

## Support to Afghan Refugees in Pakistan Program (SARPP)

The political instability and war in Afghanistan during the last couple of decades has resulted in huge influx of Afghan Refugees to Pakistan. According to a current census of the total refugee population in Pakistan 25% are residing in the urban slums and camps of Balochistan. The Afghan refugees, settled in camps, are categorized as old camps (established in 1980s) and the new refugee camps (established after September 11 incident). Since from the establishment of these refugee camps, several agencies are supporting on humanitarian grounds, for provision of basic services and economic well being of these masses while residing in Pakistan and help them to repatriate to their native country.

Support to Afghan Refugees in Pakistan Program (SARPP) is also a part of these initiatives and is in line with the UNHCR's collective return program. Mercy Corps (MC) in partnership with four local partners is implementing the program in ten camps of Balochistan during the period November 2004 January 2006.

SCSPEB is one of the partners of MC in implementing the program in two refugee camps namely Muslim Bagh and Saranan Camps. The overall objective of the program is to provide access to basic services to Afghan Refugees, which will facilitate their return and sustainable reintegration in their home country. The program seeks to provide vocational training opportunities, business development courses, functional literacy and health education trainings to increase the economic capabilities, health and psychosocial well being of the targeted refugee populations.

The program interventions are carried out through cluster-based approach with each cluster consisting of maximum of 25 households. SCSPEB through social and transect mapping has grouped the targeted beneficiaries into 14 clusters in Muslim Bagh and 14 in Saranan camp and within each cluster a separate council for male and female has been formed. Each council consists of nearly 25 members (of age 18 and above) headed by a council leader, selected through an election process from among them selves.

Each of the formed 56 councils (28 male and 28 female) in both of the Muslim Bagh and Saranan camp serves as a forum for support, discussion and exchange of information. The council leaders in mutual consultation with members select the sector for vocational training, identifies participants for training workshops and facilitate the training process.

The council members are provided two types of training categorized as Awareness Training and Vocational Training. The Awareness Training component includes First Aid, Drug Awareness, Basic Nutrition, Health and Hygiene and Land Mine Awareness. The Vocational Training sectors includes Carpentry, Tailoring, Mechanics, Electrician, Plumbing and Baking for male members and Candle Making, Soap Making, Traditional Birth Attendant (TBA), Embroidery and Tailoring for females. Along with the vocational trainings functional literacy session for participants had also been incorporated so that they may acquire certain level of reading, writing and number recognition skills.

In both the camps under the component of awareness trainings in all councils 103 trainings on the aforementioned topics had been imparted in which a total of 1896 members (952 Male and 944 female members) participated. As an outcome of these trainings a change has been observed in the hygienic condition of the homes and surroundings of the targeted population. Moreover, mothers have started caring about the health and nutrition of their families. The first aid trainings help in providing timely and appropriate support in wound management and treating minor infections at home which helps in minimizing future complications.

Based on the selected vocational training sector by the council members the process of training in all councils of both the camps is ongoing. The learners are provided with the practical application of skills through on site or apprenticeships with local entrepreneurs or skilled members within the cluster groups. So far 143 male participants are enrolled to acquire training in areas of electric, plumbing, mechanics, carpentry and tailoring in both camps and 61 female participants are acquiring trainings in tailoring.



# Teachers Reflection Diary

By: Mohammad Anwar, Project Officer QEP

Life is a composite of variety of events and experiences. Human being learn a lot through these experiences. They try to repeat pleasant and useful experiences and avoid the bitter ones. This practice is the foundation of development of an individual, community and a nation. Therefore, almost every individual recalls all the events and experiences he has gone through during the day. He analysis the causes and effects and plans for the next day.

A teacher, who perhaps, is the most important figure in the society remains in interaction with his students throughout the day. He undergoes a lot of experiences with his students. Some of the experiences are of routine nature and of little importance while others need thorough analysis and deep thinking. The teacher decides whether his action and behaviour was proper and in accordance with human psychology. Did it yield positive result? Did the students learn something he planned to share with them? Should repeat, amend and improve it should simply shun it. May be he shares his experience with his colleagues, experts and parents and even discuss with the students. He may consult the relevant literature and go to the relevant website. In this way the teacher continues his journey towards improvement of his teaching techniques, classroom management and relationship with the students.

The teachers who are involved in the productive process of teaching enjoy their experiences, irrespective of their nature and results, and take them as asset of their life. They jot down their experiences and endeavor to refine and improve for better results in future. This is reflection diary of a teacher.

According to a renowned educationist Devid Tripp, a teacher learns very important lessons about his way of teaching through some apparently insignificant experiences. These learnings instigate him for thinking about improvement. Therefore such experiences should not be ignored. They deserve much importance.

The question is how can teacher plan to learn from his daily experiences and improve his way of working. Answer is that the teachers should maintain his daily diary regularly and very carefully and draw the results through the following process:

- i. The nature of the event. He should note down every detail of the event including what, where and when has it happened!
- ii. Causes of the event!
- iii. What does it reflect on?
- iv. Possible results!



