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Mission Statement

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

Quality Education Program (QEP)

Background

The concept of Quality Education Program (QEP) is an adaptation of Education Quality Improvement Program (EQUIP) one of the successful models of teachers training demonstrated by SCSPEB.

The Quality Education Program (QEP) seeks to address the prevalent problem, that the existing system of teacher capacity building has not been effective in bringing an improvement in the quality of education in Balochistan. A great number of teachers are trained every year but the trainings themselves are often not need based. Moreover, the system of monitoring and support to teachers appears to lack efficiency and a systematic approach.

As a result, the main goal of the Quality Education Program is to enhance existing teacher capacity to provide quality education. The program also seeks to create an efficient system of training, monitoring and support, which is interlinked with and supports the existing government system.

The Project is implemented in Lasbela and Loralai districts of Balochistan focusing 1044 primary school teachers 89 lead teachers and 45 Learning Coordinators.

The Project strategy is based on cluster-based approach where through mapping 44 clusters have been formed in Lasbela and 45 clusters in Loralai districts. Each cluster constitutes of 10-12 teachers within distance of 15 km from cluster centre and is placed under a lead teacher.

The main thrust of the project and sphere of activities could be broadly categorized as capacity building, resources for teaching and learning, enhancing community involvement, strengthening government system and influencing policy.

Capacity Building

Before going into the exercise of capacitating the teachers it was felt extremely necessary that training needs assessment must be carried out so that the training being imparted should not be conventional. Tools for training needs assessment of teachers were developed, pilot tested and administered in schools (male/female) of Lasbela and Loralai districts. Based on the findings of the needs assessment-training package of 7 days was developed concentrating on the areas of classroom management, lesson planning, school record maintenance, preparation and use of AV aids, interaction with community and teaching of Science, Math, Urdu and Social Studies.

To create a reservoir of professionally developed individual at district level, 30 resource persons/master trainers for training were selected through mutual consultation of Executive District Officer Education and Principal College of Elementary Education based on set criteria. Mostly the resource persons included teachers of Elementary colleges, head teachers and subject specialists. Since the master trainers had vast experience therefore, only a two days Workshop was organized in which they were oriented about the objectives of training and methodology to be adopted.

522 primary teachers in Lasbela district and 522 in Loralai were capacitated through a participatory cum activity-Based method where the teacher was encouraged to reflect on his/her own thinking Regarding a given theme/skill, then given a brief orientation and was To rethink and come up with his learning and vision.



Right from the first day due emphasis was placed on evaluation of the participants with the objectives to assess the learning of each individual participant and identify the potential candidate to be selected as future lead teacher. For this purpose an evaluation sheet was placed in each training centre where at the end of the day the performance of the participants were marked. Based on the results of the evaluation sheet 45 in Loralai and 44 lead teachers in Lasbela were selected. The lead teacher will visit the schools of their respective cluster and provide support to teachers to meet their classroom problems. Moreover, the lead teachers will conduct training workshops for their teachers.

Resources for Teaching and Learning

Apart from the lead teacher support, the program also provides other mediums of support to teachers through use of radio to provide latest developments in education and responding to the queries made by the teachers regarding their professional problems.

An agreement was signed with Radio Pakistan Loralai for the period July-December 2004. Under the agreement 26 programs of 15 minutes each will be broadcasted for teachers. So far sixteen programmes have been broadcasted. The Radio Pakistan Loralai has extended its maximum support by charging subsidized rates and broadcasting the programs in prime time. However, this activity cannot be started in Lasbela district due to the non-existence of radio station.

Moreover, the Program also encourages the use of Teachers Resource Centres (TRCs) established by Bureau of Curriculum and Extension Centre. Knowing the fact that the teachers are not being fully aware of these resource centres an hour was allocated in the first phase training package on the importance, usage and development of linkages with TRCs.

Enhancing Community Involvement

The Program is committed to enhance existing community involvement in monitoring and support of the school through PTSMCs. Experience shows that teachers resist and do not encourage PTSMCs involvement in schools. To encounter this attitude of teachers, PTSMCs was included as one of the topics of training contents. At the end of session the teachers were convinced and motivated that through community involvement most of the school problems could easily be resolved. The PTSMCs monitor and support school through frequent regular school visits and share findings through quarterly and annual performance reviews.

Strengthening Government System

The Program supports the government system by enhancing links between Education Field Officials and teachers by strengthening the role of learning coordinator who serves as a bridge between the two. Each cluster is being placed under a lead teacher who through classroom support and monitoring visit keep a record of the cluster schools and provide feedback to the Learning Coordinators. Hence the introduction of the lead teacher facilitates the learning coordinator to provide regular report of the schools of which otherwise is not possible for him alone.

