

SCSPEB

Update

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Dear Readers:

It is our privilege to share with you the first edition of the Society for Community Support for Primary Education in Balochistan (SCSPEB) Newsletter. In our forthcoming editions we would introduce one of the programs being implemented by SCSPEB, activities and achievements of the quarter, SCSPEB news-details of any particular event(s) that took place during the quarter, Educational development activities Experience sharing - case studies, interviews, articles from our beneficiaries.

SCSPEB

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



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



Over the period of ten years Society implemented a number of projects namely: Community Support Process (CSP), Fellowship Programme, Home schools, Parent Teacher School Management Committees (PTSMCs), Primary Education Quality Improvement Program (PEQIP), Community Model Schools, Primary Environmental Care at Girls Primary Schools (PECGPS), Balochistan Trial District Management Project (BTDMP), Focus District Project, Increasing Participation in Girls Primary Schools (IPSPG), Education Quality

Improvement Program (EQUIP). It is through all these projects that SCSPEB has been able to increase girls enrollment from 80,000 to 182,000 which makes rural female literacy ratio from 1.5% to 8.9%. Moreover SCSPEB established 1100 primary schools, 4234 PTSMCs, 16,500 Village Committee Members (M/F), 3,300 Formal Groups organized and has direct access to 1,700 villages in Balochistan.

At present the projects being implemented include: Afghan Refugees Education Project (AREP), Water and Environmental Sanitation WES Tehsil Package, Releasing Confidence and Creativity (RCC) an early childhood education program, Development In Literacy (DIL) a Middle School Project, Vocational Training and English Language Program (VTELP) for Afghan Refugees.



Mission Statement

"To create partnership between beneficiaries, the Government and funding organizations in all social sectors for sustainable development."

Project Introduction

Releasing Confidence & Creativity (RCC) (building Sound Foundations for Early Learning in Pakistan)

Vision

The vision of the programme is to improve early learning and teaching in government schools.

Background

RCC is a program, which focuses on supporting practices and structures in communities, schools, NGOs, and the government that effectively promote Early Childhood Development. RCC is a USAID funded programme being implemented on a pilot basis from January 2003 to March 2004 under the auspices of the Agha Khan Foundation Pakistan (AKFP) in the Balochistan and Sindh provinces targeting 100 schools (50 in Balochistan and 50 in Sindh Province). In Balochistan, the core

Implementation of school and community-based activities is being carried out by SCSPEB. Technical Assistance is being provided by the Sindh Education Foundation (SEF), which is responsible for the overall data analysis and information dissemination of the programme, and the Teachers' Resource Centre (TRC), which is providing support with regards to teacher training and material development. Additional programme partners include the Agha Khan



Education Service (AKES) and the Health and Nutrition Development Society (HANDS) for implementation in Sindh as well as Agha Khan University Human Development Programme (AKU-HDP) and AKF Geneva for further technical assistance.

Objectives & Thrust Areas

The RCC programme concentrates on encouraging innovation and developing techniques that can be replicated by government and NGO partners. For these reasons, the provincial governments

Have been intimately involved in the planning and support of the programme. At the conclusion of the programme, the goal is to have created several sustainable, replicable models

That both the government and other NGOs may take to scale as they institutionalise child-centred katchi classrooms.

The programme focus on the following five areas:

Human and Institutional Capacity Building

Activities that seek to develop a broad understanding of ECD concepts and appropriate teaching techniques within individual classrooms, schools, communities, local government structures, and implementing NGO partners. These include providing trainings on ECD, developing material and arranging study tours/exchange visits.

Community-Level Interventions

Activities that focus on working creatively to promote the importance of ECD in the communities and encourage their greater participation in the school environment. These include conducting awareness-raising campaigns in communities about ECD.

Learning, Dissemination of Lessons and Policy Dialogue for Education Reform

Activities that address the need to raise the profile and connect entities interested in ECD

Improving the Physical and Learning Environments of Schools

Activities that recognize the importance of physical improvements to communities, teachers and schools and work as avenues for engaging communities in taking an interest in other aspects of their children's learning environment.



