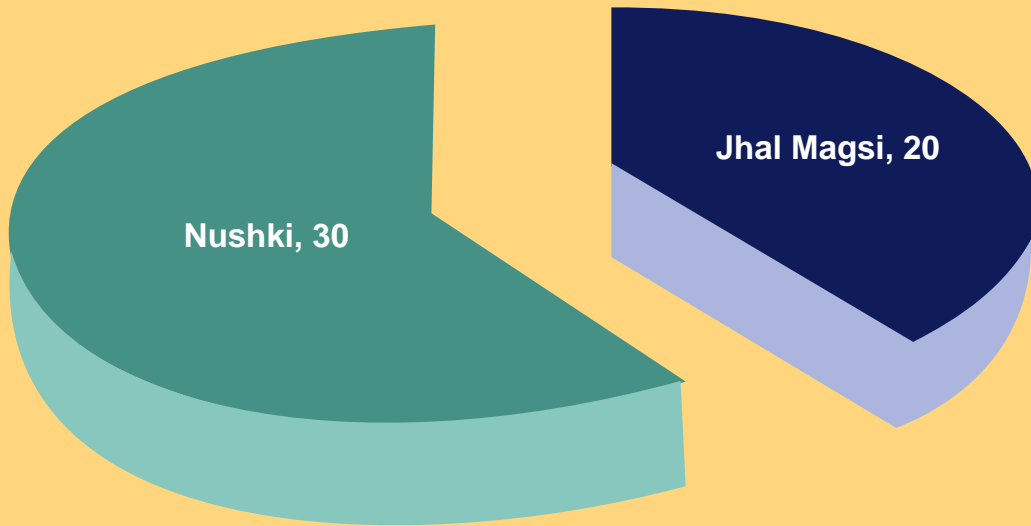
The Donors' endorsement and the approval of Balochistan Education Sector Plan by the Government of Balochistan as a road map for the planners and the implementers is one of the major achievements during the reporting period.

During the year 2013-2014 SCSPEB has implemented following projects:

- ◆ Afghan Refugee Education Program (AREP)
- ◆ Balochistan Education Project (BEP)
- ◆ Education Improvement Project (EIP)
- ◆ Training of teachers of 70 practicum schools and material orientation
- ◆ Early Grade Reading Assessment Survey (EGRA)
- ◆ Survey- Voice of Teacher
- ◆ Plural Business Partnership for Peace Building

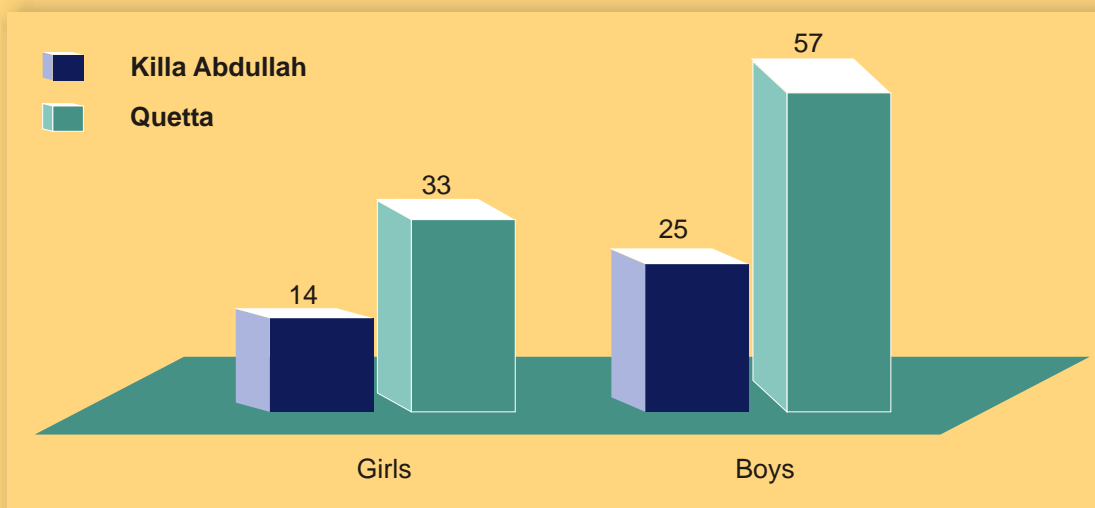
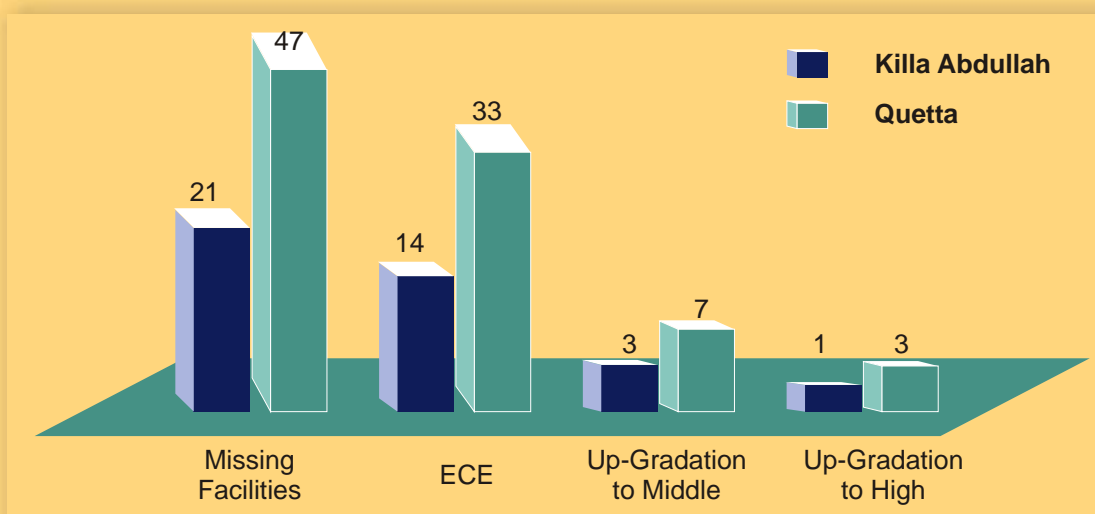
Summaries of Projects w.r.t number of schools covered during the year 2013-14

Education Improvement Project				
District	Level			
	Primary	Middle	High	Total
Jhal Magsi	12	5	3	20
Nushki	14	11	5	30
<b>Total</b>	26	16	8	50



## Balochistan Education Program

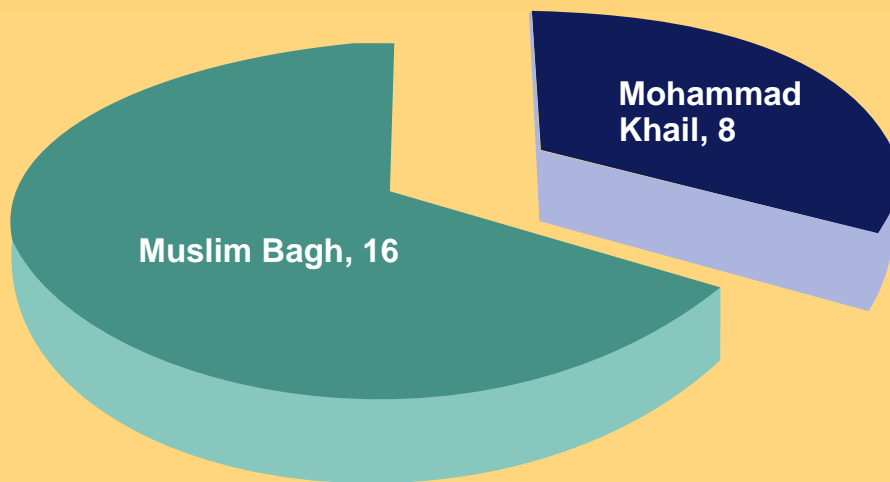
District	Level				Total
	Missing Facilities	ECE	UGM	UGH	
K, Abdullah	21	14	3	1	39
Quetta	47	33	7	3	90
<b>G. Total</b>	<b>68</b>	<b>47</b>	<b>10</b>	<b>4</b>	<b>129</b>



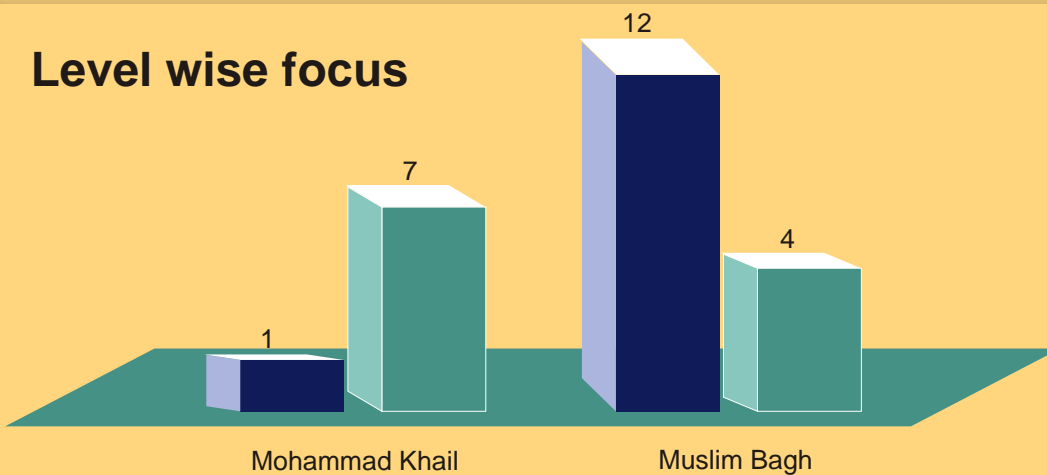


## Afghan Refugees Education Project

Camps	Level			
	Primary	Middle	High	Total
M. Khail	7	-	1	8
M. Bagh	15	-	1	16
<b>Total</b>	<b>22</b>	<b>-</b>	<b>2</b>	<b>24</b>



### Level wise focus



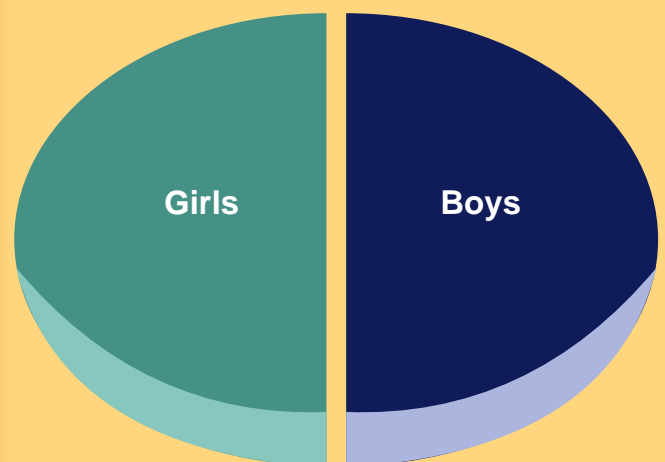
## Practicum Schools Survey

District	Primary		Middle		High		G. Total	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Jafer Abad				1	1	3	1	4
Kalat	1	1		1	1	1	2	3
Khuzdar			1		1	1	2	1
Kech			2	2	1	1	3	3
Lasbela		1			1	1	1	2
Loralai					2	3	2	3
Mastung		1		2	2		2	3
Panjgur					3	2	3	2
Pishin			1	1	1	1	2	2
Quetta	1	1	1	2	8	4	10	7
Sibi	1				2		3	0
<b>Total</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>23</b>	<b>17</b>	<b>31</b>	<b>30</b>
<b>G-Total</b>	<b>88</b>	<b>58</b>	<b>21</b>	<b>30</b>	<b>37</b>	<b>29</b>	<b>146</b>	<b>117</b>

## Early Grade Reading Assessment Survey (EGRA)

District	Schools		
	Boys	Girls	Total
Jaffarabad	13	13	26
Pishin	14	14	28
Quetta	8	8	16
Chaghi	15	15	30
Zhob	20	20	40
<b>Total</b>	<b>70</b>	<b>70</b>	<b>140</b>

## Gender wise focus



Voice of Teachers: Schools focused for quantitative survey

Districts	School Performa	Head Teacher Questionnaire	Teacher Questionnaire
Quetta	22	11	30
Jaferabad	22	11	33
Lasbela	22	11	31

Voice of Teachers: Schools focused for Qualitative survey

Districts	Head Teacher Interview	Teacher Interview
Quetta	2	7
Jaferabad	2	8
Lasbela	2	8

Summary of teachers involved and newly appointed in covered schools during the year 2013-14

Level wise training of teachers

District	CEHE Training	ECE Training	Secondary School Teachers	Total
Killah Abdullah	60	10	-	70
	55	5	-	60
Quetta	117	56	-	173
	84	74	-	158
	69	66	63	198
	<b>Total</b>			<b>659</b>

