

SCSPEB Update

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Water Environment & Sanitation (WES)

Background

SCSPEB originally began work in the environment sector under the Primary Environmental Care in Girls Primary Schools (PECGPS) Project in 1998 with the funding of UNICEF. It focused on school sanitation, provision of safe sources of drinking water to the schools and communities as well as sanitation facilities in districts Lasbela, Khuzdar, Zhob, Loralai, Musakhail and Sibi. After that another component of the same project, Sanitation Acceleration was started in district Zhob in the years 2000-2001.



In March 2002, SCSPEB began the new component of the project under the name of WES Tehsil Package in five union councils in district Pishin and six union councils in district Khuzdar. WES was designed with a multi-sectoral approach for the promotion of water, environment and sanitation activities.

Objectives

- * To reduce morbidity and mortality of children under 5 through improvement of child health increased Access to water and sanitation facilities.
- * To increase girls enrolment and retention in primary schools by increased access to safe drinking water and sanitation facilities in primary schools.
- * To increase safe drinking water coverage up to 90 percent and house hold latrine coverage up to 70 percent in selected tehsils by end of 2003 and develop a model utilizing the decentralized Government structures at Tehsil level.
- * To build inter-sectoral and inter-agency coordination and collaboration and establish a workable realistic mechanism at federal and provincial level and build partnership with NGOs and private sector.
- * To develop WES Program implementation guidelines and technical field manuals on key interventions of facilitating uniform and consistent program development in all provinces with a focus on tehsil capacity.
- * To build capacity at tehsil and union council level for planning, service delivery, resource mobilization and management, and monitoring.

Achievements

During the course of the two years of project period various activities were undertaken and are broadly categorized under the heads of advocacy and social mobilization, capacity building, service delivery and monitoring and evaluations.

Under advocacy and social mobilization activity sensitization and orientation seminars, sanitation weeks, walks and meetings were organized in which apart from the local communities members district elected bodies and government official were also involved.

School competitions were held in which students through tabloos, role-plays, speeches, mushaira and debates focused on importance of health and hygiene. Twenty-five child clubs were formed with the objectives to sustain the process of hygiene at school and village level and raise funds for sanitation at school level. Moreover, reactivation and formation of PTSMC/VECs were also done to involve these communal groups for the promotion of sanitation and raise funds for the provision of WES facilities at school and village level.

Capacity building was envisaged as the thrust of the Project. Trainings were imparted on Focus Local Area Approach for Hygiene Education (FLAAHE) and Primary Environmental Care (PEC) to introduce behavioural change among communities regarding hygiene practices, morbidity and mortality rate and prevention against diseases in five union councils of District Pishin and six union councils of District Khuzdar. The trainings were imparted to the males and females of the villages of the targeted UCs, female councilors, members of child clubs, students and schoolteachers of the activity areas.

The Nazims and councilors of the focused UCs were provided trainings on Participatory Rural Appraisal (PRA).

In order to make the availability of masons at local level for the construction of latrines trainings were organized in the targeted UCs of each of the two districts. Moreover, community sparks were capacitated on installation, maintenance, operation and rehabilitation of hand pumps.

Seminars on proper water usage were organized in the activity areas in which female councilors, local NGOs, CBOs, farmers, agriculture, irrigation and other departments participated actively. Apart from these 37 sites in district Khuzdar and 53 sites in district Pishin were tested for bacteriological water quality tests.

Under service delivery activity 20 hand pumps in district Khuzdar and 19 hand pumps in District Pishin were installed. 19 shops were setup under revolving fund for sanitation promotion at village and UC level. One main salesperson produced material in Tehsil town shop and the rest of the shopkeepers were linked with the central vendor for procurement. Material was provided in 34 schools of Pishin and 60 schools of Khuzdar district for the construction of ventilated pit latrines. Moreover, materials were also provided for the rehabilitation of hand pumps and latrines.

Management Information System was developed to record the data collected under the Project. The data of 11 union councils, 6UCs in District Khuzdar and 5 in District Pishin had been processed, analyzed and disseminated among the district line departments and elected representatives for planning.

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Mission Statement

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

Policy Influence

It has been eleven years that SCSPEB is contributing towards the promotion of education in Balochistan. The models developed and implemented by the Organization had generated immense impacts on the education policy and had convinced the decisions makers to bring reforms in the existing policies.

