

SCSPEB Update

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Inside this issue

Policy Influence
for Early Child Hood
Education / Kachi Class 2

Quarterly Achievements 3

SCSPEB News 4

Case Study 4



Mission Statement

**"To create partnership
between beneficiaries
the Government and
funding organization
in all social sectors
for Sustainable
development."**

Community Girls Middle School (CGMS) Project Background

The idea of Community Girls Middle Schools (CGMS) is perceived from the fact that the middle schools are not adequate in numbers for the access of primary passed Girl's and the existing Government resources are not enough to fill this gap. Therefore, a need for an innovative and sustainable model was felt which could provide middle school education facility to the primary pass girls of the rural areas through joint support and supervision of the Government and Community.

In April 2003 SCSPEB, with the support of Development In Literacy (DIL), initiated the pilot project of Community Girls Middle Schools in three districts (Mastung, Pishin and Ziarat) of Balochistan through the establishment/initiation of 10 private public owned Girls' Middle Schools. The schools were started in the existing government primary schools where separate classrooms were provided for the middle classes through the support of the community and government. Each of the middle school, not only serves the particular village in which it had been established but at the same time also addresses the needs of the primary pass girls of 3 to 5 feeding schools of nearly 1 to 7 villages. It is envisaged that by the end of the Project (May 2008) approximately 1250 girls would complete their Middle level education.

Goal:

Strengthening and expansion of quality female middle education through a sustainable innovative commendable model.

Objectives

- * To sustain and maintain a proper flow of education (usually females suffer from the lack of education facility at the Middle level) and to provide quality education to the female on the Middle Level.
- * To establish new middle schools for girls and to provide access to educational facilities through new schools, and to establish the new schools at the generally prerequisite area.
- * To ensure that the new Middle Schools being formed provide opportunity to those who have qualified at the primary level.
- * To address the gender disparity between girls and boys and try to maintain equilibrium between both genders in access to quality education through Social Mobilization and capacity building.
- * To motivate and mobilization of the community to carry out functions in the process of developing Education facilities.

Progress under CGMS Project

In order to process ten Community Girls Middle Schools data from 82 clusters had been collected and household survey of 109 villages conducted to find potential site for school opening and potential candidates as teachers. During the course of 14 months of the Project all ten Community Girls Middle School had been processed with the distribution of 4 schools in Pishin, 3 in Ziarat and 3 in Mastung District. Each school serves 3 to 5 feeding schools.

Community participation is the essence of the whole process of school opening. Therefore, before processing, school Education Committee of all feeding and feeder schools had been formed which ultimately elected the Education Council (EC) Members (5-7 persons) from amongst themselves Community Girls Middle School.

The Education Councils with mutual consultation with the Education Committees selected the sites (an existing primary school) for opening school.

Under the project 19 local teachers had been appointed through the support of the formed Education Councils (EC) and District Education Department. As newly appointed local teachers had no previous teaching experience therefore, so far two intensive residential trainings on content areas, teaching methodologies, classroom management and record keeping have been provided to these teachers. Moreover, the master trainer team pays continuous visits to schools where they provide classroom support to teachers and help them to resolve problems encountered in teaching or school management.

It was a challenging task to convince the communities to send adult girls to school. Therefore, a strong and continuous mobilization campaign was launched to motivate the parents to send their daughters to school and to extend support to teacher and school. As a result of the mobilization campaign a continuous increase in enrolment had been observed and the communities had also become very supportive in promoting the school.

This is evident from their contribution in constructing rooms in existing primary schools for middle classes and providing some reading writing materials.

Under the Project all ten Community Girls Middle Schools was been provided with basic school material as well as reading and writing material.

At present the total enrolment in ten schools is around 231 girls. Moreover, it has also been observed that there has also been an increase in the enrolment of feeding schools. In five schools (3 schools in Ziarat, 1 in Pishin and 1 in Mastung) students have completed one academic year and have been promoted to class seventh after examination.

On the completion of the first year ceremony was held in which prizes were awarded to the outstanding teachers and students.



2 Policy Influence for ECE

Under Releasing Confidence and Creativity (RCC) Program

In January 2003, Society for Community Support for Primary Education in Balochistan (SCSPEB) with the financial assistance of USAID and technical support of Aga Khan Foundation took an initiative of implementing an Early Childhood Education (ECE) Program entitled as Releasing Confidence and Creativity (RCC). The Program was pilot tested in five districts of Balochistan namely Mastung, Chagi, Pishin, Ziarat and Killa Abdullah through a cluster-based approach focusing six clusters and targeting 50 Government Girls Schools with view to expand in other districts and focus boys schools as well in next phase.

The Project was designed with a view to provide well-trained local ECE teacher to each of the targeted schools to initiate RCC Class in a separate room well equipped with low cost learning material and enrolling 25-30 children of ages 3-5 with major emphasis on girls.