Summaries of projects w.r.t. enrolment in schools during the year 2013-14

Education Improvement Project			
Level	District		Total
	Jhal Magsi	Nushki	
Primary	1228	1805	<b>3033</b>
Middle	691	1309	<b>2060</b>
High	620	1305	<b>1925</b>
<b>G. Total</b>	<b>2539</b>	<b>4479</b>	<b>7018</b>

Afghan Refugee Education Project (AREP)			
	Camp		Total
	Mohammad Khail	Muslim Bagh	
Primary	738	1520	2258
Secondary	37	50	117
<b>Total</b>	<b>775</b>	<b>1600</b>	<b>2375</b>

## Balochistan Education Program (BEP)

### New enrolment

District	Year	Boys	Girls	Total
Killa Abdullah	2010	572	838	1410
	2011	755	944	1709
	2012	818	934	1752
	2013	1066	1122	2188
	2014	1074	1148	2222
<b>Total</b>		<b>4295</b>	<b>4986</b>	<b>9281</b>
Quetta	2010	2510	2517	5027
	2011	2509	3295	5804
	2012	2344	3241	5585
	2013	2215	3714	5929
	2014	2926	4374	7300
<b>Total</b>		<b>12504</b>	<b>17141</b>	<b>29645</b>
<b>G. Total</b>		<b>16799</b>	<b>22127</b>	<b>38926</b>



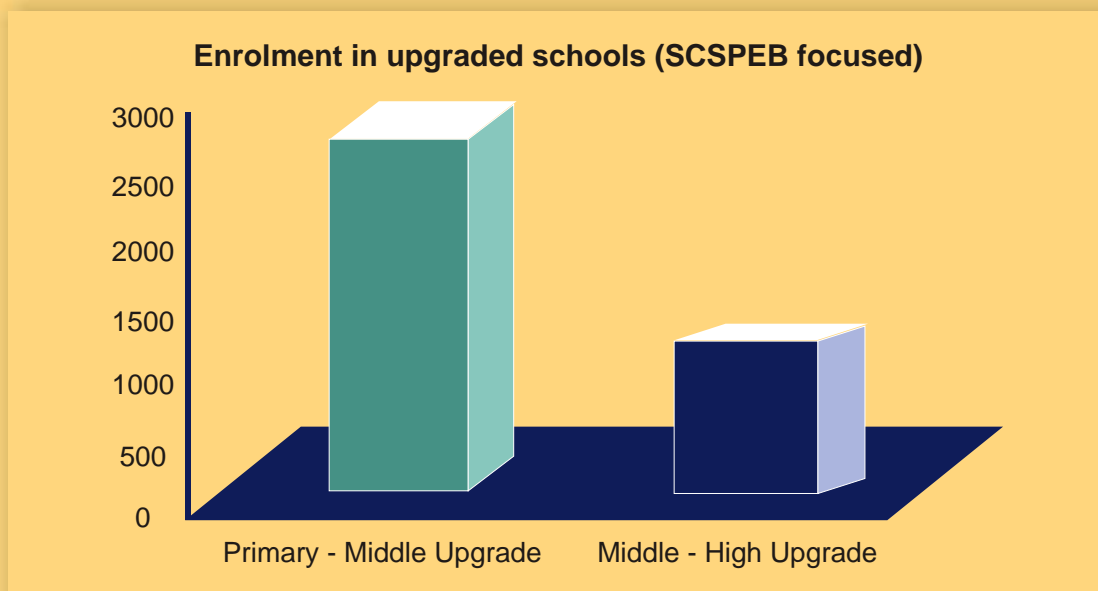
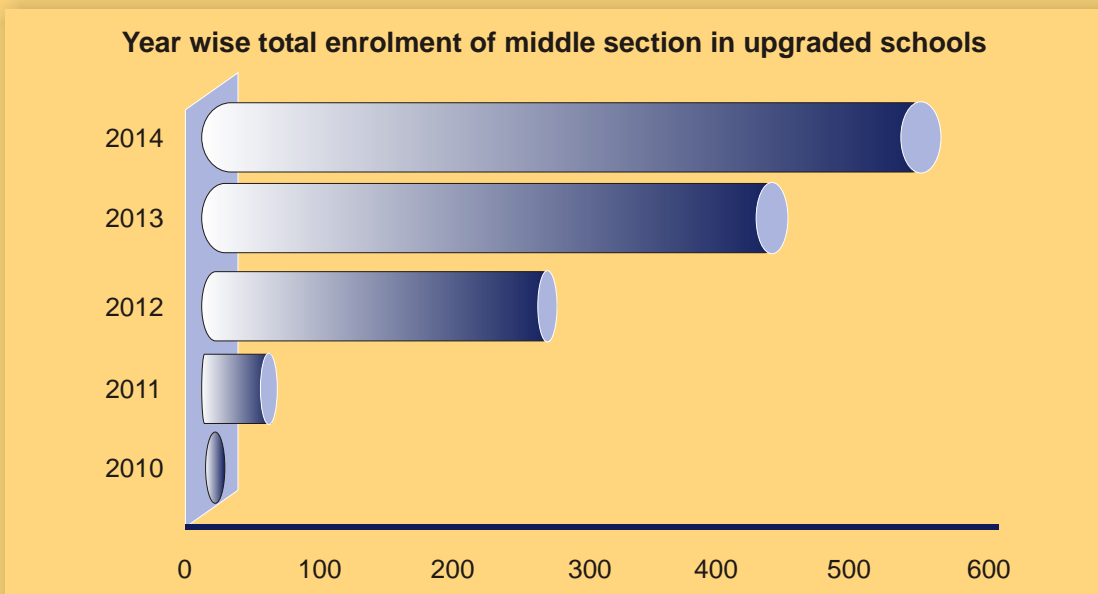
# Thematic Areas

# Summaries of Activities and achievements towards SCSPEB thematic areas over the year 2013-14

## Up-gradation of schools from Primary to Middle

the SCSPEB under Balochistan Education Program (BEP) focused 10 government primary schools 7 in Quetta and 3 in Killah Abdullah Districts to *enhance access* to middle level education in the communities where there is no middle school with in the radius of 2 km.

- ◆ Formation/re-activation of PTSMCs
- ◆ Construction of additional classrooms
- ◆ Appointment /deputation of teachers for up-graded sections
- ◆ Provision of teaching learning material to create a conducive learning environment in the school
- ◆ Training of teachers on content areas.



## Up-gradation of schools from Middle to High

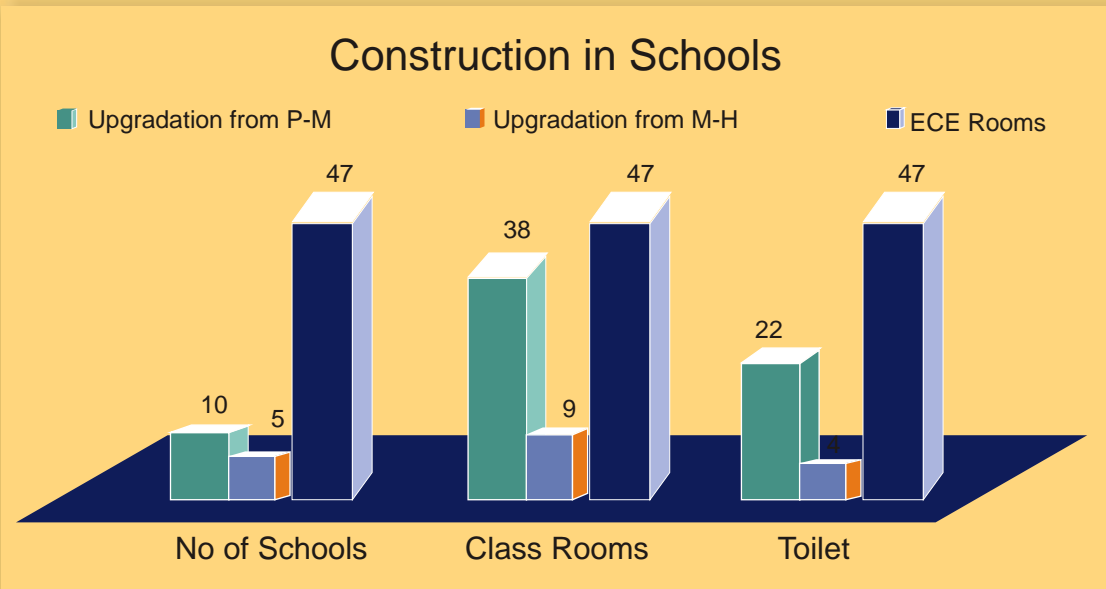
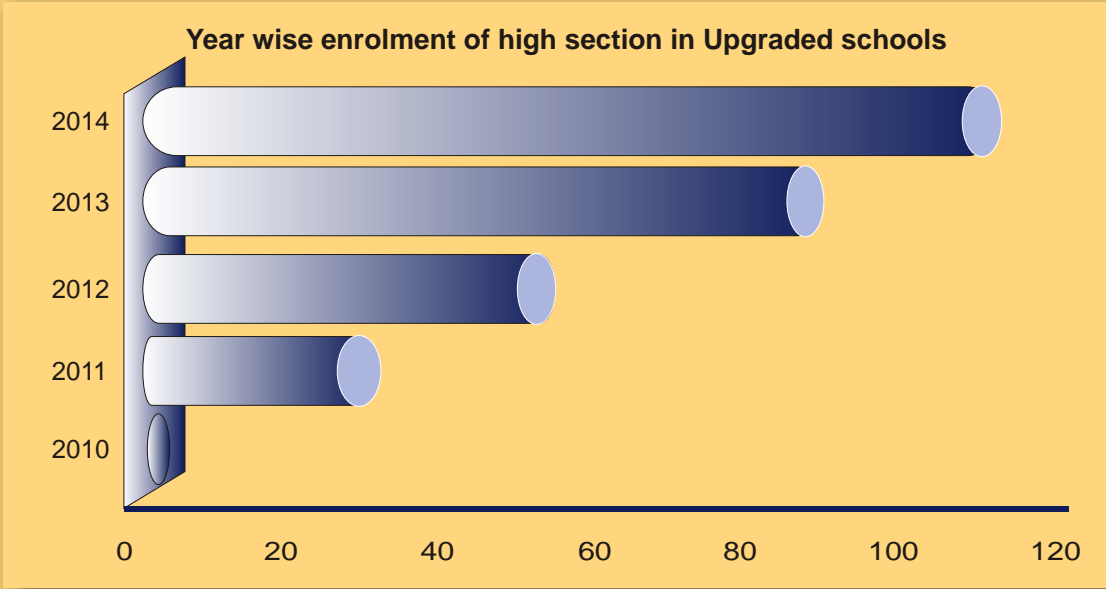
The SCSPEB under Balochistan Education Program (BEP) focused 4 government Middle schools 3 in Quetta and 1 in Killah Abdullah Districts to enhance access to secondary level education in the communities where middle pass students are sitting at home due to limited access to secondary education. Up-gradation includes:

- ◆ Formation/re-activation of PTSMCs
- ◆ Construction of additional classrooms
- ◆ Appointment /deputation of teachers for up-graded sections
- ◆ Provision of teaching learning material to create a conducive learning environment in the school
- ◆ Establishment of computer labs
- ◆ Establishment of science lab
- ◆ Training of teachers on content areas.

