

SCSPEB Update

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Mission Statement

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

Afghan Refugees Education Project (AREP) Award of Performance and Participation in building future of Refugee's Youth by UNHCR Background

Due to social and political unrest, war and tribal conflicts that occurred in Afghanistan over the last two decades, a significant number of Afghans have crossed the border and settled in Pakistan as refugees. After the September 11, 2001 incident and the subsequent bombardment of Afghanistan, a substantial number of new caseloads crossed the border and settled in new camps, namely Mohammed Khail, Roghani, Landi Karez, and Dara.

At this time, although relief and other humanitarian assistance were being provided in the new camps, there were no organizations to take care of educational needs. Therefore, UNICEF initiated the Afghan Refugees Education Project (AREP), which would open schools in the new refugee camps in order to cater to the educational needs of Afghan children. In this connection, the Society for Community Support for Primary Education in Balochistan (SCSPEB) was selected as an implementing partner for AREP. The first year ran from January to December and upon completion, UNHCR took over funding for the next year. In this second year the goals of the project have expanded to include more focus on quality of education inputs.

Objectives

- ✍ To establish primary schools in the refugee camps.
- ✍ To enrol school age out of school children to school.
- ✍ To select facilitators or teachers from among the refugees to run the schools and build their capacity to ensure quality education.

Achievements of 1st Year

In the first year, AREP sought to reach 10,000 school age children in two phases. SCSPEB conducted a Rapid Education Assessment Survey to determine the target student population by gender, age and level of education as well as identify the number of potential voluntary facilitators or teachers from among the refugees in the respective camps. Once selected, all teachers were required to work voluntarily, but in kind incentives (one bag of wheat flour, one tin of oil and five kg pulses) were provided to them with. A formal agreement was signed with World Food Program and the package was given to each teacher on a monthly basis.

In Phase I (January - June 2002) AREP aimed to reach 5,000 school age children through establishment of 30 tent schools in three camps namely Roghani, Landi Karez, and Mohammad Khail. These targets were achieved satisfactorily.

The number of enrolled students was close to 5,000. 30 Male and 30 Female Education Groups were formed for the 30 established schools. These groups were given training regarding their roles and responsibilities as well as training on health and hygiene. Moreover, 82 teachers were given training and later on two refresher courses were conducted for them. Other than these activities, school monitoring was regularly carried out for all schools to identify and solve school problems. Teachers and elders meetings were conducted in order to solve the various problems faced by the teachers or elders related to schools. In phase two (July to December 2002) the goal was to establish further 30 tent schools accommodating 5,000 more children in four refugee camps i.e. Dara I, Dara II, Mohammad Khail and Latif Abad. The teams were able to establish 20 new schools, accommodating 3231 children and formed 20 Education Groups in the targeted camps. Moreover, 42 teachers were trained for the new schools. Other than the establishment of new schools, activities for proper maintenance and functioning of existing schools were also carried out. These activities included regular follow up visits, Male/Female EGs, teachers meetings, coordination meetings, and school monitoring and material/books distribution in schools. In addition, mid-term exams were conducted in AREP schools in all camps and prizes were distributed among position holders and teachers were given certificates to encourage and motivate them on their voluntary work.

Achievements of 2nd Year

In this phase aside from expanding access, the focus has been placed on enhancing quality through teachers training.

Currently there are 56 schools operating in the camps under AREP. The total enrolment is 11,685 of which there are 7,670 boys and 4015 girls. During the year 112 teachers were provided two trainings and material were distributed in all schools. The teams conducted 62 EG (M/F) and 18 teachers combined meetings. Moreover, 5 sectoral and 15 camp level coordination meetings were conducted.

On world Refugee Day SCSPEB had been honoured with the Award of Performance and Participation in Building Future of Refugee's Youth by UNHCR.

At the end of the year in order to assess the performance of students final term examinations were conducted. An award distribution ceremony was held at camp level to reward students and teachers who showed outstanding performance during the year.

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A Decade of Contribution Towards Female Education

Experience Sharing Under RCC Program

In Balochistan the initiation of ECE classes started in March 2003. During the course of these nine months approximately 1500 children were enrolled in 50 schools of six clusters in five districts. The below mentioned case studies reflect the various positive outcomes that the program has generated during the academic year.

RCC Class also learning opportunity for Handicap Children



The case study refers to Government Girls Middle School Killi Razaq District Pishin. In this school under RCC Program ECE class initiated and Ms. Balanista was appointed as ECE teacher. The total enrolment of RCC class is 46 including 18 boys and 28 girls.

Shabana is a five years old talented child but unfortunately lacks listening and speaking power. Her parents and grandmother are very much interested that she should acquire education. When they heard that in the nearby Government Girls Middle School Killi Razaq (Pishin) under RCC Program ECE classes had been initiated they enrolled her in school and her grandmother took her to school.