Moreover, the flow of information from teacher to EFO through lead teacher and LC creates the linkage between Education Field Officers and Bureau of Curriculum and Extension Centre and Elementary Colleges of Education for need based training.

Influencing Policy

The Project places emphasis on policy influence so as to sustain interventions beyond project period. It is envisaged that an effective and efficient monitoring and evaluation system would be in place at the end of the project. That is why the introduction and selection of lead teacher is done with due consultation and notification of the Education Field Officer (EDO) so as to have its recognition and acceptance as a regular part of the supervision and support system.

Moreover, the institution of Learning Coordinator (LC) is considered to be the pivotal point of the monitoring and support system therefore due consideration is placed to make it effective and efficient. The lead teacher is an effective channel of support to LC in fulfilling their roles and responsibilities.

In order to revive the institution of Learning Coordinator a Policy Workshop was organized in Loralai District on "The Importance and Role of Learning Coordinator". It was the first time that a workshop had been exclusively organized for LCs and in which all the stakeholders were encouraged to sit together to recognize their importance and provide recommendations to resolve their problems.

The workshop proved to be very fruitful and provided very practical suggestions and recommendations for revitalization of the institution of Learning Coordinator.

- The number of schools assigned to LCs should not exceed 10 and the learning coordinators should not be obligated to travel more than 15 km in the cluster.
- The LCs may be authorized to sanction 2 days casual leave to the teachers
- The officers should hold monthly meetings with LCs and take them into confidence while making the posting transfer of teacher and site selection for opening of new schools.
- The LCs may be provided transport, and paid POL and repair of motorcycle charges besides TA/DA up to Rs 3000/- PM.
- The PTSMCs should be re-activated and the LCs may be authorized to report on the functioning of PTSMCs
- All LCs beyond 50 years age may be posted as Head Teachers and position of LCs may be filled with the teachers having 40 years age.
- Lack of monitoring of their performance creates inactivity amongst the LCs
- Number of learning coordinators may be increased so that every block of 10-15 schools has one LC.
- Female LCs may be facilitated with transport, enabling them to visit their respective schools regularly.
- LC may not be assigned any job, which is not included in their job description.



Quarterly Achievements

3

A Decade of Contribution Towards Female Education

Afghan Refugees Education Project (AREP)



- Mid Terms exams conducted in Chaman, Muslim Bagh and Mohammad Khail Camp Schools.
- School study material distributed in Muslim Bagh, M. Khail and Latif Abad Camps.
- Certificates distributed to repatriated students and teachers of Chaman and Mohammad Khail Camp Schools.
- Monitoring visits conducted of 13 schools of Muslim Bagh, 24 of M. Khail and 32 schools of Chaman Camps.
- Coordination meetings and NGOs meetings conducted at camp level.
- Teachers meetings and Education Groups (EGs) were held in Muslim Bagh, Chaman and Mohammad Khail Camps.
- Two Seminars conducted in Ziarat and Mustung Districts to mobilize and orient Nazim, Naib Nazim, influentials of the area, DEOE, ADEO, teachers to extend support to Program activities.

Releasing Confidence and Creativity (RCC)



- Teacher Resource Center, Karachi and SCSPEB organized (8 days) 45 hours training for ECE & regular teachers on ECE curriculum. 76 ECE & regular teachers of Lasbela, Loralai & Pishin Boys Clusters participated in the training. Whereas the RCC Teachers Trainer teams conducted the same training in Ahmed Waal, Noshki in which 14 ECE and Regular teachers capacitated.
- Two 3 days refresher trainings were organized in Pir Alizai and Ziarat clusters in which 11 teachers from Pir Alizai & 12 from Kawas Clusters participated. The same training was organized in super cluster Pishin in which 40 participants including ECE & Regular teachers, Trainers of Elementary College, LCs & ADOE from Pishin, Bostan & Pir Alizai Clusters participated in the training.
- Five days lead teacher training was organized in Ziarat. 16 participants including 4 SCSPEB field staff participated in the training.
- The Master Trainers of Non-Formal Education, Balochistan, provided the ECE teachers of Mastung cluster training on Non-Formal Education Curriculum.
- Lead Teachers conducted a one-day training workshop in each cluster with ECE teachers on "Baseline Survey Tools". Baseline survey of all new clusters completed and Performa's collected.
- Director Schools visited 4 schools of Mastung cluster and appreciated RCC classes.
- Program Manager Aga Khan Foundation visited RCC schools in Pishin & Ziarat and held meetings with PTSMCs in Ziarat and with Nazmeens, EFOs and DCOs.
- In Loralai District Cluster Resource Center established
- District Monitoring Committee along with media representatives visited RCC classes of Noshki cluster and appreciated the efforts.
- School and learning material were provided in all 30 newly focused schools. Moreover water tanks were provided in 21 schools.