### List of material distributed in Upgraded schools

S#	Items	S#	Items
1	DRR	11	Center table with side table
2	Health & Hygiene kits	12	Lab Almira
3	CFHE Kit	13	Steel Almira
4	First Aid Kit	14	Book Rack
5	Sports Material	15	Teacher Chairs
6	Computer	16	Science Lab Table
7	Computer Table	17	Students chairs
8	Printer	18	Science Lab stool
9	Teacher Table	19	Science Lab Material
10	Head Teacher Table	20	Soft Board





## Provision of Library Books

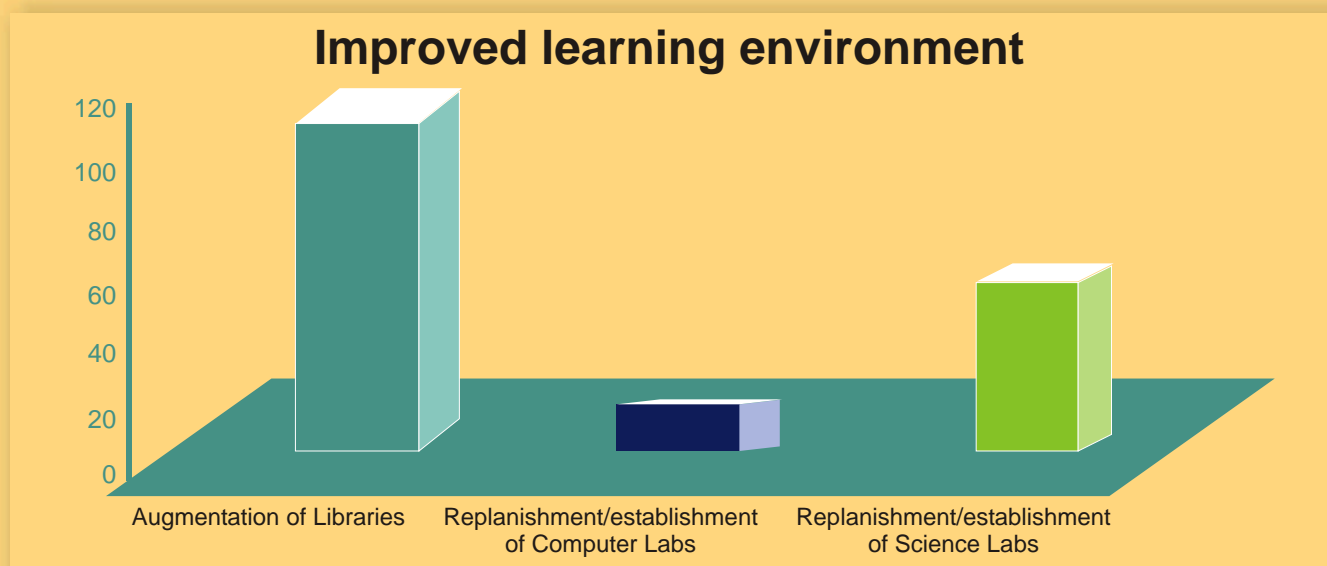
The schools are devoid of libraries. In some cases where libraries are available they have become cemeteries of old books containing outdated knowledge. Most of the books are tattered and termite eaten. SCSPEB is facilitating learning environment of schools and improving teaching abilities of teachers to teach in a best way by providing Library books to almost 111 schools focused under BEP and PPAF projects.

## Introduction of IT and Science labs in government schools and Refugee camp schools

The IT & Science labs are the center of experimentation and learning but the schools either do not have these facilities. The science rooms lack science equipment and chemicals. Therefore the science students are obliged just to read the text material and memorize it. They do not understand the concepts of science. The schools are lacking with IT education. In some cases where computer labs are available they have limited

and out dated equipments. Schools are lacking funds for utility bills e.g. electricity to functionalize IT labs and also facing immense electricity shutdowns. The SCSPEB is facilitating IT Labs in 6 schools. These labs were provided computers, Printer, UPS, stabilizer through a networking system. Lab was also provided computer table/stool. In refugee camps these labs were also provided with solar systems to functionalize Computer labs and introduce a cost effective model. Science labs were made functional in 54 schools of Quetta, Killah Abdullah and Noshki where science lab material was provided.

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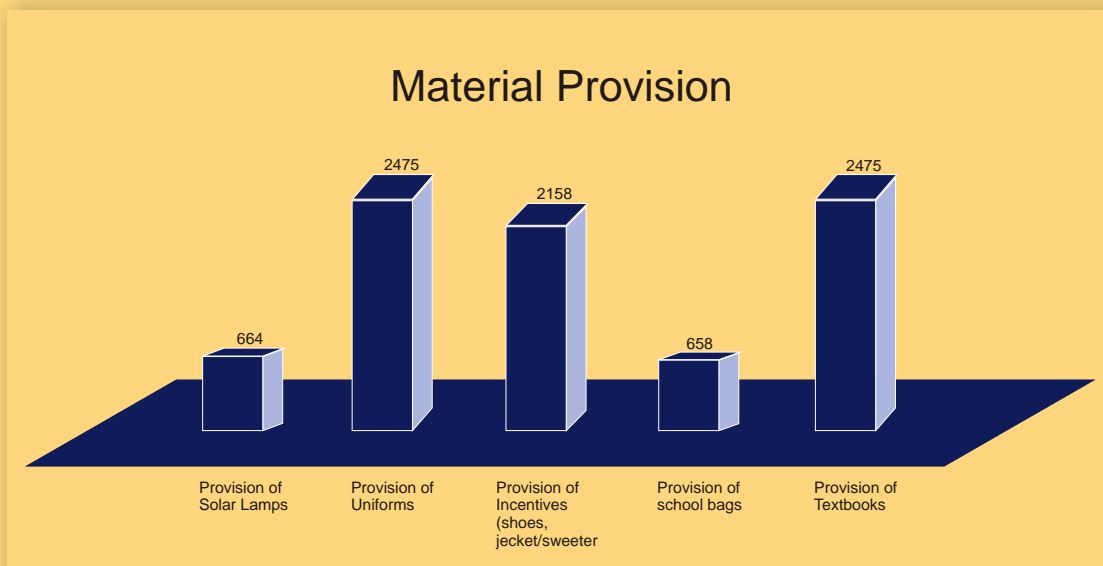


## Appointment of Teachers

The SCSPEB interventions created employment opportunities for those who want to serve their community and education department. Following the UC based approach 46 teachers were appointed and \_\_\_ were deputed / transferred in all upgraded and ECE focused schools under BEP by the government of Balochistan. Yet \_\_\_ teaching and non-teaching staff hiring is in process. 57 teachers appointed under AREP are serving refugee camps not only to get their community educated but also provide financial support to their family thus contributing towards poverty alleviation.

## Training of Teachers

Capacity building of teachers is another milestone which the SCSPEB has been working on for the last two decades. This year the SCSPEB helped teachers in their professional development through a conduction of several trainings on content areas and usage of traditional learning material as well as latest methods of instruction with efficient use of school time that has a significant impact on student learning. Over the period \_\_\_\_ teachers and Head teachers were trained to get direct impact on student achievement.



## Distribution of textbooks, Uniforms, Shoes and School bags

Poverty is one of the causes to take children away from the right to education, therefore MDG 2000 declaration places education very high in the goals to be achieved by 2015. The SCSPEB provided Uniform, School bags, shoes and textbooks to all refugee camps students.

## Involving Communities through Parent Teacher School Management Committees

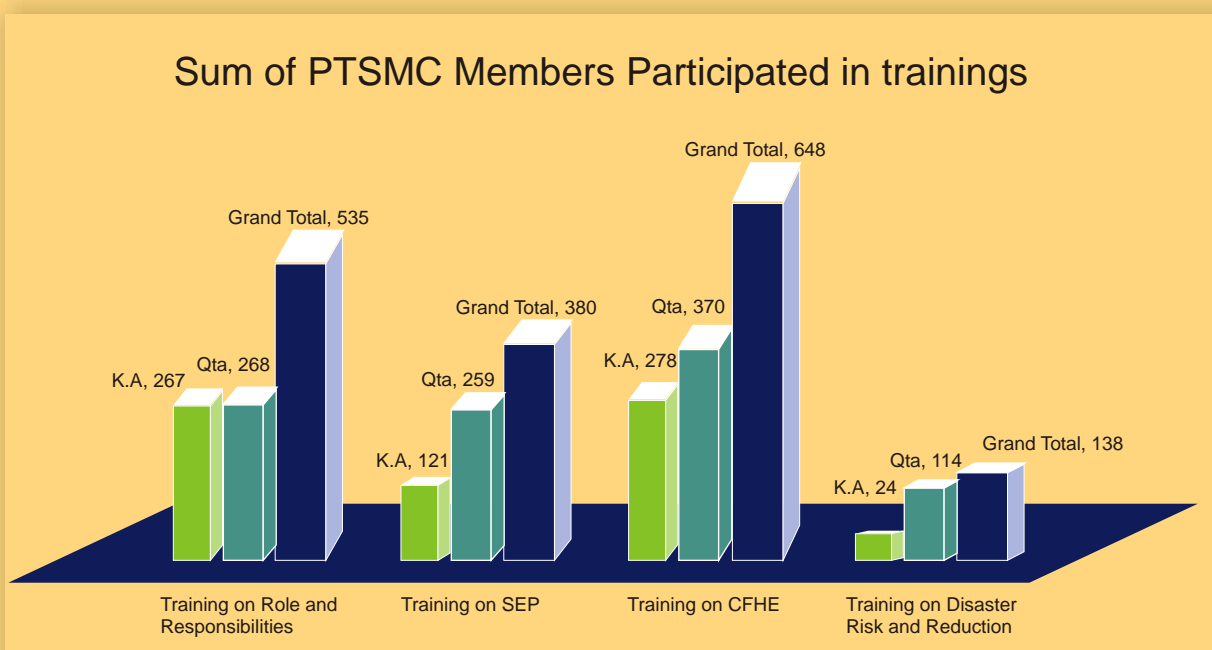
The SCSPEB, through its regular approach of community participation, involved communities throughout its intervention. Parent Teacher School management Committees were formed / reactivated in 200 focused schools. They participated in the management of intervention in their school e.g. construction work & renovation, introduction of ECE, enrolment of children, teachers and student attendance, appointment of teachers and their participation in the trainings etc.

### Capacity Building of PTSMCs

The SCSPEB envisions to take maximum benefit of PTSMCs in the intervention under different projects. Therefore PTSMCs are being formulated and their capacity has been built through trainings, workshops and orientation sessions to support the school in its efficient function.

Following trainings/workshops of PTSMCs were held during the year:

- ◆ Training on Roles and Responsibilities
- ◆ Training on School Expansion Plan
- ◆ Orientation on Health Day and Child Focused Health Education and De-worming
- ◆ Training on Partnership building and problem solving
- ◆ Orientation session on School health and nutrition
- ◆ Training session on Disaster Risk Reduction strategies



### Sum of PTSMC Members Participated in trainings

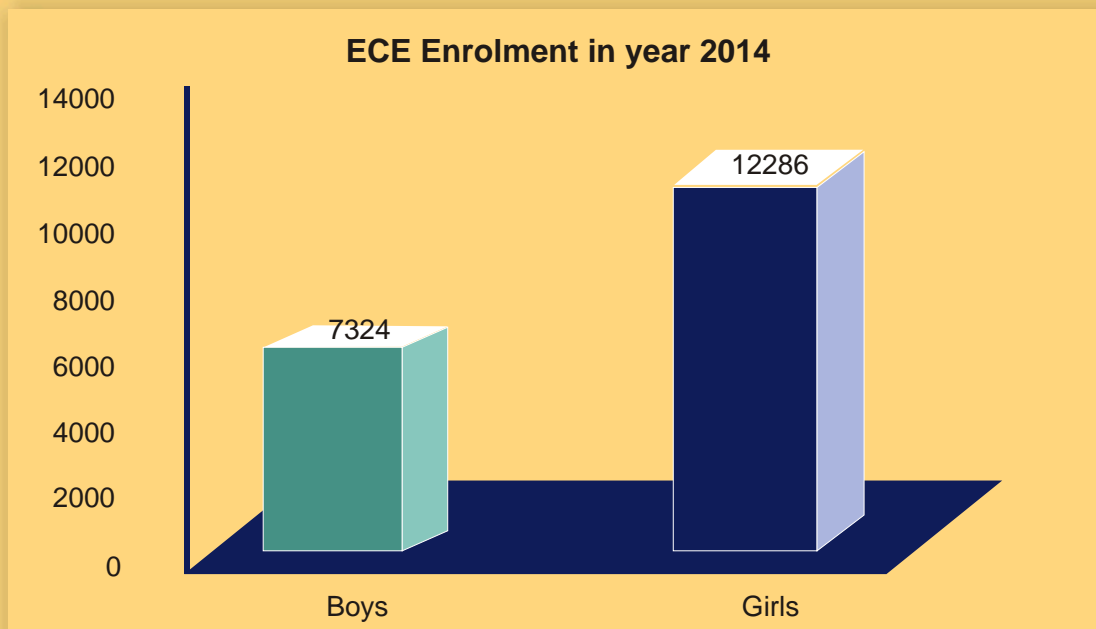
District	Training on Partnership building & Problem solving	Training on Role and Responsibilities	Training on SEP	Training on CFHE	Training on Disaster Risk and Reduction
Killaha Abdullah	9	267	121	278	24
Quetta	413	268	259	370	114
Refugee Camps					
<b>Grand Total</b>	<b>422</b>	<b>535</b>	<b>380</b>	<b>648</b>	<b>138</b>

### Introduction of Early Childhood Education

instead of putting them to literacy and accounting exercises the school should start with a play-way method through which the child feels himself in a homelike atmosphere which will help to reduce drop out i.e. 55% from kachi to class one. This is possible through introduction of Early Childhood Education and Pre-School Teaching Techniques. The SCSPEB through Balochistan Education Program introduced ECE in 47 schools of Quetta and Killah Abdullah districts. Introduction of ECE includes:

- ◆ Construction of six corner classroom
- ◆ Appointment of new teacher
- ◆ Provision of teaching and learning material
- ◆ Training of teachers on child friendly environment and other content areas

S#	ECE Room Material	S#	ECE Room Material
1	ECE Student Chairs	8	Math Kits
2	ECE Student Tables	9	Playground Material
3	ECE Teacher Chair	10	Pehla Taleemi Basta
4	ECE Teacher Table	11	Consume able Material
5	Book Rack	12	CFHE Kit
6	Matt Sheet	13	ECE Library Books
7	Cupboard		

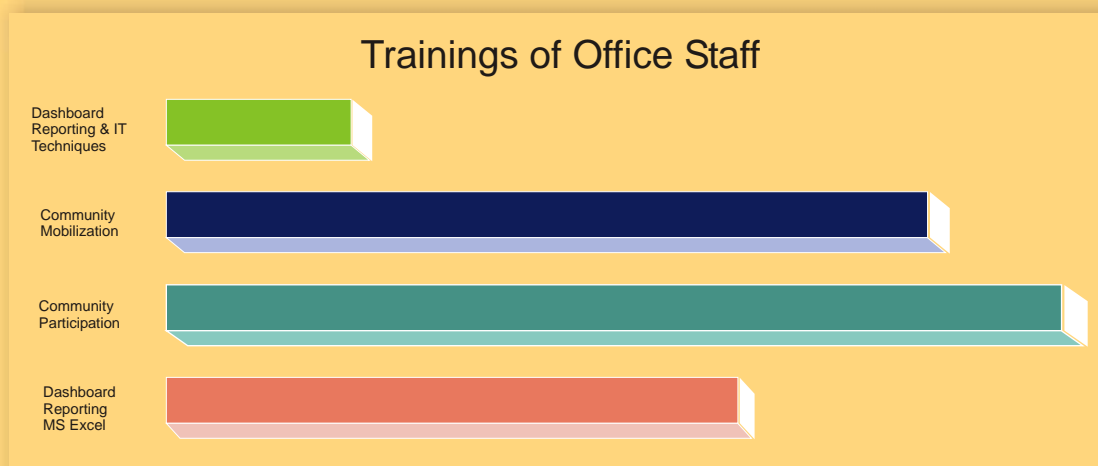


## SCSPEB Staff Capacity Building

SCSPEB focuses on developing the most superior workforce so that the organization and individual can accomplish their work. Beside the implementation of project the SCSPEB is honored to develop the capacity of its staff in several social sectors on following areas:

- ◆ Dashboard Reporting through MS Excel
- ◆ Community Participation (Expectations & Practices), Compulsory Education Act / Article 25 -A
- ◆ Community Mobilization, Reporting and SDP/SEP
- ◆ Dashboard Reporting and IT Techniques

On the above mentioned topics around 50+ staff members were trained. All the projects with SCSPEB have a separate part capacity building of the PTSMC/Teachers/head teachers at village and district



## Teacher regularization

The government education department created posts of ECE teacher and sanctioned posts and salaries of 107 ECE teachers appointed under Releasing Confidence and Creativity (RCC) and Early Childhood Education (ECE) Program, with effect from 1st July 2013. Summary to regularize the ECE teachers of against the approved positions is submitted to Education Department and forwarded to Finance department. Further ECE has also been introduced in more 47 government schools of Quetta and Killah Abdullah Districts. Moreover the regularization of teachers appointed in 14 upgraded schools under BEP project is also in process

## Development of Balochistan Education Sector Plan (BESP)

The government of Balochistan has approved Balochistan Education Sector Plan (BESP) which is developed after the inclusion of Article 25-A under the 18th Constitutional Amendment. The SCSPEB through UNICEF supported Government of Balochistan Education Department to develop BESP. Development of BESP is based on participatory process and involved around more than 1000 stakeholders from education department including education managers, teachers, students and community members. BESP 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 2009 for a long period as a living and mutable instrument.

## Conduction of DRR Sessions

The Province of Balochistan is encircled with a long list of natural and manmade hazards that threaten the lives and livelihoods of its population. Balochistan is situated in seismically active red zone. The Province and its surroundings have experienced devastating earthquakes in the past, with frequent minor scale tremors reported every year. The province is prone to diverse hazards like insurgency, sabotage, fire, mine accidents and epidemics etc. considering the requirement importance of DRR awareness the SCSPEB provided DRR kit to all focused schools which aims at grass root capacity development by building local ownership for the immediate management of hazardous situations. DRR awareness sessions were held to train and prepare the community to take the initiative in case of a disaster and not wait for government response only.

## Provision of Missing Facilities to School

Experience tells that the existing schools are devoid of even the basic facilities and one of the reasons for low enrollment in the schools is lack of physical infrastructure, which in most of the cases include toilets, water and boundary walls. In some other cases classrooms are not well maintained to present the picture of a proper classroom. The SCSPEB in all its interventions focus provision of missing facilities like water and Sanitation, toilets, furniture, library, boundary wall etc. the SCSPEB Teams with the collaboration of the PTSMC determine the needs and modus operandi of the provisions and supplies through School Expansion Plan (SEP). Throughout the period \_\_\_\_ schools were provided with all facilities to make it attractive for improving enrolment.

## Provision of Sports material and H&H Kits

The development of motor skills, physical fitness and knowledge must begin in the earliest years of primary school. During these years, the students are physically and intellectually capable of benefiting from instruction in Physical education and are highly motivated and enthusiastic about learning. Therefore, this year, the SCSPEB provided sports Kits & recreational material and organized sports week at schools focused under BEP & AREP projects.

## Social Cohesion and Peace Building Education - an advocacy campaign

Considering the situation of Social Cohesion and Peace in the world especially in developing countries; the Pakistan is selected as a universe to take part in a four-year Peace building “Education and Advocacy Program” to strengthen resilience, social cohesion and human insecurity. Towards this end, the program will also strengthen policies and practices in education for peace building.

SCSPEB with the financial and technical patronage by UNICEF conducted a comprehensive analysis / assessment study on “Social Cohesion and Peace building Education” within the broader societal norms particularly related to the education system and 4 sample districts “Quetta, Pishin, Kalat & Lasbela” were selected for this assessment.

In order to scale through the history of policies, particularly education curriculum, reforms and its impact on the country and society, and efforts to seek social cohesion and build peace, diverse forms of data collection tools were employed through conduction of consultative workshops organized in Lasbela & Pishin with representatives from political parties, media, human rights activist, adolescents (boys and girls) from schools and Madaris, teachers (male and female) from public, private and Madrassa education sectors, religious clerics and civil society members etc.

To identify the root causes of tensions and assess tension dynamics in order to prioritize in key elements in education programming 25 focused group discussions (FGD) were conducted with 984 (442 male & 542 female) persons specific groups of stakeholders again at three levels from provincial, district to Community. Discussions were organized with G/B from Secondary Level School Children, Out of School Children, Adolescents & Youth and School/College Teachers from public, private & Madrassa (Male & female), Mothers Group (WVECs) and PTSMCs.

Around 119 In-depth interviews from Education Managers, policy makers, politicians, religious leaders, teachers, students, officials of the government departments of education, law enforcement agencies were held to take their point of view and opinion about the social cohesion and resilience in the society.





# SCSPEB Projects

# Afghan Refugees Education Project (AREP)

Due to socio-political unrest, tribal conflicts in Afghanistan over the last two decades, a significant number of Afghans have cross border movement and settled in Pakistan as refugees. Muhammad Khail & Muslim Bagh is the poorest Afghan refugee villages in Balochistan Province. The majority of the inhabitants here used to be nomads, with limited skills to meet their daily needs. The majority men are daily wage labors or run small grocery shops. Their monthly average income is approximately 3,500 to 4,000 PKR.

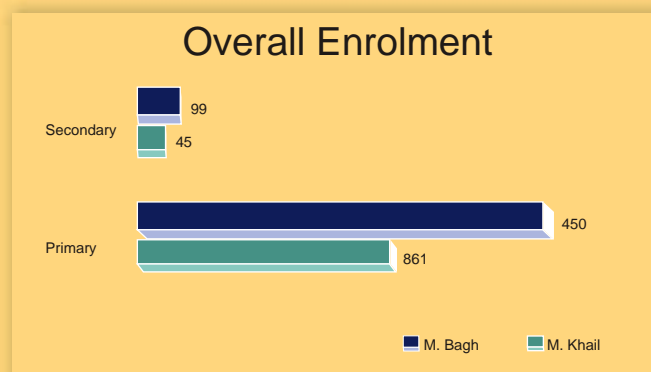
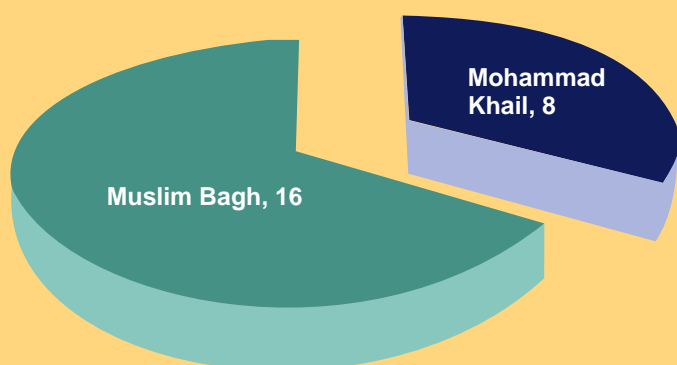
SCSPEB as an implementing partner with UNHCR who is working for promotion of Quality Education with special focus on Girl's education. Since 1993 SCSPEB has extended its focus to contribute in the education of Refugee in the Refugee Villages (RVs) Muhammad Khail and Muslimbagh. Major focus of the SCSPEB is:

- ◆ Access to Primary Education
- ◆ involvement of Community and Key Stakeholders to promote education
- ◆ Promotion of girls education

SCSPEB is managing 11 Camp Schools and 13 Home Based Girls Centers (HBGCs) and providing access to basic education (Grade 1 to 8) for 2375 Afghan refugee children out of which \_\_\_ are girls, in two refugee villages of Balochistan. SCSPEB developed approach for gradually transitioning the management of services to refugee communities and limiting Society role to technical support and monitoring of schools. Project emphasize on capacity building of teachers and committee members to ensure community participation in refugee camp schools for the transition of the school management.

Gender-wise Number of Schools			
Level	Camp		Total
	M. Khail	M. Bagh	
Girls	1	12	13
Boys	7	4	11
G. Total	8	16	24

Overall Enrolment			
Camp	Primary	Secondary	Total
M. Khail	861	45	906
M. Bagh	1450	99	1549
G. Total	2311	144	2455