Ms. Balanista said that Shabana's grandmother brings her to school every day. In the beginning when Shabana joined school she was a self-effacing child. But RCC class's

friendly environment has brought an eminent change in her. Now she is very eager to learn and actively participates and responds in class activities. She has learnt how to write alphabets and numbers and works very well in "learning corners". Moreover, she is also confident while writing and drawing shapes on blackboard and gets well along with other children.

The case study reveals that through teacher's attention and friendly environment of class a special child (particularly girl) in a village could also have an opportunity to acquire education and interact confidently.

2) Fida Mohammad is a student of RCC Class of Killi Muchan (Pishin). He is four and half years old but is mentally retarded and could not speak properly. In the beginning when he was enrolled he was very brash and used to fight with other children. Because of his aggressive attitude his classmates were reluctant to work with him and used to tease him.

Ms. Zahida (ECE teacher) started giving special attention to him and after two three months Fida started taking interest in class activities and working with other children. Now he is able to write alphabets, Draw pictures and count number. Ms. Zahida said that Fida enjoys singing classes and participates very well. Moreover, he has also got acceptance in class and his classmates like to work with him.

Fida's parents are also surprised to see an immense change in his behavior and are very happy that he has got the potential to learn. They appreciate the efforts of ECE Teacher and consider RCC to be effective Program. (Reported by Lead Teacher Zakira Fazal (Pishin))



Child Friendly Class

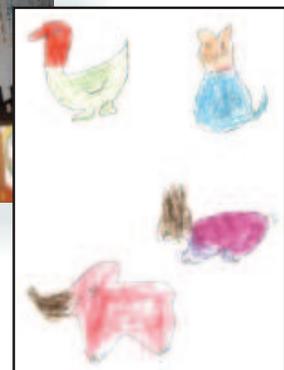
In March 2003 Saboor Ahmed (4 years old) was enrolled in an English Medium School of Mastung District. After three weeks Saboor was reluctant to go to school. His parents tried their level best to develop his interest in school but were unable to convince him.

When his parents heard that in Shahozai School RCC Classes had been initiated they enrolled Saboor in the RCC class so that he could get familiarity with schooling. Saboor's perceptions about school were not encouraging and considered it to be burden on him. However, RCC Class environment changed his perceptions. Teacher's attitude, teaching techniques and child friendly class environment restored his shattered confidence and he started participating actively in class activities.

Saboor's teacher said that he has keen interest in animals and birds and works with great interest in "learning corners" particularly regarding animals and loves to draw pictures of animals.

The child-centered approach of RCC Class has enhanced Saboor's capacity and has brought an immense change in him. In district level seminar a school competition among ten schools of the cluster was organized in which he along with his other classmates performed a tablo where he had the leading role. On the basis of Saboor's confident performance Shahozai School stood first in the competition.

Saboor's parents are very much contented on his performance and appreciate the efforts of ECE teacher. They said that Saboor apart from reading writing has become very confident and express him very well at home. Moreover, they consider RCC to be effective Program for Early Childhood Education. (Reported by Lead Teacher Asifa (Mastung)).



Quarterly Achievements

ART Cell

- ✍ Organized district level orientation seminars regarding Adolescent Health Life Skills (AHLS) in Pishin and Mastung Districts
- ✍ Conducted a need assessment survey on Adolescent Health Life Skills (AHLS) in collaborations with World Population Foundation (WPF) in Mastung and Pishin Districts.
- ✍ Organized a two days training for all SCSPEB staff on "Effective report writing" in collaboration with Church World Service (CWS) P/A.
- ✍ Orientated and facilitated in the capacity building of newly hired Quality Education Program (QEP) Teams.
- ✍ Provided technical support in the designing of survey forms for QEP.
- ✍ Facilitated in the orientation workshop of Quality Education Program at Lasbela District.



Quality Education Program (QEP)

- ✍ Orientation and induction of newly hired teams
- ✍ Training of teams regarding field implementations of Program.
- ✍ Development of Annual Plan by teams
- ✍ Designing and finalization of survey forms
- ✍ Deputation of teams in field and establishment of District Office in Lasbela District.
- ✍ Conducted district level orientation workshop with the Officials of District Government and District Education Department.



Afghan Refugees Education Project (AREP)

- ✍ Imparted training to 112 teachers
- ✍ Material distributed in all 56 schools
- ✍ Conducted one day Educational workshop at camp level.
- ✍ Celebrated Refugees Day at camp as well as provincial level.
- ✍ Conducted final term examination in all 56 schools.
- ✍ Held prize and award distribution ceremony to acknowledge and appreciate the outstanding performance of best teachers and students at Mohammad Khail Camp.



