

# SCSPEB Update

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## Completion of Vocational Training and English Language Program (VTELP) Award of Appreciation by Rotary International Afghan Refugees Relief Committee

### Background



In the year 2002, the need was felt to expand education services in the camps to the adult population. As it is often the case, refugees are faced with numerous difficulties in adjusting to the life and conditions of refugee camps. Adults in the camps often lack skills and sources of income generation that are suitable for their new situations. This often results negatively in adults becoming dependent on the assistance they receive and in some instances leads to adults seeking illegitimate avenues of income generation.

As a result of this, the Vocational Training and English Language Program (VTELP) was

initiated. The Project was implemented by SCSPEB from 1st May to 15th August 2003 in Muhammad Khail Camp with the support of Rotary International Afghan Refugees Relief Committee.

Six senior instructors (M/F) (3 for ELC and 3 for VTP) along with their assistants taught the basic English Language Course and transferred the skills to the targeted groups to become skilled and competent enough by using the acquired knowledge to lead a respectful life ahead as well as contribute in the development of their country.

### Objectives

To develop or increase the skill level of adults of the Mohammed Khail camp in a particular vocation and/or English.

camp and for when they repatriate to Afghanistan.

To increase the income generating Courses

To contribute towards decreasing the burden of the Pakistan Government in

Under VTELP the following 3 months courses were offered:

English language course for adult males

Vocational training in masonry, plumbing

Under the Program certificates of participation was awarded to each learner of VTP and ELC. The learners of VTP were also provided with a tool set along with cash Rs. 500 each.

### Achievements

During this short duration of three months a total of 243 learners were trained in three mentioned skills (Plumbing 95, Masonry 65 and electric 83). Whereas, in English Language Course 194 students were enrolled (Males 114 and 80 Females).

Recognizing the concerted efforts of SCSPEB had been awarded by Rotary International Afghan Refugees Relief Committee an Award of Appreciation for services rendered towards Afghan Refugees Relief Effort Program.

Two kacha building were constructed by the learners of VTP in which the masonry students' completed construction work from foundation to roof and the electric students were involved to the complete fitting of the wiring in the building. Whereas, the students of plumbing installed the pit latrines and they also completed the pipe and sanitation fitting.

The Project has provided another dimension to refugee's thoughts and now they are eager to acquire skill and knowledge. However, there is still room to make more efforts among the refugees though many have acquired knowledge and skill that can be replicated to the remaining population. But there are many interested who have left behind and not yet received the benefit of this short program.



## Mission Statement

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

## 2 A Decade of Contribution Towards Female Education

### Experience Sharing by Learner's of VTELP

The VTELP after successfully completing its tenure of three months came to end on August 30, 2003. At the end of the Project the learners of the three different skills and English Language Program shared their experiences regarding the benefits and impacts of the Project. The following section describes the experiences of learners of each skill:

#### Plumbing

Mr. Sakhi was the learner of the plumbing section of the Vocational Training and English Language Program (VTELP). He belongs from Baghlaan (Afghanistan). He has three brothers and four sisters. His father used to be a farmer in their country but at present they are living as refugees in Muhammad Khail Camp. Now his father is paralyzed and cannot walk. He said that the only source of their earning is his younger brother who has got a small shop and the income generated from the shop is not enough to meet their sustenance requirements. Under the VTELP he got the opportunity to acquire plumbing skills. He said that previously he had nothing to do and used to wander idle whole day long. Now after acquiring the skill he has got the know how of plumbing and could work as a plumber. He said that through this skill he could work on daily wages and support his family. He further added that by the time he would return back to his country he would have acquired expertise in this skill and would adopt it as a profession and replicate the skill among others.



#### Masonry

Mr. Muhammad-Ullah is residing in M. Khail camps as a refugee since 2001. He belongs from Qandus district of Afghanistan. He is a son of tenant and has three brothers and four sisters. After migrating to Pakistan he started working as a labour, where he was paid Rs. 100 per day with the intervention of the VTP in M. Khail he got an opportunity to acquire masonry skills. After completing this short course of three months he has got the now how of masonry. He said that previously he used to assist others but now he could do masonry work himself and can earn Rs. 300 per day.

He further added that apart from these three (Plumbing, electric and masonry) skills the adults need to be trained in agricultural and vehicle maintenance skills, which would provide them with more earning opportunities.



#### Electrician

Mr. Syed Shah is 55 years old and belongs from Allahabad (Afghanistan). He said that he was Imam of the mosque in Allahabad and used to impart Quranic Education. After migrating to M. Khail he had no other means of earning and was solely depending on the ration provided by WFP and UNHCR for the sustenance of his family. VTP provided him with an opportunity to acquire technical skills. So he acquired three months skill training of electrician. He said that the tool box and the training had been very beneficial for him and now he could earn and support his family in a better way.



#### English Language Program

Mr. Fazal Wahab is residing in Muhammad Khail Camp and was the student of English Language Program. He belongs from Qandus, Afghanistan and speaks Persian. In the beginning his family was totally dependent on the ration provided by WPF and UNHCR but now he is working as a teacher in School No. 11 Afghan Refugees Education Program and earns Rs. 2500/- per month. While expressing his views he said that it was a wonderful opportunity for him to learn English. He further said that it proved very beneficial for him because now he could understand and speak English to some extent. While highlighting the importance of English Language he said that through this language we could better communicate with foreigners about their country situations and their problems. Moreover, he suggested that advance language courses should be introduced so as to have more command over the language.