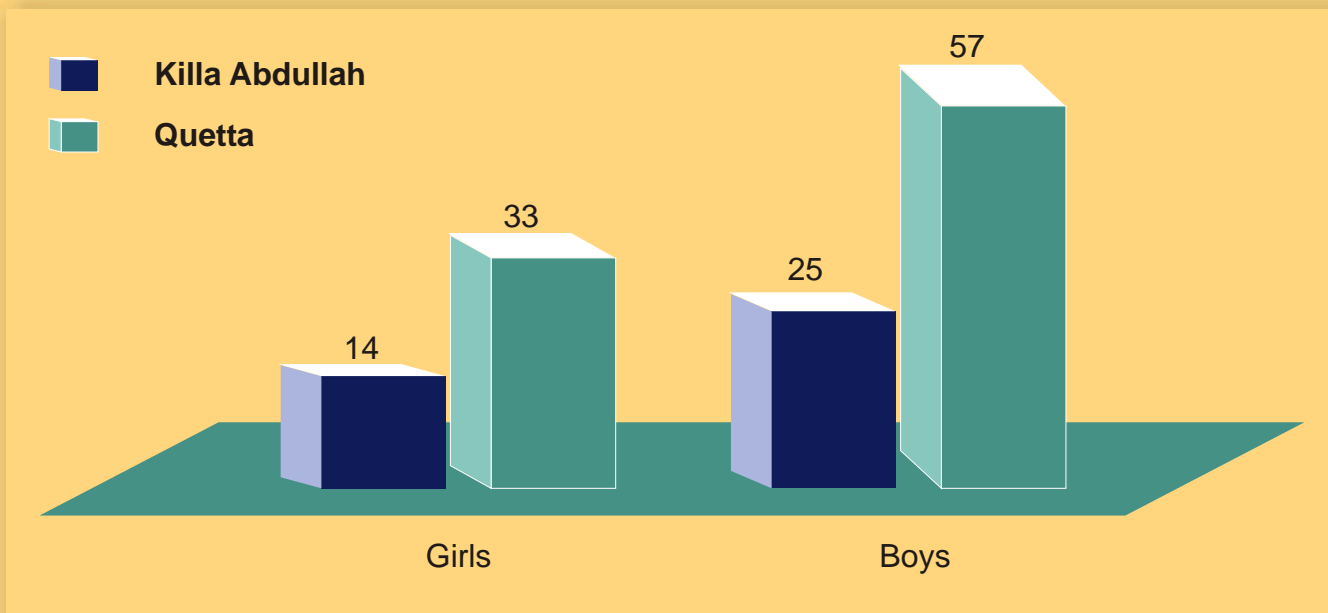
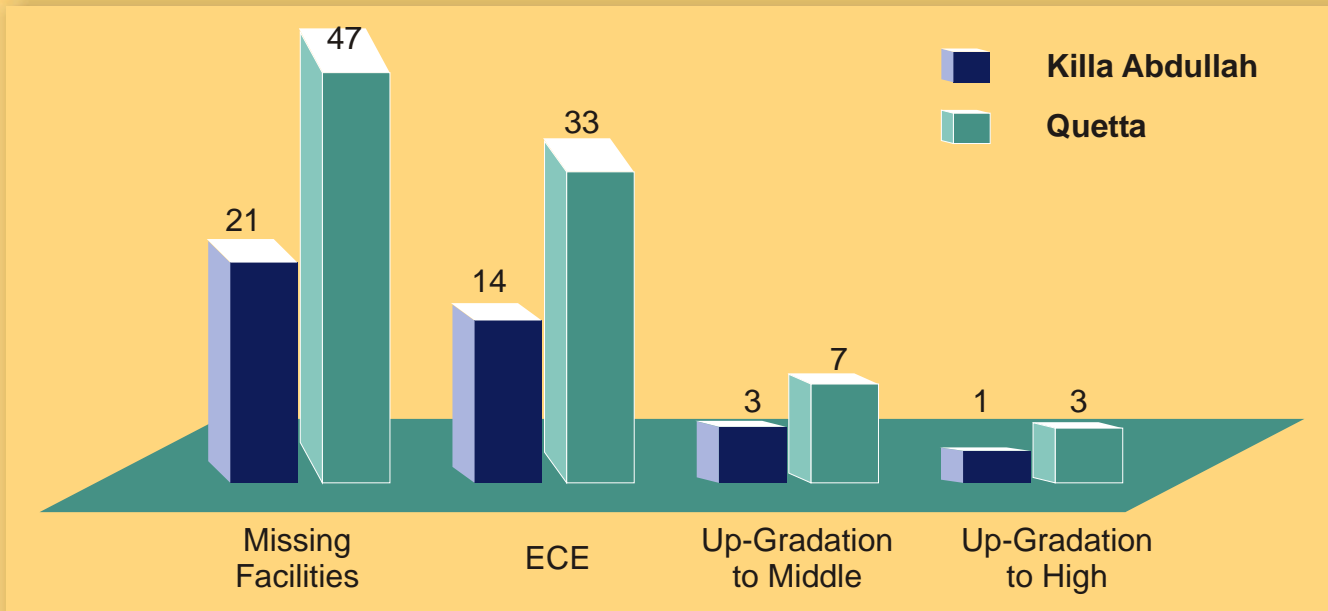
# Balochistan Education Program (BEP)

The Balochistan Education Program was launched in Quetta, Mastung and Killah Abdullah with financial assistance from the Embassy of the Kingdom of the Netherlands (EKN) through Save the Children International. SCSPEB join the program as an implementing partner in consortium of (SCSPEB, SEHER & IDO). The project aims to promote public-private and community partnership and to improve existing infrastructure of 340 schools, benefitting 56,800 existing students and give access to 16,200 new students with particular focus on girls.

The SCSPEB is managing 129 schools in 90 in Quetta and 39 in Killah Abdullah districts. These schools are focused for following components:

1. 47 schools for establishment of ECE center
2. 10 School for Up-gradation of from primary to middle
3. 4 schools for Up-gradation of from middle to high
4. 68 schools Provision of missing Facilities
5. Provision of learning material
6. Capacity building of ECE teachers and newly recruited teachers
7. Provision of school health and nutrition trainings.

District	New Enrolment in focused schools since 2010				Overall Enrolment in focused school since 2010		
	Year	Boys	Girls	Total	Boys	Girls	Total
Killaha Abdullahaha	2010	572	838	1410	3142	3897	7039
	2011	765	944	1709	3184	4310	7497
	2012	818	934	1752	3770	4907	8677
	2013	1066	1122	2188	3484	4588	8172
	2014	1074	1148	2222	3852	4336	8188
<b>K.A Total</b>		<b>4295</b>	<b>4986</b>	<b>9281</b>	<b>17435</b>	<b>22138</b>	<b>39537</b>
Quetta	2010	2510	2517	5027	8857	13973	22830
	2011	2509	3295	5804	8302	13972	22274
	2012	2344	3241	5585	9097	14990	24087
	2013	2215	3714	5929	8703	15087	23790
	2014	2926	4374	7300	9533	16123	25656
<b>Qta Total</b>		<b>12504</b>	<b>17141</b>	<b>29645</b>	<b>44492</b>	<b>74145</b>	<b>118637</b>
<b>G. Total</b>		<b>16799</b>	<b>22127</b>	<b>38926</b>	<b>61927</b>	<b>96283</b>	<b>158210</b>



# Education Improvement Project (EIP)

The SCSPEB in partnership with Pakistan Poverty Alleviation Fund (PPAF) intervened in Noshki and Jhalmagsi through a model of public private partnership to provide quality education and safe environment at community level. This project implemented in 50 selected schools in both districts which include primary, middle and high schools.

In order to achieve conducive learning environment in the schools following interventions were made:

- ◆ Repair and maintenance of the facilities,
- ◆ Provision of boundary wall particularly for \_\_\_\_ female schools
- ◆ Supply of drinking water
- ◆ Provision of toilets plus additional classrooms to \_\_\_\_ schools
- ◆ Strengthening of libraries and laboratories
- ◆ Provision of furniture for students
- ◆ Provision of sports and recreational material to promote co-curricular activities
- ◆ Supply of DRR and First-aid material
- ◆ Professional Capacity building of 352 teachers to cater the needs of new curriculum.
- ◆ Formulation and capacity building of PTSMCs to support the school in its efficient function.
- ◆ Capacity building of District education Managers on latest management techniques.
- ◆ Distribution of Uniforms to 6,685 students of all focused schools of both districts
- ◆ Distribution of Note books to 13,370 students of focused schools of both districts

## Number of Trained Teachers - 2013

DISTRICT	Grand Total		
	Boys	Girls	Total
Jhal Magsi	83	66	149
Nushki	97	106	203
<b>Grand Total</b>	<b>180</b>	<b>172</b>	<b>352</b>

## Enrollment in focused schools

Level	Grand Total		Total
	Jhal Magsi	Nushki	
Primary	1228	1805	3033
Middle	691	1369	2060
High	620	1305	1925
<b>Grand Total</b>	<b>2539</b>	<b>4479</b>	<b>7018</b>

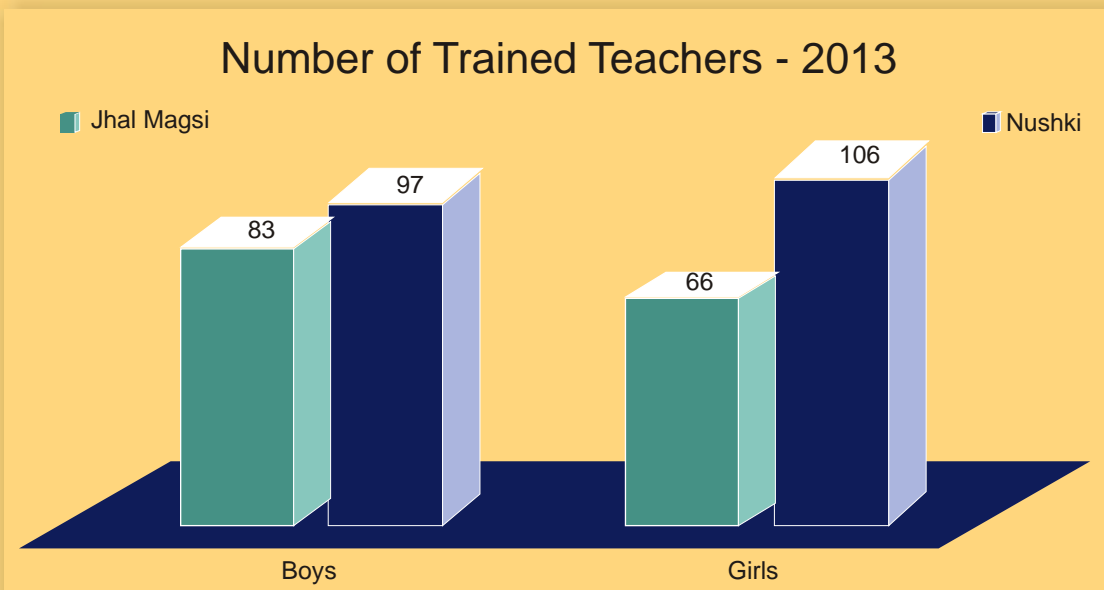
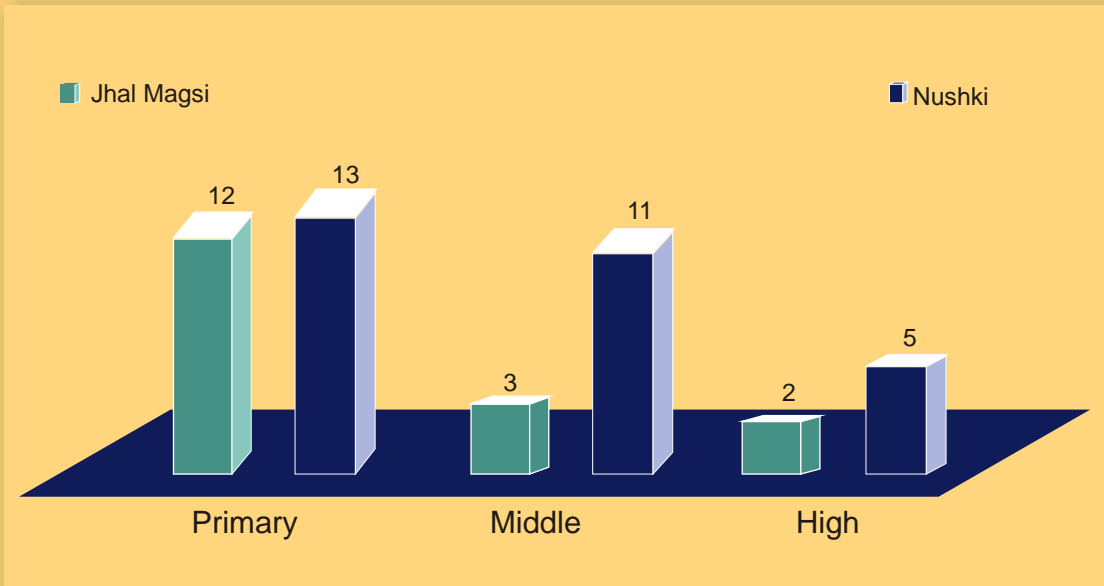
# Training of Teachers of 70 Practicum Schools USAID Education Development Center

SCSPEB in association with USAID under Teacher Education Project made an effort to improve the quality of teacher education in the province. The healthy innovation of the project is that it includes a component of practicum in the actual class room setting in the schools. The Practicum of the Student Teachers has been assigned high significance in the Teachers Development. The Student Teachers have to spend 12 weeks in the associated schools. A Triad Team consisting of Student Teacher, Cooperating Teacher and the College Supervisor have to work in collaboration and cooperation to provide Student Teacher learning atmosphere in the schools and help to develop herself/himself on the National Professional Standards for Teachers in Pakistan.

The SCSPEB collaborated in collection of critical data and training of the cooperating teachers in order to make the practicum a success and outcome oriented exercise in 11 districts across Balochistan including Quetta, Pishin, Loralai, Mastung, Kalat, Khuzdar, Sibi, Jafferabad, Lasblea, Kech, Punjgur. Under this program 327 cooperating teachers of 70 schools were capacitated to support the STs. The SCSPEB also supported the project in the orientation of 272 cooperating teachers of 55 schools on the use of instructional and classroom material provided to the cooperating schools in packages.