Releasing Confidence and Creativity (RCC)

- ✍ 63 school visits had been conducted in all schools of six clusters.
- ✍ 10 meetings conducted with EFOs/DEBs.
- ✍ Conducted need assessment for teachers training.
- ✍ 4 new teachers had been selected in Noshki and Mastung Clusters.
- ✍ Classroom observation forms of 44 schools had been completed.
- ✍ 29 meetings had been conducted through ECE teachers with parents and W/VEC
- ✍ Letter had been obtained from EDO for Resource Centre.
- ✍ In 7 schools of Nohki and Mastung Clusters room construction is underway.



Water Environment and Sanitation Project

- ✍ 10 Child Club formed in Pishin and Khuzdar districts.
- ✍ Three mason/volunteers training were organized at tehsil/cluster level.
- ✍ 98 FLAHEE trainings and follow up visits were conducted at village level in Pishin and Khuzdar districts
- ✍ 42 trainings were organized for Child Club Members.
- ✍ Installation of 10 hand pumps in Khuzdar District.
- ✍ 62 latrines were installed/ rehabilitated in Pishin and Khuzdar districts.
- ✍ 2 handpump caretaker training at UC level in Khuzdar district.



Community Girls Middle School Project

- ✍ Four new potential sites had been identified for school opening with the expected enrolment of around 125 girls.
- ✍ Fourteen potential candidates had been identified to be appointed as second teacher for existing six schools.
- ✍ Training schedule for the capacity building of the teachers is in process with Bureau of Curriculum, Education Department and Agro-Tech College.
- ✍ In order to complete the syllabi of the academic year schools are open in winter seasons.
- ✍ Bank accounts of Community Girls Middle School Haikalzai and Community Girls Middle School Sharah Kawas had been opened.
- ✍ School Monitoring and follow up visits of all six schools had been conducted.
- ✍ Hygiene kits, reading / writing material and blankets had been distributed in schools.
- ✍ Consultative meetings had been conducted with EFOs and Education Council Members.

SCSPEB NEWS

- Delegates from UNICEF Country Office and Provincial Office visited SCSPEB Office. Mr. Omar Abdi, Unicef Representative in Pakistan expressed in the visitor's book "I am impressed with your achievements. As you expand, please ensure that you don't compromise the quality of your work". While Mr. Indra Lal Unicef Quetta remarks were "Literary impressed with the evaluation of the Programmes and Organization. Would see filed activities in future."
- SCSPEB team extended its technical support to Education Department in the development of EFA District Education Plans of four districts (Pishin, Lasbela, Kalat and Sibi).
- A farewell party was organized by SCSPEB staff for recognizing the efforts of Mr. Shabir Ahmed (former Manager Implementation) who had been working with the organization since 1992 and has recently joined SC/US under ESRA.
- On World's Children Day a walk had been organized by UNHCR in which SCSPEB participated actively.



Case Study

Struggle & Determination of a Young Girl for Education

Rafia is a thirteen 13 years old young girl who is keenly interested in studies. She belongs to a Sayyed family living in Killi Nasozai (Hyderzai), Pishin. Her father is working as a labour in different hotels in Karachi and does not have a regular income. Due to her father's absence the maternal uncle takes care of the family and has decision-making authority. He is very much against the female education due to the belief that it would affect their traditional norms and values. Whereas her mother is an active WVEC member of GGPS Killi Nosozai and was very well motivated by the teams on the importance of education. She wanted her children to receive good education and instead of his brother's opposition she enrolled her daughter in the school where Rafia though with fear of her paternal uncle passed three classes with regular gaps and showed outstanding results.

When Rafia reached in class 4th her uncle once again showed his anger and very strictly admonished her sister to refrain from sending her daughter to school otherwise it would be dealt violently but filled with passion and love for studies she continued her studies and passed class fourth with good numbers.

Teachers decided to make her appear in the scholarship exams for class fifth. While on her way to Pishin her uncle once again

interfered and slapped her face and burnt the books thus making it impossible for her to appear in the exam. This cruel act of her uncle resulted in the mental instability of the girl, which left her in continuous hysteria that lasted for two months.

During their visit to school the team upon realizing the situation suggested to the teacher to remain in contact with the child and also extend possible support to her, following the teacher took the initiative and supplied books to the girl to study at home so that she may continue with her studies. This remedy proved beneficial and the teacher along with her mother decided to contact her father for seeking approval for her studies in school as a regular student. Therefore a detailed letter was written by the teacher in consultation with teams and her mother that was positively replied by her father. These continuous joint efforts and determination led to the completion of primary education of that girl.

Rafia is now very happy and thankful to SCSPEB teams, teachers of the school and her mother that they supported and enabled her to complete her primary level education. She is determined to study further and also wishes to send her younger brother and sisters to school.

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