Training for Local

Government Under the GOP Devolution Plans

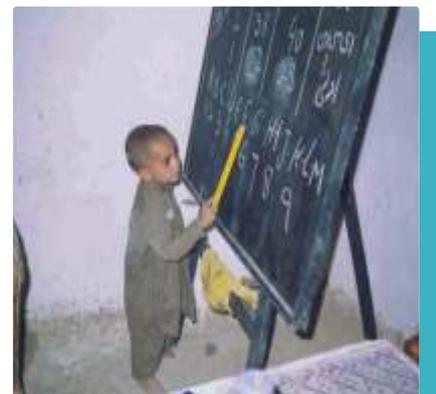
Activities that are crucial to building appropriate capacity for local governments and school officials to effectively support the efforts of NGO partners in RCC and take lessons to scale. These include providing programme orientations and sharing program achievements.

RCC Progress in Balochistan

In Balochistan SCSPEB has implemented RCC Program in 6 clusters of five districts of Ziarat, Pishin, Killa Abdullah, Mastung and Chagi. It has begun implementation in 50 schools. The progress to date under RCC is as follows:

- Conducted a one-day workshop in Quetta titled, "Orientation and Awareness Workshop on Early Childhood Education (ECE) & Role of Local Government and Education Department Officials in Releasing Confidence and Creativity (RCC) Programme".
- Conducted meetings with DOEs, VECs, WVECs and PTSMCs to raise awareness and support for RCC.

- Identified 50 ECE teachers, for teaching the kachi class and 6 lead teachers, who will provide monitoring and support to teachers in each cluster.
- Facilitated 3 trainings for staff which include:
 1. A two-day SEF Training on Monitoring and Evaluation for lead teachers and field teams.
 2. A nine-day TRC training of katchi class teachers, caretaker teachers and cluster supervisors on ECD teaching methodologies and implementing the national curriculum.
 3. A five-day training on Mentoring and Monitoring for lead teachers and ECE facilitators in Karachi.



Quarterly Achievements

Vocational Training and English Languages Programme (VTELP)

Vocational Training and English Language Program started with the support of Rotary International Afghan Refugees Relief Efforts Committee in Muhammad Khail, Afghan Refugees Camp. The Program focused three skills:

- ✍ Masonry
- ✍ Plumbing
- ✍ Electrician

The objectives of the program are to train 100 persons in each skill within a period of three months following the training outline provided by Rotary International. The English Language Program was also started with a focus to train 75 male and 75 females



Releasing Confidence and Creativity Programme (RCC)

- ✍ Newly assigned ECE Teachers were provided with refresher training after assessing them through interim monitoring process.
- ✍ A baseline survey of RCC children, classrooms, community, family and school is underway.
- ✍ Mentoring team including Lead Teacher and RCC Team were trained.

Afghan Refugees Education Project (AREP) Achievements



- ✍ 128 teachers trained.
- ✍ Material distributed in 56 camp schools
- ✍ Five one day Educational workshop were organized at camps level.
- ✍ 3000 additional children enrolled.
- ✍ Celebrated "World Refugee Day" at camp level and provincial level.

Water and Environmental Sanitation

- ✍ 12 sensitization/orientation and awareness workshops were organized at UC level in Pishin and Khuzdar districts.
- ✍ Sanitation week was held at tehsil level in Khuzdar.
- ✍ 25 Child Clubs formed in both districts (Pishin and Khuzdar).
- ✍ 2 mason/volunteers training were conducted at tehsil/cluster level.
- ✍ 26 Flahee training and follow up visits conducted in 26 village level.
- ✍ 6 PRA and planning training were conducted for nazimsc and ouncilors (M&F).
- ✍ 18 training were conducted for the members of child club.
- ✍ 57 latrines were rehabilitated and 4 hand pumps installed.
- ✍ Baseline survey conducted in 12 UCs of both districts.

Action Research and Training (ART) Cell

- Education Decentralization Reforms Case Study on Fiscal Devaluation in Education in District Pishin The study was initiated by the Ministry of Education, Islamabad in collaboration with UNESCO. The Society for Advancement of Education (SAHE) was selected to conduct the study, and SAHE further selected SCSPEB as its partner in Balochistan.

- Feasibility Study in Old Refugees Camps (Balochistan) Save the Children US possibly wants to handover the implementation of the Afghan Refugee Village Education Program to a Local NGO. Therefore, a feasibility study was conducted by SCSPEB to understand the implementation of the SC-US Education Program.

Middle School Projected Assisted by Development in Literacy (DIL)

Middle School Project started with the assistance of DIL to contribute in narrow the gap between primary and Middle Schools. The Project focuses 10 schools in three districts i.e. Mastung, Pishin and Ziarat. Cluster and potential teacher identification process have been developed and initiated.