### Number of Teachers in Practicum Schools

District	Focused schools	Primary				Middle				High				G.Total
		Fem-ale	Male	Mix	Total	Fem-ale	Male	Mix	Total	Fem-ale	Male	Mix	Total	
Jafer Abad	5					24			24	92	40		132	156
Kalat	5	19	3	22		16			16	22	21		43	81
Khuzdar	5						13	21	34	33	14	8	55	89
Kech	7					30	11		41	74	21	14	109	150
Lasbela	3	6			6					24	36		60	66
Loralai	5									93	67		160	160
Mastung	5	4			4	37			37		54		54	95
Panjgur	6									54	78	21	153	153
Pishin	6			12	12	9	17		26	23	49	58	130	168
Quetta	19	18	8		26	39	22		61	186	537	66	789	876
Sibi	3		8		8						77		77	85
G. Total	69	47	19	12	78	155	63	21	239	601	994	167	1762	2079



# Early Grade Reading Assessment Survey (EGRA)

The SCSPEB facilitated Management Systems International (MSI) to conduct Early Grade Reading Assessment (EGRA) survey as a partner representing Balochistan. The baseline school-based survey was conducted to support the assessment of the USAID Pakistan Reading Project (PRP). The Baseline Reading Assessment focused on a representative sample of schools targeted by the PRP in all provinces. The reading assessment targets students in grade 3 and grade 5 from 140 public schools through random sampling from five districts of Balochistan namely Quetta, Pishin, Jaffarabad, Chaghi and Zhob for baseline survey with equal ratio of Boys and Girls schools. The target for Quetta district was 16 schools, 28 schools in Pishin, 30 in Chaghi, 26 in Jaffarabad and 40 schools from Zhob district. Throughout the project period 3899 students, 140 head teachers and 269 teachers were engaged. Following are project targets achieved throughout the project period.

- ◆ 5 supervisors and 64 Enumerators were engaged for EGRA survey under the leadership of regional coordinator for each selected districts
- ◆ Conducted 10 days capacity building workshop for Master Trainer
- ◆ Participated in 6 days training of 64 enumerators on Data Collection Tools & Techniques
- ◆ Organized 2 days refresher training for enumerators and supervisors.
- ◆ Printing of around 82000 data collection forms for collection of required data.
- ◆ EGRA survey conducted in 140 schools through 64 Enumerators including 37 male and 27 females in district Chaghi, Zhob, Quetta, Pishin and Jafarabad

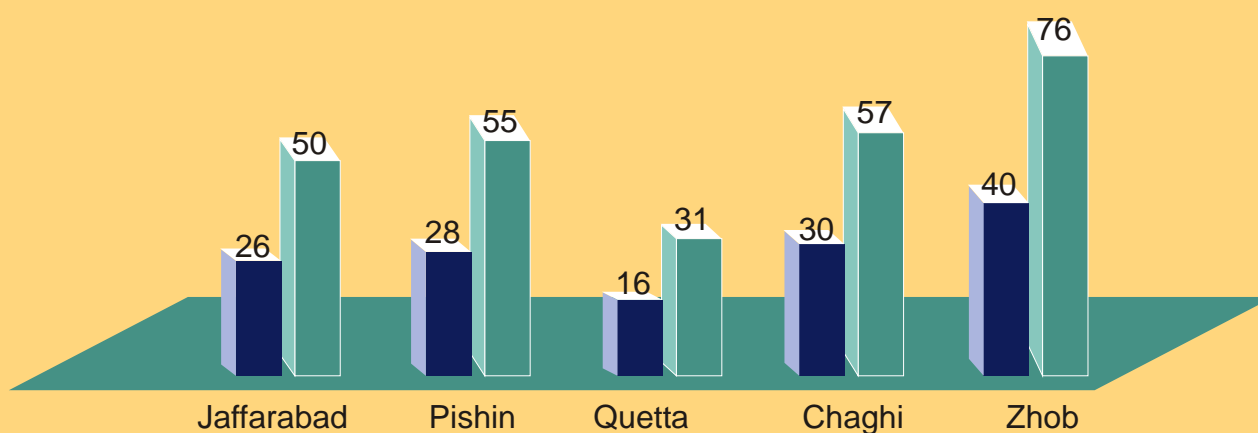
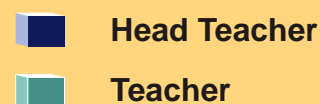
District	Rural			Urban			Grand Total
	Boys	Girls	Total	Boys	Girls	Total	
<b>Light Treatment</b>							
Chaghi	10	12	22	5	3	8	30
Zhob	11	9	20	9	11	20	40
Total	21	21	42	14	14	28	70
<b>Full Treatment</b>							
Quetta	5	5	10	3	3	6	16
Pishin	13	13	26	1	1	2	28
Jafferabad	13	13	26	0	0	0	26
Total	31	31	62	4	4	8	70
G. Total	52	52	104	18	18	36	140



## Project Achievement

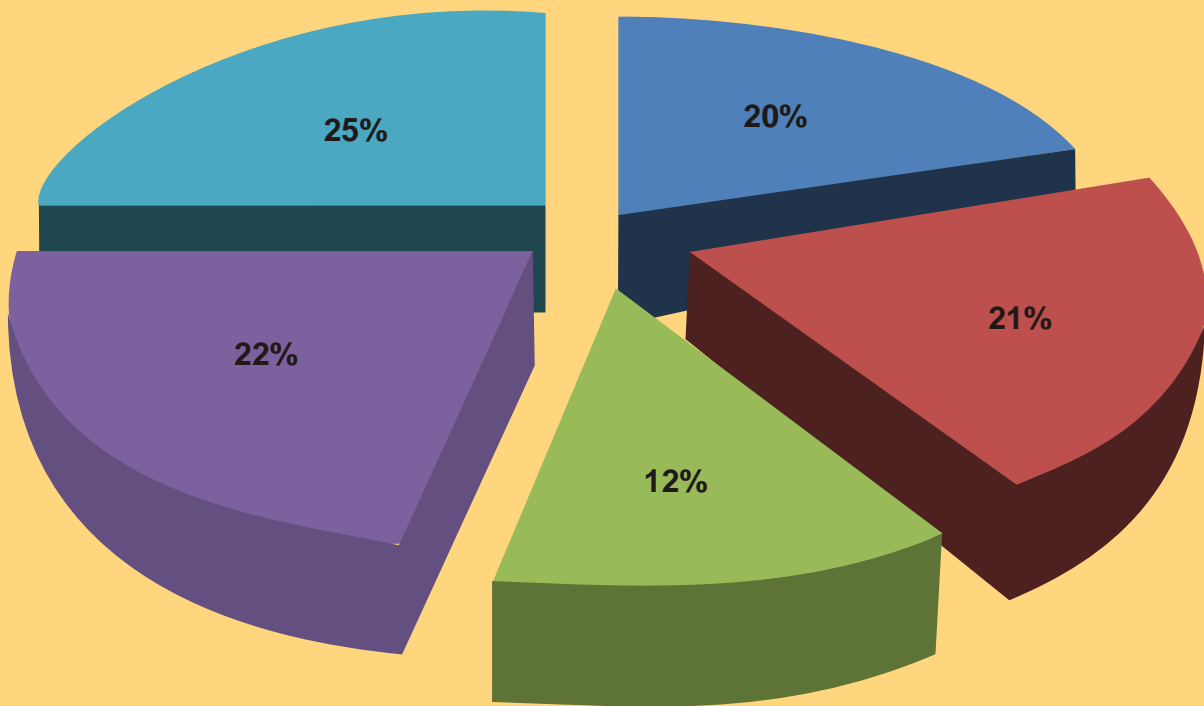
District	Schools			Grade 3 Students			Grade 5 Students			Total Students	Head Teachers	Teachers
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
<b>Full Treatment</b>												
Jaffarabad	13	13	26	192	198	390	196	194	390	780	26	50
Pishin	14	14	28	206	21	417	199	202	401	818	28	55
Quetta	8	8	16	120	120	240	120	118	238	478	16	31
<b>Total</b>	<b>35</b>	<b>35</b>	<b>70</b>	<b>518</b>	<b>529</b>	<b>1047</b>	<b>515</b>	<b>514</b>	<b>1029</b>	<b>2076</b>	<b>70</b>	<b>136</b>
<b>Light Treatment</b>												
Chaghi	15	15	30	218	219	437	217	205	422	859	30	57
Zhob	20	20	40	246	266	512	228	224	452	964	40	76
<b>Total</b>	<b>5</b>	<b>35</b>	<b>70</b>	<b>464</b>	<b>485</b>	<b>949</b>	<b>445</b>	<b>429</b>	<b>874</b>	<b>1823</b>	<b>70</b>	<b>133</b>
<b>G. Total</b>	<b>70</b>	<b>70</b>	<b>140</b>	<b>982</b>	<b>1014</b>	<b>1996</b>	<b>960</b>	<b>943</b>	<b>1903</b>	<b>3899</b>	<b>140</b>	<b>269</b>

## Teachers & Head Teachers



## Students Assessed

Jaffarabad Pishin Quetta Chaghi Zhob

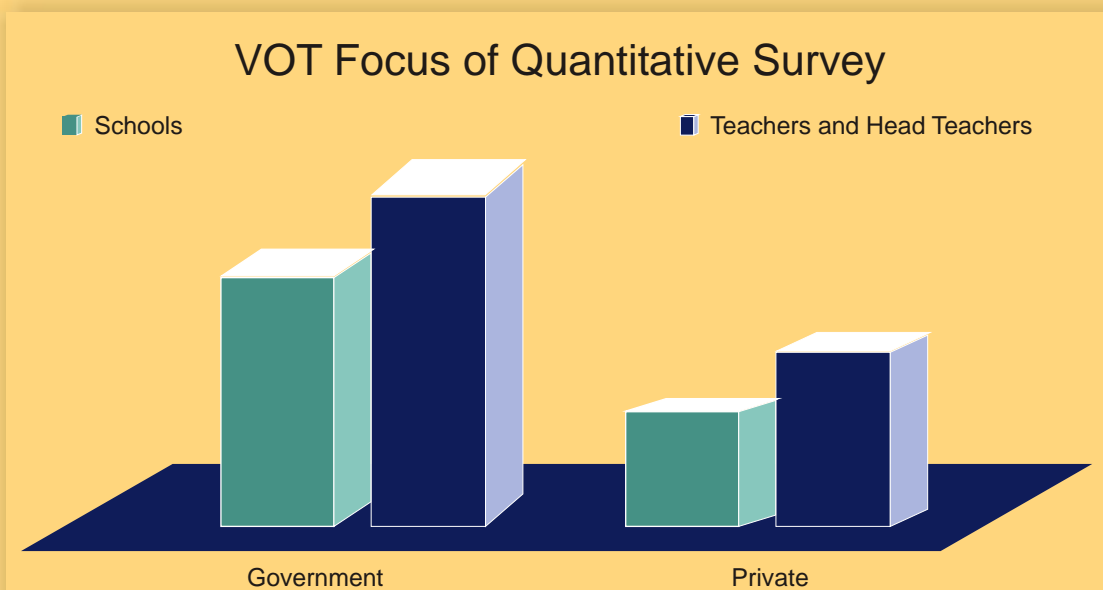


# Survey- Voice of Teacher

The voice of teacher survey is based on an extensive nationwide survey of over 1,250 teachers and head teachers in more than 600 primary, elementary and high schools across the country's four provinces, covering government and private schools in urban and rural areas. The SCSPEB as a provincial partner with SAHE conducted quantitative as well as qualitative survey in 3 districts "Quetta, Lasbela and Jafarabad". SCSPEB employed not only survey instruments but also conducted in-depth interviews with teachers and head teachers to develop a profile of teachers and the environment in which they work, and to document their key concerns.

The researchers' capacities build on conduction of qualitative and quantitative survey. The quantitative survey was conducted in 65 schools out of which 72% are government schools and 28 are private schools. The survey questioned 67% to teachers and 33% to Head teachers.

Quantitative Survey			
Districts	School Performa	H.T Questionnaire	Teacher Questionnaire
Quetta	22	2	30
Jaferabad	22	2	33
Lasbela	22	2	31



# Plural Business Partnership for Peace Building

Plural Business Partnership for Peace Building aims to strengthen the peace building impact of the EC and Member States (MS) through support to plural business partnerships and by building the capacity of the private sector to support community cohesion, promote business across conflict divides, and advocate for conflict-sensitive business practices.

## **Project Objectives:**

- ◆ To support community cohesion and resilience to radicalization through piloting conflict sensitive business practice.
- ◆ To build peace across conflict divides by strengthening and broadening business-to-business peace building partnerships.
- ◆ To support strategic implementation of sustainable, plural business partnerships for peace in Pakistan
- ◆ To engage the private sector in dialogue on policy recommendations for responsible business practices and advocate for these recommendations at a national platform

## **Activities during the year:**

- ◆ 9 village observation survey was conducted in District Lasbela
- ◆ Meetings with stakeholders:
  - a. Meeting with community in 9 villages of District Lasbela
  - b. Meeting with government officials of relevant departments.
  - C. Meeting with business community (chamber of commerce)
- ◆- Focused group discussion with community of Ghot Hassan Jamot.