## Quarterly Achievements

### Water Environment and Sanitation

- ✍ Sanitation week was held at tehsil level in Pishin.
- ✍ 9 Child Clubs formed in Pishin and Khuzdar districts.
- ✍ School competitions were held in each district.
- ✍ Two mason/volunteers trainings were conducted at tehsil/cluster level in both districts.
- ✍ 43 FLAHEE training and follow up visits conducted at village level in both districts.
- ✍ 11 trainings were conducted for the members of child club.



### Afghan Refugees Education Project (AREP)

- ✍ School supply, study and playing materials distributed among 12,000 school children.
- ✍ Recruited 5 new teachers 1 in Mohammad Khail and 4 Chaman Camps.
- ✍ Distributed UNHCR donated shoes among 12,000 children.
- ✍ To ensure quality schools are monitored continuously.



### Community Girls Middle School Project

- ✍ Opened six Girls Middle school three in Mastung, two in Pishin and One in Ziarat district and enrolled 97 primary pass girls in these schools.
- ✍ Formed Education Councils of all six schools.
- ✍ Imparted 10 days intense training to the newly appointed teachers of the schools with the help of BoC and PITE.
- ✍ During the inauguration of the Ghunja Doori School Mastung the Tehsil Nazim committed that he would allocated funds for the construction of two additional rooms in the school. Moreover the EDO committed to provide some school material for middle classes.
- ✍ Identified three new clusters one in Pishin and two In Ziarat



### Releasing Confidence and Creativity

- ✍ Constructed RCC Rooms in 24 schools.
- ✍ Opened bank account of further 28 schools. Thus completing 49 schools.
- ✍ Conducted four district level seminars
- ✍ Six Resource Centres identified
- ✍ Provided basic material in all 50 schools
- ✍ 35 PTSMCs strengthened and formed WVECs for two schools.
- ✍ TRC conducted follow up trainings of all 50 schools
- ✍ Facilitated one day sensitization and orientation seminar for EFOs and Local Government organized by SEF.
- ✍ 11 Schools visited by EFOs.



### ART Cell

- ✍ A Human Resource Development Programme has been initiated by SCSPEB through ART Cell in which series of training courses would be provided so as to develop a resource pool. In this context an eight days introductory course on social mobilization was conducted from 11th - 19th July 2003.
- ✍ Students from Balochistan University were engaged in a research study regarding access to female education,
- ✍ ART Cell facilitated and extended full support in the research study on Fellowship Program conducted by an international internee from Carleton University Ottawa.
- ✍ Facilitated trainings to capacitate SCSPEB staff on Project Planning and Management, Proposal Development, Sustainable Development Indicators and Environmental

### Information Section

- ✍ Developed reports/analysis of RCC Community profile, Family profile, Classroom assessment, Child assessment and School profile.
- ✍ Designed software for organizational profile and addresses.
- ✍ Developed software for Vehicle Maintenance Management

## SCSPEB NEWS

- ✍ The honourable Federal Minister for Education Mrs. Zubaida Jalal inaugurated the initiation of Early Childhood Education Class under Releasing Confidence and Creativity (RCC) Program in Share Kawas Cluster, Ziarat being implemented by SCSPEB.
- ✍ SCSPEB has signed Quality Education Programme (QEP) with ESRA focusing Lasbela and Loralai.
- ✍ Delegates from Research Triangle Institute (RTI) International and ESRA visited SCSPEB and appreciated organization's work in their remarks addressed in the visitor's book.
- ✍ SCSPEB has undertaken a survey for District Situation Analysis and Baseline Data Collection with ESRA in Chagi and Loralai Districts of Balochistan.
- ✍ On the successful completion of Vocational Training and English Language Program (VTELP), SCSPEB had been awarded by Rotary International Afghan Refugees Relief Committee an Award of Appreciation for services rendered towards Afghan Refugees Relief Effort Program.
- ✍ SCSPEB has joined hands with World Population Foundation regarding Adolescent Health Life Skill (AHLs). In this regard a training workshop on need assessment of AHLs was organized in which SCSPEB teams participated.
- ✍ The Standard Chartered Bank has nominated SCSPEB for its "Do the right thing" Program in which the donations collected by the customers would be credited to SCSPEB's account and SCSPEB would devise a strategy for the distribution of the donations among the needy communities.



## Case Study

### Daughter motivated mother to continue Education

School Karez Noor Mohammad (Mastung), was initially started as a fellowship school under the Fellowship Programme implemented by SCSPEB. The school functioned as a fellowship school for three years till a female candidate became eligible in the village to be appointed as teacher for the school. After having a potential candidate in the village SCSPEB teams reprocessed and converted it into a CSP school.

Ms. Zeenat belongs to village Noor Mohammad. She completed her primary education from Karez Noor Mohammad School. After completing her primary education she was unable to further continue her education due to the unavailability of middle school in the village. She was married in a very young. Her elder (step) daughter is in class ninth in a school which is quite far away from the village.

Focusing the same school SCSPEB made two major interventions. One focusing on Early Childhood Education under Releasing Confidence and Creativity (RCC) Programme and the other under Girls Middle School Project assisted By Development In Literacy (DIL).

With the initiation of middle classes in the Karez Noor Mohammad school Ms. Zeenat got an opportunity to continue her education. Her elder daughter convinced her father to allow her mother to continue her education. Her father allowed her mother and now she is studying in class 6th. Moreover, the lady has also enrolled her younger daughter (three and half years) in RCC Class of the same school. Now both the mother and younger daughter go to school together and the mother takes keen interest in school activities of her younger daughter.

The case study depicts that despite the fact that the lady has many social responsibilities but still her family members are very cooperative and support her to continue education. This reveals that through various educational interventions in the village the community is sensitized and realizes that education leads towards development.