Under the Project capacity building was considered to be the essence of the whole process. Therefore, the newly appointed local teachers for RCC class were provided trainings regarding ECE concepts and teaching techniques. As it was a new concept therefore, apart from these scheduled trainings it was considered imperative that some continuous support should also be present at grassroots level, which could assist and monitor RCC schools on regular basis. This led to the introduction of the lead teacher concept, which was a local resource and well capacitated to deal with the schools falling in the respective cluster.

Community Participation was envisaged to be essential particularly with reference to construction of RCC Class, ensuring quality and in maintaining and retaining enrolment. In this context the PTSMCs played a significant role and proved that they are an significant part of the education system. Nevertheless the role of the Provincial and District Education Departments and Local Government were equally vital in terms of monitoring, support and sustainability of the Program. Therefore, considering their importance in the Program, due weightage was given to the capacity building and involvement of all of these stakeholders.

The Program during the first phase brought encouraging results of enrolling more than 1700 children of ages 3-5 in the targeted 50 schools with negligible dropout rate. The concept of ECE was well received by the communities and was appreciated to be an effective way of learning. The inspiring teaching techniques and interactive environment of RCC Class convinced the communities to persuade the education department for the same interventions at higher levels.

During the implementation and completion of first phase of the Project certain challenges, particularly sustainability and policy issues became question marks. Keeping in view the expansion and institutionalization of the concept it became essential to address the issues.

A one-day Provincial level seminar was organized on ECE policy implications and sustainability. The seminar brought all the stakeholders right from the grassroots to the decision making level to join head to discuss and provide recommendations to address the policy and sustainability issues. The challenges highlighted in the seminar were:

1. Children below 5 years of age cannot be promoted or enrolled in class I as per government admission policy and subsequently a child must be 14+ when registering for matriculation examination.

2. Place of RCC Class in the presence of existing Kaachi Class and the future of RCC teacher
3. How to utilize the services of Lead Teacher a well-trained local resource after the project is completed.
4. Absence of ECE environment in higher grades of Primary Section of the same school.
5. ECE being not a part of regular teacher training programs of BoC and PITE.

To address the above-mentioned issues the following recommendations had been put forwarded by the participants to Government for consideration:

- The government needs to modify the age policy governing the entire formal education cycle.
- Kaachi class may be declared as ECE class and the curriculum of ECE be adopted for learning at Kaachi class. Class one curriculum may be modified in the light of the competencies already acquired by a child in ECE class and the required competencies for class one.
- In the second phase of the Program the Lead Teacher capacities should be further enhanced through trainings. Moreover, they may be motivated and provided with the opportunities to enhance their professional qualifications so that at the end of the program their services could be hired by the training institutes.
- The Federal and Provincial Governments should pool in resources to expand ECE environment up to grade V with special emphasis on the capacity building of teachers, PTSMC members, Education Field Officials and District Elected Bodies,
- ECE training module should be made part of regular training of BoC&E PITE and PTC training. Formal resource centre in PITE BoC&E should be established to impart training to ECE teachers & serve as a resource bank.



Quarterly Achievements

3

Community Girls Middle School Project

- Reading writing material distributed in all ten schools
- Conducted test for selection of teachers for CGMS Kach Rode Mulazai
- Formed Education Council of CGMS Kach Rode Mulazai
- First Phase training was imparted to members of Education Councils of Pishin, Mastung and Ziarat.
- Field team attended the training on classroom support held at Teachers Empowerment Center Rawalpindi
- Two Seminars conducted in Ziarat and Mustung Districts to mobilize and orient Nazim, Naib Nazim, influential of the area, DEOE, ADEO, teachers to extend support to Program activities.

School and Community Water Environment and Sanitation Project

- Installed water tanks in eight schools of Khuzdar District.
- 20 teachers and 20 PTSMCs were trained on Child to Child Approach
- Four hand pumps rehabilitated and installation work of five HPs is in process.
- 12 latrines have been made functional and six rehabilitated in focused schools of Khuzdar
- Two days consultative workshops held in Tehsil Moola and Tehsil Wadh with a total number of 54 participants.
- Health and hygiene trainings were imparted in three tehsils of district Khuzdar in which total 706 participants were trained including teachers and students.
- 36 females were trained on Focus Local Areas Approach for Hygiene Education (FLAAHE)
- Ten HPCT and latrine function trainings for students and teachers were held and 110 students and teachers trained.

Afghan Refugees Education Project (AREP)

- Material distributed in 73 schools of Muslim Bagh, M.Khail, Latif Abad and Chaman Camps.
- 3 Female Education Groups (FEGs), 23 Male Education Groups and 15 teachers meetings were conducted to resolve problems.
- 6 Camp Level and 4 NGOs Level meetings were conducted to resolve the problems.
- Follow- up visits of 69 schools of Muslim Bagh, M.Khail, Latif Abad and Chaman Camps conducted

Quality Education Program (QEP)

- Reconstituted 44 clusters in Lasbela and 45 in Loralai District.
- 59 male female teachers training need assessment conducted.
- Agreement signed with Radio Pakistan Loralai for distance learning and three distance teaching programs recorded.
- 27 lead teachers appointed and 17 identified in Lasbela and 40 teachers in Loralai district.
- 483 teachers in Lasbela and 283 teachers in Loralai districts were capacitated on Classroom Management and Teaching Skills.