Information Section

- ✍ Developed analysis and provided information for PRA Training at tehsil and workshops and seminars at district level for line department officials under WES Project in Pishin District and Khuzdar.
- ✍ Facilitated SEF training on "Baseline Data base Management" for data entry staff under the RCC Project.
- ✍ Completed data entry of Child Assessment, Family Profile, Classroom observation and School Profile under RCC Project.

SCSPEB NEWS

SCSPEB celebrated its tenth anniversary this year. In this regard a dinner was organized in which board members, present employees and some ex-employees participated. Recognizing the efforts of those employees who had been continuously working for the last one decade two grand prizes were given which included:

- ✍ A gold jewellery set was awarded to Mr. Shabir Ahmed, Manager Programs for his decade contributions.
- ✍ An Umra ticket was given to Abdul Samad, Driver for his decade services.

SCSPEB

received National Chagi Award for its valuable contributions in the promotion of female education.

SCSPEB

received UNHCR Award on World Refugee Day held on June 20th for performance and participation in building future of refugee youth.

SCSPEB

Board elections were held on June 21st in which, Mr. Kamal Hassan Siddiqui is elected again as SCSPEB President, Mrs. Hussan Baloch Vice President, Prof. Ejaz Ahmed as Finance Secretary and Dr. Fazal as General Secretary. Congratulations to all board members.



Education Development Activity

Education Sector Reform Assistance (ESRA) Program launched Whole District Initiative (WDI) in Balochistan on June 23rd. 2003. Federal Minister for Education Mrs. Zubaida Jalal was the Chief Guest of the event. Participants from district, provincial and national level participated in the seminar.

Experience Sharing

"A Seed for Change" (Case Study)

Mr. Shah settled in Khatan, Khuzdar in the year 1997 where he constructed a small dairy farm in the premises of his house. Mr Shah did not have access to education in his youth and has spent his entire 45 years of life in poverty. In 1997 the SCSPEB team chose the Khatan area for the establishment of the Fellowship Girls Urban School. Mr. Shah seeing the efforts being made was very delighted; he recognized that it was an opportunity in which he could help in the process of promoting education. He voluntarily worked with the SCSPEB teams, and as a result, keeping his efforts in consideration, the community made Mr. Shah a member of the Parents Education Committee (PEC). Subsequently he was made the chairman of the Committee. Whenever there was a delay in the cheques from the Balochistan Education Foundation, Mr. Shah, with the help of all the committee members (for six months) ensured that the teachers got paid. Plus he ensured that reading/writing material was made available, he worked for the construction of the school building and moreover assured its cleanliness.

Although SCSPEB assisted the PEC and provided them with technical as well as financial training, later on, the

work was carried out completely by the PEC. Today, the school is operating well, still operative with an enrolment of 170 boys and girls and a savings of about Rs 150,000.

Then, the Increased Primary School Participation of Girls (IPSPG) Project was initiated in June 2000 in Khuzdar (on the other side of the village). Even under this project, Mr. Shah worked with SCSPEB teams as a volunteer in Government Boys School Mengalabad. He arranged community meetings and assisted in the formation of VECs and WVEC. With the overall efforts, 80 out of school girls were enrolled in the school. In fact, Mr. Shah's two daughters and sons are also getting education there.

Mr. Shah was once asked by the team about why he took so much interest in the education process. His reply was that his entire family was illiterate and not able to enjoy the fruits of education; he did not want this to happen to the new and the forthcoming generations. Not having the opportunity to avail education, he knew its value.

Mr. Shah, apart from his time contribution, under these projects the children have been also donated 100 X 100 sq. feet of land, Costing up to

Rs.35, 000 and constructed 2 rooms for the school. In addition, with his continuous efforts he was able to construct a boundary wall and now the children are studying under the school being formed by Mr. Shah.

Mr. Shah's dedication to this cause and the well-being of his village is depicted in the following incident which he described. Once, a villager was taking mud to his house from the school building, which would have resulted in water overflow. Mr. Shah stopped the villager but the villager said that the school building is the property of the government and that Mr. Shah had nothing to do with it. On hearing this, Mr. Shah replied, "I am well aware that this building is a government building but yours as well as my children are studying in this school." When the situation was put to him that way, the villager excused him and said that he was sorry.

While talking about the situation of the schools, Mr. Shah says that all the teachers are very cooperative and he had no doubt about their performance. He also said that under these projects the children have been enrolled and are getting education through mutual cooperation. He only hopes that the other committee members are cooperative and realize their duties so that future generations could benefit from the fruits of education.