# Events and Celebrations

## SCSPEB Annual Day Celebration

SCSPEB was established and registered on 22<sup>nd</sup> March, 1992 under society's act 1886 therefore it celebrates its anniversary on 22<sup>nd</sup> of March each year. The SCSPEB has produced un-countable human resources and serve the communities through its commitment and dedications. On occasion SCSPEB always acknowledges the services of its employees demonstrating their level of commitments and performance during the year but this year SCSPEB honored the commitments and dedications of all those employees who have covered the journey of SCSPEB since a decade. With pleasure members of SCSPEB were awarded certificates and a gift as a token of acknowledgement of their services. They included all the categories of employees from MD to Driver.

## Eid Melad-un-Nabi

SCSPEB celebrated the sacred event of Eid Melad-un-Nabi with greater respect and reverence, on 26<sup>th</sup> Feb, 2014. All the renowned organizations working in the development sector, based in Quetta were invited to participate in the event. Therefore a large number of ladies from various organizations participated and reaped the blessings of the congregation.

## Enrolment Campaign

An enrolment campaign activity in District Quetta and Killah Abdullah was organized by SCSPEB to enhance awareness and enrolment of out of school children. Enrolment campaign activities include:

- ◆ Banners display,
- ◆ Flyers distribution,
- ◆ Media Campaign and
- ◆ Meetings in communities

On the enrollment day awareness walks were held, with the participation of community members and volunteers. The routs of the walks were determined where most of the children are out of school. During the walk the volunteers visited the households of OSCs to motivate the parents to allow them (volunteers) to accompany their Out of School Children to the nearest School for enrollment. A media campaign in Quetta district was aired-on television cable channels and FM Radio 101.

In result the SCSPEB was capable to enroll **11899** new children to schools of both focused districts during 2014 whereas **2926** Boys & **4374** Girls newly enrolment in Quetta, **1074** Boys and **1148** Girls in Killa Abdullah and **1462** boys/ **951** girls to refugee camp schools.

## Sports Week

When children play the world wins!

SCSPEB celebrated sports week in Mohammad Khail and Muslim bagh Camp to encourage the students to take part in co curricular activities. All teachers, students, SMC members and Community members participated in celebration. Throughout the week several games e.g. Football, Cricket, Walliball, races, Rassi Taap and Rassa Kashi were played, banners were displayed and prizes were also distributed among the winners and winning teams.

## 16 days activism in refugee camps

The 16 Days of Activism for “No Violence against Women and Children” is an international campaign. It takes place every year from 25th November International Day for the Elimination of Violence against Women to 10 December (International Human Rights Day). The period includes Universal Children's Day and World AIDs Day, Child Labor Day and the Day of Persons with Disabilities.

During this time the SCSPEB run this activity in Afghan Refugee camp schools and HBGCs where all teachers, students and SMCs fully participated in the campaign through different kind of activities like: speeches, poems, role play and drawings etc. The campaign provided a chance to all camp residents, religious persons, teachers and students to express their views on GBV, Human rights, universal principles of humanity and persons with disability. The campaign focused on the following:

1. Raising awareness about gender-based violence as a human rights issue at the local, national, regional and international levels
2. Strengthening local work around violence against women
3. Establishing a clear link between local and international work to end violence against women
4. Providing a referral committee in which organizers can develop and share new and effective strategies

## Salam Teacher Day

Teachers are significant part of everyone's life. Teacher's Day is celebrated to pay tribute to teachers, who have dedicated a considerable part of their life to impart moral and academic knowledge to their students. Teachers need encouragement and support from the community to feel that their devotion to students is appreciated, as per the importance of this day the SCSPEB arranged various activities in focused schools of Quetta & Killah Abdullah, and Mohammad Khail & Muslim Bagh Camps. Prizes were distributed in honor of teachers.

## Annual Prize Distribution Ceremony in Refugee camps

A graceful, attractive and colorful annual prize distribution ceremony was held in all refugee camp schools; large number of students, their parents and teachers were present on the occasion. Prizes were distributed among the students, who got position in final examination. Project Officer AREP joined the ceremony and congratulated the students on their best performance and advised them to continue their efforts to achieve their goals of life.

## Organization of debate & poster competitions

SCSPEB is not only striving to improve the standard of education imparted in their focused schools, but it also emphasizes nurturing the talents of the students. In all schools, teachers play a vital role in working effectively for the personality enrichment, confidence building and academic growth of the students.

The Inter school Debate on given topic "Taleem-e-niswan ki Ahmiyat" and Poster Competition "Environmental Pollution" organized in BEP focused schools where the children were very well prepared, organized and equipped with the knowledge and information on their topic of debate. Mr. Manzoor Kakar and Mr. Nasurullah Zairay the present MPA's of Balochistan Assembly chaired the competition and Ms. Rasheeda Naz (ADO Chiltan Town) Ms. Mohib-e-zara (L.C Zarghoon Town) and Ms. Shazia (L.C Chiltan town) were participated as judges of the competition and appreciated the teachers for encouraging and polishing the skills of their students.



## Conduction of Annual Performance reviews


Parent Teacher School Management Committees (PTSMCs) Annual Performance sharing seminar held under Balochistan Education Program (BEP) to evaluate and reward against their performance in the schools. Randomly selected PTSMCs' shared their progress and evaluated against their responsibilities through presentations and school records. PTSMC member along school head teacher presented their full year performance through flip charts and diagrams. The PTSMC responsibilities included the monitoring of school, their contribution, and the enrolment increase and dropout in the school. The Government officials from Education Department also participated in the seminar. The panel of judges and a criterion of judgment were already set to judge and finalize the best PTSMC who contributed the most efforts in the school.

## SCSPEB Annual Review

Annual review is planned to generate information and progress (if made) on issues identified and decisions taken in last review. This review is specifically targeted on activities done and achievement against objectives of the projects, moreover, the steps taken to overcome on issues and gaps identified in last review. This review was project-specific, but the critical findings, if relevant to other sections and departments within the organization, were asked for proof documents. The format of the Annual Review was flexible. It must, however, cover the essential elements on results, progress towards outcome, outputs produced and relevant efforts on community participation for the improvement in Quality Education during the year.

## SCSPEB Board Meetings

The SCSPEB board is consisting on 7 persons with the richest background in education and its development. They are always available for the step by step, highly practical guidance to organize, operate and sustain high quality non-profit organization. They had joint meeting at the end of each quarter on several related agendas ranging from an individual employee to organizational financial and quality assurance issues. This year 4 board meetings were held to resolve several organizational issues and to facilitate in planning and its implementation.



# Case Studies

# Killi Ismail

## Introduction

Killi Ismail, Samungli road and Killi Shabo, Airport Road are two peripheral villages of Quetta city and are located at a distance of 3.5 and 4 km respectively from GPO Quetta. Though both the villages are located apart but their central locales are very close and thus constitute very near neighbors. Both the villages hold approximately 10000 families, in aggregate. Killi Ismail falling in PB 4, ward number 43, has its own small Bazar which suffices the daily needs of the area. Majority of the population earn their livelihood through government or public service and some through various types of labour activities. Generally the population is lower middle class with reference to their financial status. Both the areas are quite conscious and aware of education for their children. There is a Boys high school in killi Ismail which caters the boys secondary school education of both the villages. Both the villages have separate Boys Primary schools also.

The area has all the amenities like electricity, gas, water and telephone. It has mettle road and streets with sewerage system. Whereas Killi shabo is dwelled by a mix population of Pashtoons and Baloch, Killi Ismail is overwhelmingly populated by Lango clan of Baloch tribe.

## Context

Each of the villages had a girls' primary school. These schools were housed in rented building because no space was available where the government could construct buildings for these schools. Since the land in the area is very expensive and the rates of rental buildings are growing very rapidly therefore the landlords pressurized the government either to fix the rent according to their ceiling or to vacate the spaces. The government could not even renovate the dilapidated buildings of the schools because they were private property. Eventually the government was obliged to vacate both the rented buildings. This dislodged about 400 girls from their education. However on contentious demand of the parents the government decided to use Boys primary school buildings for girls in the evening. This helped resolved the issue partially because the parents do not allow the girls to walk to the schools in the evening when the roads are deserted and insecure. It drastically reduced the enrolment and punctuality of girls in the schools.

There is a government girls high school in Jinnah Town, a girls middle school GOR colony and girls middle school in Killi Almo which are the nearest institutions where the girls of Killi Shabo and Killi Ismail can go for their middle school education. But all the three schools are beyond access of the girls due to long

distance. Therefore generally the parents opted to stop the education of their daughters after they completed their primary education. A random survey demonstrated that around 200 girls were sitting at home for want of opportunity of middle school education.

The Balochistan Education Program launched on 2009, sponsored by Save the Children International with financial support of Embassy of the Kingdom of the Netherlands. During its process for selection of schools, SCSPEB took cognizance of the challenge faced by the residents of Killi Shabo and Killi Ismail. It took the issue with the Director Secondary Education Balochistan. He expressed his interest in resolving the problem and visited the area, accompanied by SCSPEB team, to find a solution. During the course of visit he found a building owned by APWA located in Killi Ismail. The APWA management was approached and requested to permit the department to use the building as school for girls of the villages but the management did not agree with the proposal. Fortunately during the visit to government boys' high school Killi Ismail, it was found that the school had a large piece of land which was not being used and could be spared. The good thing is that it is located in the center of both the killies.

In a meeting with the SCSPEB, the Director Secondary Education decided that government girls primary schools Killi Shabo and killi Ismail may be merged together and they may be provided a building on the piece of land spared by government boys high school Killi Ismail. He also offered that the new school will be upgraded to middle level if it is provided a building and required material.

The SCSPEB discussed the proposal with Save the Children who were very happy to finance the intervention in the interest of girls' education of the area and the interest demonstrated by the Director Secondary Education. Consequently the SCSPEB carried out all the planning for construction of a new building for the school and provision of all the accessories required for a model girls middle school. The construction work started on October 9, 2012. The Honorable Chief Minister Balochistan, Dr. Abdul Malik was pleased to lay the foundation stone of the building. The Government of Balochistan Education Department declared the school up-graded to middle level vide notification No. SO (Dev)11-14/2012/324-28 Dated: 21st March, 2012.

During planning for construction of an up graded school building it was found that in case the normal scheduled rates of construction approved by the GoB are followed, there will not be sufficient funds available to finance the project. The SCSPEB therefore decided to reduce the cost, without compromising on the

quality of construction, as much as it could. The engineers of the SCSPEB worked very hard on the construction design and negotiation with the contractors. Resultantly the SCSPEB was able to bring the cost estimates to a level where it was possible to complete the work within the available funds. A beautiful, specious, bright and airy building has emerged due to a very strong and continuous monitoring and counseling of the contractor and the artisans by the engineers and the management of SCSPEB. The construction work was regularly monitored by the SCI engineering team too.

The school building consists of 8 classrooms, 1 staff room and 1 Head teacher' Office both with attach bathroom. The school has specious corridors, a Hall and 4 toilets for the students. All the rooms are provided with beautiful ceiling and tiled flooring and stair box. The school is covered by a boundary wall.

During earmarking a piece of land for the new school, it was found that the house of the school chokidar and a block of toilets will be dislocated and go to the premises of new school. The head Master expressed his displeasure and decent to agree to the arrangement. The issue was resolved by construction of a house for the chokidar and 4 toilets on the premises of boys school. It rather eased the situation in the school.

The decision of merger of two schools and establishment of Government Girls Middle School Killi Ismail was taken with the consent of the stakeholders and notables of both the villages. They supported the SCSPEB at all the stages of construction and other matters related to the upcoming schools. the community is now ready for formation of Parent Teacher Management Committee (PTSMC) which will support the school in its smooth running, enrolment, regularity and punctuality of the students etc. the PTSMC will represent both the villages equally. Since the government has decided to introduce Early Childhood education in all the schools under a phased program, therefore an ECE classroom with required configuration has been provided in the school. The school has also been provided child friendly furniture and ECE learning material to provide conducive learning environment.

## Impact of intervention

- ◆ The new premises will provide a learning space to the girls who suffered after their schools were closed.
- ◆ The present venue is almost in the middle of the two benefiting villages therefore it is accessible for all the girls of the area.
- ◆ The merger of the schools will help the teachers share their experience and skills they had acquired in the defunct schools.
- ◆ It will improve the enrolment and completion rate of the students.
- ◆ The availability of a middle school will foster a desire among the parents and the children to continue their education to secondary level at least.
- ◆ The school will provide a feeder for Government Girls high School Jinnah Town Quetta
- ◆ There is a potential of up gradation of the school to secondary level which will reduce the burden of GGHS Jinnah Town Quetta
- ◆ The School will serve as a model and its learning, practices and experience can be replicated to improve the functioning of other schools.
- ◆ Even the construction of the school and its configuration can also be replicated in the development of new schools

# Killi Nasran

Girls' Education in Balochistan is confronted by a plethora of challenges ranging from lack of access to lack of quality, and from poor transition rates to alarming levels of drop out. All these challenges are sophisticatedly interlinked and distressingly impact the future of both enrolled and out-of-school children.