SCSPEB has always placed emphasis on policy recommendations in its models and considers it to be essential in improving the existing educational system.

At present under the ESRA Grants Program SCSPEB is implementing the Quality Education Program (QEP) in which policy influence is one of the main thrust areas.

Mr. Anwar has recently joined SCSPEB as Project Officer under Quality Education Program (QEP). Mr. Anwar throughout his professional career had been associated in the field of education and had diverse and rich experience by serving the Education Department in varying capacities.

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Recently he had been invited by Institute for Development Studies and Practices (IDSP) to present a paper in a seminar regarding Education Policy and Planning. In this regard he presented a paper on "Role of Learning Coordinators LCs in the Education Setup". The details of the paper are as under:

There is no extra need to emphasize that once an organization formulates policy for its efficient functioning and achieving the goals it should keep on revising it from time to time. It helps the organization to pursue its goals to the maximum. Government of Balochistan has also formulated policies, rules and regulations to regulate its functioning. Some of these policies were designed, decreed and implemented long time in the past. These policies, rules and regulations have either gone in the back draw or are not being followed effectively. Some of them need review and revisions so that they may serve the present needs.

Police regarding learning coordinator how is the backbone of the education supervision of primary school level needs immediate review.

The post of Learning Coordinator was introduced in the Primary Education System during early seventies, under Primary Education Project financed by the Asian Development Bank. The Learning Coordinator was given BPS -11 and he/she has been assigned to perform the following functions, which are broadly categorized as:



- Assist teachers in improving their teaching methods by ensuring that teaching materials are effectively used.
- Conduct periodic in-service training
- Visit and observe teachers in their classrooms to monitor their performance and provide feedback to teachers about what was observed during their teaching.
- Work with parents and community members to improve the quality of education.

Under the Balochistan Education Department (Schools Branch) (Men's / Women's Section) (BPSI-15) service rules 1984 the post of Learning Coordinator is to be filled by promoting the JVT (Trained) with at least ten years of service experience. The Learning Coordinator as stipulated under the rules, were to be assigned 10-15 schools.

The male LC's were provided motorcycles to visit the schools, where as vans were provided for females LC's, which took them to schools according to their schedule. One van was to be used by 4-5 LC's.

The institution of Learning Coordinator worked very well during early years as they were assigned only 10-15 schools and all facilities were provided to them. However, presently the Learning Coordinator has turned into an ineffective part of the system. The causes of their ineffectiveness are:

- a) Advanced age, being appointed by promotion on seniority.
- b) Assigning 15 - 30 schools instead of 10-15.
- c) Depletion of resources i.e. motorcycles, vans, TA/DA, POL, etc.
- d) Posting at District Head Quarter instead of their clustering schools
- e) Lack of any accountability / monitoring system.

At present 360 LC's have been appointed, obviously it is not adequate to serve the supervisory need of 18,487 male and 7,618 female teachers in the province. The Government spends Rs. 38.00million annually on their salaries, without the desired return to the system.

Therefore, it is recommended that the mode of the appointments of LC's should be changed, 50% of the vacancies may be filled by promotion from primary schools teachers and other 50% by initial recruitment for which a candidate should have passed BA/B.Sc. and served as primary school teacher for at least five years.

LCs should be posted in their cluster and should reside there. Their performance should be properly monitored by the ADEO and monitoring report be discussed in a meeting with the DDO (Edu).

The Government is being appraised of the existing situation and suggested to change its policy and rules in such a way that the institution of LC turns into a real catalyst in the system.

Quarterly Achievements

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Afghan Refugees Education Project (AREP)

- 46 teachers were imparted training on psycho social skills in M. Khail and Latif abad camps
- 40 teachers were trained on mentoring skills in M. Khail and Latifabad camps.
- Follow up visits of all 56 conducted.
- 12 coordination meetings were held at camps level.
- Material distributed in all 56 schools
- All schools re-opened after winter vacation and new students registered.
- Certificate distributed among all teachers of Chaman Camp.
- Contracts of all teachers were renewed for the year 2004.
- Taking over of Muslim Bagh Camp from Save the Children US.