Community Girls Middle School (CGMS) Project



- Three days refresher training provided to teacher of all ten CGMS schools.
- In order to promote extra curricular activities child clubs in nine schools formed.
- Teachers test conducted for selection of new teachers for CGMS Lumran and one teacher appointed.
- Meetings held with District Education officials Education Councils and PTSMCs to share school progress and performance.
- Book banks formed in all focused schools
- Bank account of remaining five schools processed.
- Video of all schools made which included student's classroom activities students and teachers interviews.

School and Community Water Environment Sanitation (WES) Project



- MoU signed with UNICEF for implementation of WES interventions in Union Council Darkala (Khuzdar).
- 531 students and teachers were trained through sixteen Health and Hygiene trainings in three Tehsils of Khuzdar
- Nineteen HPCT and latrine function trainings for students and teachers were held in which 192 students and teachers capacitated.
- CTC (Child To Child) trainings conducted in which 20 PTSMCs and 20 teachers capacitated.
- Six trainings conducted to capacitate 67 female community members on FLAAHE.
- Thirty water tanks installed in focused schools of Khuzdar district.
- Twenty hand pumps rehabilitated and installed.
- 37 latrines constructed and rehabilitated in focused schools of Khuzdar and required material provided.

Quality Education Program (QEP)



- Training imparted to remaining 300 primary teachers of Loralai district.
- An orientation workshop organized for QEP teams before the conduction of lead teachers training.
- 44 lead teachers in Lasbela and 45 in Loralai districts were capacitated on their roles and responsibilities.
- 15 radio programs broadcasted through Loralai radio station focusing teacher's professional needs.
- 89 cluster learning centres had been opened and the lead teachers were made incharge of these centres.
- Five PTSMCs reactivated and given orientation on their role and responsibilities.
- Handbooks for primary teachers and lead teachers developed.
- Monitoring tools developed and being implemented.
- Annual performance review of the program conducted.

SCSPEB News

- Congratulations! To SCSPEB Board and Employees on the initiation of the construction work of office building.
- Suzanne Olds, Chief of Party ESRA visited SCSPEB office and appreciated the Organization efforts for establishing and restructuring of PTSMCs in Balochistan and the teaching material developed during the teachers training under the Quality Education Program.
- SCSPEB Officials participated in Graduate Seminar on "From Early Childhood to Human Development in an Integrated Perspective", organized by AKU-HDP in Karachi.
- SCSPEB Official attended certificate course on "Human Rights Citizenship and Conflict Resolution Education" organized by AKU-IED.
- Balochistan Consortium for Professional Development (BCPD) (SCSPEB is BCPD member) submitted to ESRA had been approved and project activities are underway.
- The inaugural ceremony of BCPD was held. The honourable Provincial Minister of Education Mr. Abdul Wahid Siddiqui was the chief guest of the occasion.



Case Study

"Not too late"

Mahjabeen is an 18 years old girl who lives in a village called Neeli in District Pishin. Six years ago she passed sixth grade from Government Girls High School Bostan (Pishin), which was at a distance of 7 km from her home. But unfortunately she was withdrawn from school as it was not possible for her parents to send a grown up to a school, which was very far from their house. Mahjabeen always wished and had a faith that she would get an opportunity to continue her education.

The establishment of Community Girls Middle Munzaki Bostan (four miles away from Neeli) turned Mahjabeen wish into reality and now she had an opportunity to continue her education but when she told her father that she wanted to go to school, he (her father) bluntly refused. SCSPEB teams approached her father and tried to convince him to send his daughter to school but he was not at all ready to send her to school.

Mahjabeen had the idea that if the other four girls in her neighbourhood join school then might be her father allow her to go to school. She persuaded the other girls to convince their parents to allow them to join school. When Mahjabeen told her father that other girls of the village had got the permission to join school her father allowed her to go to school.

Mahjabeen along with the other four girls joined CGMS Munzaki. In the beginning Mahjabeen's father insisted a lot that she should be enrolled in class seventh other wise he won't allow him to school. Mahjabeen knew that if she gets enrolled in class seventh then the parents of other girls might not let them to school. So she convinced her father that it would be better for her to repeat class sixth along with her fellows. After being enrolled she along with her fellows started attending school regularly. The only problem they faced was that the way to school was not safe, as they had to cross through stream and cave to reach school. After few months she and her fellows motivated their parents to arrange a conveyance for them. Considering the level of interest of these young girls their parents agreed to pay Rs. 200 per month per student for the vehicle to drop them to school.

Another thing which further enhanced Mahjabeen's interest in studies is that schoolteacher Ms. Nargis Habib was her class fellow when she used to study in Government Girls High School Bostan. She (Nargis) completed her Matriculation and got the opportunity to be appointed as teacher in Community Girls Middle School Munzaki. Now Mahjabeen also thinks that like Nargis one day she would also become a teacher.