Killi Nasran is situated in UC Nawa Killi, tehsil Zarghoon town; district Quetta at a distance of 7 km from GPO Quetta. It is surrounded by Zarghoonabad in the North, Tahakabad in the South, Kotwal in the west and Quetta Cantt in the East. Killi Nasran has mixed population but majority belongs to a Pashtoon tribe Nasar, from which the village borrowed its name. Besides Pashtoons it is dwelt by Christen community, Punjabi & Urdu Speaking families. Infact it is a new village which was set up by Nasar tribe who migrated from Chaman some 60 years back. Majority of population is quite conscious and aware of importance of education but facing access issue of middle schooling for their girls. The area has all the amenities like electricity, gas, water and telephone but there is no girls' middle school in the village. Some families, who can afford the expenses of schooling outside the village, send their daughters to Mission Road Girls High school or Wapda Government Girls High School, which are situated about 8-10 km from Nasran. However the SCSPEB upgraded Government Girls Primary School Bashirabad under BEP which is about 2-3 km away from the village but the parents were not ready to send their daughters to Bashirabad due to their tribal taboos.

Demonstrating their interest towards Education the community persistently requested education department for up-gradation of their school from primary to middle level but due to lack of resources the government could not respond positively. Even the government could not have a solution for 20-30 students who pass out from primary school each year. However on continuous demand of the parents the SCSPEB evaluated the situation and decided to upgrade Killi Nasran under Balochistan Education Program (BEP) to address the issue. The school was proposed to be upgraded to middle level with the approval of the government as an input of the program intervention.

The community also showed great interest in the management of the school. They formulated "Parent Teacher School Management Committee (PTSMC)" a management body to link the community, school and also the education department into a bond which is strengthened by collective goodwill for students and education. The PTSMC members' capacities build on their roles and responsibilities. PTSMCs were also involved in financial issues and accounts were opened to carry out the financial transaction. They developed a school development plan (SDP) which highlighted the prioritized needs of the school reference to its up-gradation issue.

The SCSPEB following the SDP worked out the room construction plan and also worked with the education department for re allocation of the teachers from schools which could afford to part with some of their faculty members. Thus minimal additional liabilities for the government were created. The SCSPEB arranged appointment of 4 new teachers including 2 SST(G), 1 SST(Sci), 1 JET and 1 supporting staff of Grade IV are serving in GGMS Killi Nasran and will be regularized by the government once the program period is passed. Moreover, the program has also facilitated trainings for new and existing teachers on various contents including child focused health education, child protection, child rights and positive disciplining, child friendly teaching and disaster risk reduction. The teachers and student awareness rising sessions for child focused health are also being conducted and Mothers, Teachers and girls were capacitated on specific health issues to adolescent girls. 15 teachers in GGMS Killi Nasran have received trainings on the mentioned topics.

The school was provided furniture, disaster risk reduction (DRR) material, sports kits and school health and nutrition (SHN) kit. The PTSMC proved a great change agent in the area. In 2012 the school was formally notified as upgraded middle school with the enrolment of 388 students. The number of students has risen to 486 till 2014 out of which 37 are studying in middle section. Apart from the up grading school to middle level, on the demand of the community a classroom was also constructed in present school building at 1st floor. This is an unprecedented intervention and a value addition to their education. The SCSPEB proved that small amount of efforts in the way to education can overcome the issues of access and quality.

## Impact of the up-gradation

- ◆ Cost effective model of school up-gradation is in place.
- ◆ Opportunity provided to girls' students through upgraded school.
- ◆ Employment opportunities provided to graduate females of the community to become a teacher and financially support their families.
- ◆ Up-gradation of GGMS Killi Nasran will improve the enrolment and completion rate of the students.
- ◆ The availability of a middle school will foster a desire among the parents and the children to continue their education to secondary level at least.
- ◆ The school will share the burden of Mission Road Girls High school and Wapda Government Girls High School Quetta
- ◆ The School will serve as a model and its learning, practices and experience can be replicated to improve the functioning of other schools.



# Khan Samad Khan

Khan Samad Khan Shaheed girls' middle school is situated in Pashtoon-abad of Quetta city. Pashtoonabad is situated at a distance of 8 km from GPO at the south-east part of the city under the shadow of Koh-e-Murdar at east boarder by satellite town in the west and Sirki kalan in the North. The majority of the residence of the area is migrants of rural tribal areas of Pashtoon. They are rigid and hold their cultural taboos very dear to them. Education, particularly female education is not their priority. There are 3 girls' primary schools and one girls' middle school at a distance of 1-2 km. The government of Balochistan constructed a building for girls' middle school under MPA development program and handed over to department of education in 1999. But the education department could not motivate the parents to send their daughters to school. Therefore the building remained unutilized for some time.

The management of Pak Turk International School approached the education department and offered to establish quality school in Quetta if the government provides them a building. The government handed over the said deserted building to Pak Turk International School to house a private school. It was an elite school and the organization had to admit students from all around the city for which they arrange transport. After 10 years of their functioning the organization shifted to their-own building and vacated the school. The education department again could not make the school functional.

The SCSPEB in 2010 under BEP focused all the 3 girls' primary schools and a middle school of the area to improve their teaching learning environment, provide missing facilities and training of teachers. The SCSPEB, through its regular approach of community participation, involved communities which enhanced enrolment and improved retention in these schools. The community observed the success of these schools. They took notice of the defunct girls' middle school in the area and raised a demand for High school. The SCSPEB carried out a survey of the possible en-catchment area of the school. It was found that quite a few girls were sitting at home after completing their primary and middle school education because the nearest school was un-accessible for them. The teams motivated the parents and mobilized them to send their daughters to school if the non functional building is renovated. The SCSPEB also worked with the education department for re allocation of the teachers from schools which could afford to part with some of their faculty members. Thus minimal additional liabilities for the government were created. After getting appropriate enrolment up-to middle level the school was upgraded to high level. The SCSPEB arranged appointment of 4 secondary school teachers, one lab assistant and one support staff for the school. The school was provided science lab, disaster risk reduction (DRR) material, sports kits and

School health and nutrition (SHN) kit and missing facilities i.e. extension of boundary wall, flooring, water & sanitation facilities etc. The staff was given orientation on uses of all this material with reference to curriculum. PTSMC members were capacitated to work with the parents and convince them regarding the importance of female education and send their children to school. The PTSMC proved a great change agent in the area. In March 2010 the school was inaugurated with enrolment of 275 (mix of 96 Boys and 175 Girls).

A separate Computer Lab has been provided where 10 computers, Printer, UPS, stabilizer were installed through a networking system. Lab was also provided computer table/stool.

Small amount of efforts in the way to education can overcome the issues of quality and access. Consequently the deserted school became functional through a model of community participation and inaugurated with minimal enrolment, school up-graded to high level and created opportunities for girls to get secondary education, enrolment/retention enhanced to 440 in 2014 and all are girls. Retention rate is growing year by year and dropout rate is minimal. The school in fact is playing a role model for its sister organizations operating in the area and also provides a good model for provision of quality education and public-private-donor cooperation.

# Handicapped Child

The handicapped children are not welcomed in our schools particularly the blind children are neither supported by the parents nor the schools accept them. This is why schools for handicaps have been established separately. Same is the case with Quetta where a complex for education of the handicaps have been established which is supposed to cater the educational needs of children who are victim of handicaps of various nature. Therefore it is quite unusual to see a blind child studying in a normal school.

The Balochistan Education Sector Plan 2013-18 has introduced the concept of inclusive education for the first time. In line with the recommendations of the plan, the Save the Children International (SCI) has started working on inclusive education. It has constructed building for ECE classes where the needs of handicaps, particularly the blinds have been kept in view. The ECE teachers have also been oriented on the importance of inclusive education.

Sana Khayal Mohammad is a resident of Tin Town area of Quetta and belongs to a poor labour family. She is blind by birth. Her parents are in Karachi for earning their livelihood and generally visit Quetta during the month of Ramadan. Sana lives with her Grandmother who works with different families to earn bread and butter for her family including Sana. Sana has cousins who co-live under one roof. The cousins go to nearby school, Government Girls High School Shafeeq Shaheed Quetta. Sana remained at home alone when her grandmother and the cousins were away during the day. She was sick with her loneliness and did not know whom she may play with or what to do. She could not accompany her cousins to school because she thought she will not be welcomed there.

One day the ECE teacher Ms. Rahila Yasmin asked the children that they can bring with them their relatives who are handicapped and are sitting at home. She will teach them along the normal children. The cousins took the message to their home and to Sana. The Grandmother agreed to send the blind Granddaughter to school. Sana also ready, though a bit confused. However the teacher welcomed her and started teaching, though she was not properly trained for the needs of such children. Ms. Rahila told that she started with developing and grooming the four senses of the child i.e. touching, smelling, listening and tasting. She gave Sana training in touching and listening first and also developing her skill of estimation and judgment. Through these senses the teacher taught the child to listening and touches various objects and understands what they are? When she was able to discriminate one thing with other then she started teaching her counting. After it she prepared alphabets of hard board which the child touched

And consolidated its shape in her mind. Then she taught the sound of those particular alphabets and after some time Sana was able to join different alphabets, make words and produce the sound.

The teacher told that Sana is a very active, smart and intelligent child. She takes part in almost all the classroom activities like other children. Her learning pace is second to none. She is very regular and punctual. She has set an example for other children. The teacher is confident that Sana can grow into a very good progressive student if she gets properly trained teacher and learning environment.

No doubt Ms. Rahila has also set an example for other teachers that physical handicap is never a handicap of intelligence. The handicapped children have rights equal to the normal ones.

# Teacher Training Impacts

Children's early years of school are a period in which cognitive, affective and social processes are constructed and transformed very rapidly. Therefore it is considered that a well-trained teacher may be provided to the children but unfortunately our public sector education lacks such teachers. Therefore the school becomes dull and un-attractive place for the young children. We have lack of trained resources. This limits the level of knowledge imparted to the students and restricts the students' ability to access existing knowledge and generate new ideas.

Ms. Samina Bashir, is an ECE Teacher in Government Girls High School PAF Base Quetta. She acquired her secondary level education from the same school and got PTC training from Government Girls Elementary College Jinnah Town Quetta. PTC training is a highly theory oriented program and dedicates a few days for practical teaching in the school. Therefore the graduates of PTC experience problems when they start teaching independently. Ms. Samina was appointed as teacher at PAF high school Quetta where she taught primary classes. She was promoted to Mujahida Montessori Fizaiya (PAF) School, where she assigned a Montessori class because the management thought that as a trained teacher she will be very helpful to teach the young children. She had no mentoring support in the school and she had to devise her own method of teaching the children. She told that she had heard about play way method of teaching but did not precisely know what the method was. Therefore she could not properly synchronize learning and playing.

The Head Mistress Government Girls high School PAF Base assigned her ECE class which had recently been introduced in the school under the Balochistan Education Program (BEP), intervention. The SCSPEB was the implementing agency. To introduce ECE in the school the SCSPEB provided a separate room, Teaching and learning material and also arranged training for ECE teachers before the establishment of ECE class in the school. Ms. Samina also participated in the 10 days training on ECE teaching techniques. Since she had already experience of teaching the young children therefore she had a lot to share with the master trainers and her co-trainees. She, during a meeting with the SCSPEB team, told that she had for the first time learned how to teach the young siblings. She used the practices which were shared with her during training. She developed six learning corners in the class room and used them very skillfully for independent learning of the children. It created very conducive environment for the children. She is feeling very comfortable with the children who now come to school willingly and happily and respond to the teacher to her satisfaction. The parents are happy and the colleagues too.

One of the teaching staff of Government Girls High School PAF Base Mrs. Shehnaz was watching interestingly Ms. Samina working in the classroom. She was much impressed by her behavior towards the children. She has a handicapped daughter who was reluctant to go to school due to her weakness. The teacher asked Ms. Samina if she could send her daughter Sana to ECE class. Ms. Samina told that during her training she was also oriented on concept and need of inclusive education. She assured that the daughter will not feel alienated in the class. She also told that the ECE classroom has been structured to facilitate the handicaps also. Mrs. Shehnaz took a sigh of relief and assigned her daughter to Ms. Samina, who took it as a challenge. She arranged an environment in the class where Sana felt quite at home and very soon she took part in all the activities like a normal child. The girl was a very brilliant student who was being spoilt at home.

Ms. Samina is a model for her colleagues in the school who respect her and are happy to learn from her.