Releasing Confidence and Creativity (RCC) Program

- Conducted a Provincial Seminar on "ECE policy Implication and Sustainability". The participants of the seminar included Secretary Education, Balochistan, representatives from AKFP, AKESP, SEF, District Nazims, Director BoC & PITE, EFOs, and PTSMCs along with the representatives of different organizations/media participated in the seminar.
- 2nd Phase work plan finalized and as per planned activities meetings held with EDO, Nazims and PTSMCs for the establishment of new RCC classes in 30 public schools of Loralai, Pishin and Bela
- Facilitated EFOs in the conduction of tests of potential candidates for the selection of 30 ECE community teachers and 5 lead teachers in the focused clusters to support education department. The tests were checked and selections were finalized by the EFOs.
- Kachi classes of 35 public schools focused i.e 5 in Ahmed Waal, 10 in Loralai, 10 in Bela and 10 boys schools focused in Pishin.
- Two Master Trainers of ECE attended 25 days of workshop on " Integrated community-based programming in Early Childhood Development" organized by AKU-HDP in Karachi.
- Formed 8 PTSMCs in Loralai and Bela clusters
- Developed a need based database of RCC and data entry is under process
- Basic school learning material for new ECE classes purchased and distribution is in process.
- Participated in planning meeting at TRC Karachi and finalized the training plan of new ECE teacher

Adolescent Health and Life Skills (AHL) Project

- Conducted pre-testing session on Adolescent Health and Life Skills (AHL) Manual in collaboration with PITE in Pishin District.
- Conducted consultative workshops on result sharing of Adolescent Health Life Skills (AHL) Survey in Pishin and Mastung Districts.
- Project team attended the 10 days training at Murree on (AHL)

SCSPEB News

- Minister of Education, Government of Sindh has awarded SCSPEB with certificate of appreciation for supporting Early Childhood Development in Pakistan.
- Celebrated EFA Global Week of Action in 9 Districts of Balochistan by organizing speech competitions, walks and distributing poster among students.
- SCSPEB organized Mehfil-e-Milad in which apart from staff members some school students also participated.
- SCSPEB organized a two days Organizational Capacity Assessment (OCA) Workshop for its staff in collaboration with NGO Resource Centre.
- One-day workshop on Role of Learning Coordinator organized in Loralai District.
- SCSPEB official attended certificate course on Human Rights, Citizenship and Conflict Resolution Education organized by IED.
- SCSPEB filed team members attended 6 days training workshop on class room management at Murree organized by Church World Services (CWS)
- SCSPEB along with the other Consortium institutions members submitted the proposal for Professional Development of Teachers and Educational Administrators to ESRA.



Case Study

“Change in Behavior”

Bilal Ahmed, now a 4 years old boy living in Baloch Colony a village in Mastung District (Balochistan), used to be a very lively child two years back. An unforgettable incident took place in front of his eyes, which totally changed his behavior. The screams of his mother and younger brother when they caught fire echoed in his ears for a couple of months. The unbearable loss of a younger brother's companionship at this early age made him inconsolable. After the incident he became very quite and timid. His mother used to be very worried about the changed behavior of Bilal and tried every possible way to make him lively boy again.

With the initiation of RCC Class in Baloch Colony Govt. Primary School Bilal's mother found another possible way, which might change his attitude. Bilal was enrolled in RCC class but in the initial three months he used to sit quiet in the class and didn't participate in activities.

Ms. Shahida RCC class teacher made a lot of efforts to involve Bilal in class activities but during the first three months she was unable to bring about any change in his attitude. Ultimately she met with his mother to discuss his performance and get some information about his behavior.

Meeting with Bilal's mother helped Ms. Shahida to bring Bilal back to life. Knowing Bilal's case history she started treating him accordingly by paying extra attention and consoling him. Gradually she observed that Bilal started showing interest in getting along with other classmates, participating in class activities and working in Learning Corners (Ghoushas).

Ms. Shahida kept on paying special attention to Bilal and now his attitude has been altogether changed. He is the most active child in the class and always leads in-group work. Bilal's mother is very contented with the change in her son's behavior. She says that he has learnt life skills after being enrolled in RCC Class. Now he



keeps himself neat and clean and also advocates other family Members to practice the same. Moreover, she says that Bilal has become confident in expressing himself and accepting challenges.

Ms. Shahida says that the RCC teaching techniques had made it possible for her to deal with Bilal's case. Through child-centered teaching approach she was able to make Bilal receptive to school.

It has been very fortunate that Bilal had been enrolled in the RCC Class, which helped him in restoring his shattered confidence. Bilal's mother is very grateful to RCC Program and especially to Ms. Shahida for her concerted efforts.