Releasing Confidence and Creativity (RCC)

- Three-refresher training for teachers was organized.
- RCC Kit developed and distributed in 30 schools
- Basic school material purchased and delivered in 18 schools.
- Room construction of further 12 schools completed.
- Annual Performance Review OF VECs/PTSMCs conducted.
- 16 coordination meetings conducted with EFOs.
- Two meetings conducted with District Elected Bodies (DEBs)
- Follow-up visits conducted in RCC schools.
- Eight VECs were converted into PTSMCs
- 48 meetings were conducted with WVECs.
- Verification of baseline survey completed of 27 schools



Community Girls Middle Schools Project

- In five more schools middle classes initiated.
- Six new teachers appointed.
- Material distributed in nine schools
- 22 teachers were capacitated on content areas and teaching methodology under 15 days residential teachers training program.
- Four Education Councils (ECs) were formed.
- Final examination of first batch of students enrolled in class sixth under the Project was conducted in which 76 students of five schools appeared and 100% result achieved.
- Monitoring team from Sudhar (Lahore) visited Community Girls Middle Schools of Pishin, Mastung and Ziarat districts and appreciated SCSPEB performance.



Quality Education Program (QEP)

- Held orientation meetings with District Nazim and Education Field Officers of Loralai District.
- 1083 primary schools were identified in Lasbela and Loralai districts.
- Teachers training need assessment of 735 schools of Lasbela and Loralai districts had been completed.
- 105 clusters formed in both districts.
- Verification and mapping of 735 primary schools done in both districts.
- Developed tools for monitoring of the program activities.

Information Section

- Designed software for Quality Education Project
- Developed formats for identification of additional schools under RCC Project
- Designed Order Invoice software
- Designed software for CVs management system

- On March 22nd SCSPEB celebrated its 11th Anniversary. On the occasion Quran Khuani was arranged and prayers were offered for the sustainability and prosperity of the organization. Later on lunch was served to the SCSPEB Officials.
- SCSPEB Officials participated in the "Writers Workshop" organized by ESRA under the Teachers Training Component to develop training modules for the Mentors Program. At the end of the workshop a consortium was formed in which University of Balochistan, Bureau of Curriculum & Extension (BoC&E), Provincial Institute for Teachers Education (PITE) and SCSPEB were the members for the preparation of modules and submission of Proposal for the Mentors Program.
- SCSPEB Officials participated in a Conference on "Early Childhood Development Lessons and Policy Implication from Releasing Confidence and Creativity (RCC) Program Implementation on Early Childhood Education" organized by Sindh Education Foundation in Collaboration with Aga Khan Foundation at Karachi.
- SCSPEB has registered its domain and engineered its new website scspeb.org
- SCSPEB Staff hosted a dinner in the honour of Mr. Irfan Ahmed Awan, Managing Director on completion of the decade of his association with the Organization.



Case Study

"True Community Participation"

Mr. Muhammad Gul is the PTSMC Member of Government Girls Community Model School Tharata District Pishin. In 1994 when the school was established as CSP School by SCSPEB he was elected as VEC member but later on in year 2002 he was converted into PTSMC member.

At the time of establishment of school when a piece of land for construction of school building was required, no one was willing to provide land for school building because of high prices of land in the village. Mr. Mohammad Gul donated 10,000 sq feet land for school.

The school was upgraded as Community Model School and further demand for land arose for construction. Again nobody was willing to provide land for school but Mr. Gul was the man who provided 25,000 sq feet additional land for school without any cost. The land he donated costed Rs. 500,000 feet at that time. Moreover, he has provided electricity to the school from his house and is paying for the units being consumed by school.

He actively participates in school activities and provides full support to solve school problems. He paid Rs.900 for labor charges for drinking water pipeline for school and also bought Plants and trees for the school costing Rs. 800.

He approached the MPA of the area to discuss school problems and succeeded to get a water cooler and Rs. 10,000 cash for the school.

Mr. Mohammad Gul supported the Releasing Confidence and Creativity Project by contributing Rs. 4,000 cash for RCC classroom construction and Rs. 1000 for opening RCC school bank account.

When the team interviewed and asked him as to what motivates him to support educational activities, he said that he is very eager to promote education in his village and wants every girl to be educated.