## Example:

Mr. Rashid is a teacher of class IV & V in the primary section of a school. One day he asked students of class V to write an essay on the topic “My School”. The objective was to enable the students to describe in writing, their experiences and observations. He therefore, advised that each student should write his own observation and experiences. They can discuss with their peers but should not copy from each other. He asked the students that each of them should write ten sentences and complete the exercise within 15 minutes.

The students of class V started working and Mr. Rashid started teaching mathematics to the students of class IV. After some time Mr. Rashid noticed that the students of class V had got together and resorted to copy from one another. Mr. Rashid was frustrated and got angry. He scolded the students of class V and also canned a few of them. Mr. Rashid got disgruntled and discouraged. He thought:-

- In spite of his hard work along the year the students could not write essay
- They resorted to cheating
- They created indiscipline

Mr. Rashid maintained his diary as under:

- He jot down the whole event with all the details
- He traced the causes of the event which were as under:

## Instructional causes:

---

- Students were never given an opportunity to write an essay by themselves
- Students are in habit of rote memorization
- Students are weak in language skills
- Students are not trained in observation skill
- Students are weak in writing difficult words
- Students lack in confidence
- Communication between the students and teacher is weak

## Organizational causes:

---

- There is over emphasis on discipline in the school
- The head master insists that course should be completed within the time frame
- It is compulsory for the students to sit in straight rows
- Individual difference of students and their personal needs receive no attention.
- The teacher has not been trained in crises management
- The students are not respected

## Outcomes of the Events

---

The event has taught that the school has no program to build creative competencies among the students. Students are insisted to memorize the information and knowledge by heart. The school has fell prey to the vicious circle. The teachers are working in an absolute status quo. Nobody thinks about a change, which is much needed.

Mr. Rashid placed the whole situation before his colleague, discussed it with his Lead Teachers and also took the Learning Coordinator into confidence. All of them decided to call the headmaster of the school, the Deputy Education Officer and the Executive Officer to place their problem before them.

The meeting was very productive. All the officers realized that an event of very ordinary nature had brought out very important weaknesses of the whole system of education prevailing in the district. They decided that:

- a) The students may be groomed right from class I so that they:
  - May study the objects, environment and events deeply
  - May be able to describe their feelings and findings independently and clearly
  - Discuss, think and find solutions to the problems in group
  - Attain competencies to speak and write correctly and easily.
- b) The teachers may be capacitated to come up to the requirement of the improved system of teaching.
- c) The existing norms of discipline may be revisited and students may be provided a freedom of thinking activity and reflecting.
- d) In order to create a working relationship between the teachers and the parents, PTSMCs may be strengthened
- e) Mr. Rashid will play as a role model in the school and his school for the other schools of the district.
- f) The Headmaster, colleagues, Lead Teacher and the Learning Coordinator will provide maximum support to Mr. Rashid in his work.
- g) All the schools in the district will be kept informed of the progress.

Summarily, the reflection diary of teacher can provide a basis for great improvement and a big change in the school and in the system of large.

# Quarterly Achievements

## Releasing Confidence and Creativity (RCC)

- MoUs signed between SCSPEB and District Governments of Pishin, Ziarat and Nushki regarding RCC.
- Three Cluster Resource Centers established in Ahmedwaal, Nushki and Ziarat whereas six District Resource Centers established in Lasbela, Nushki, Pishin, Killa Abdullah, Loralai and Ziarat districts.
- Participatory School Monitoring, School Development Plan, RCC and Gender Sensitization trainings imparted to 11 PTSMCs and refresher training on Financial Management imparted to 4 PTSMCs.
- Formed Seven Women Village Education Committees (WVECs) in Bela, two in Loralai and one in Pir Alizai Cluster. Moreover, two PTSMCs were formed in Loralai cluster.
- Sixty meetings held with PTSMCs members to share and discuss school progress and issues.
- Inter Cluster exposure visits of 10 clusters conducted in which 125 ECE, Regular teachers and EFOs participated.
- Four community meetings in Nushki and 8 in Mastung conducted with the mothers of Kachi/RCC students to share the overall progress of their children.
- Six community meetings held in Mastung to motivate the adult women to attend Literacy centres.
- Ten days training package designed for teachers of classes 1 & 2 after assessing their needs through classroom observations and cluster workshops. Moreover, development of teaching aids is in process.
- 75 meetings conducted with school in-charges of RCC focused schools to motivate them towards improvement of school environment, focusing of class 1 & 2 under the project and develop understanding on the provided Information Calendars.
- Monitoring & mentoring training package for Learning coordinators & Lead teachers developed.
- School & Classroom material distributed in all 80 schools focused under the program.
- 29 draft Village Profiles showing details of the program intervention and quantitative data about the schools developed.
- Two visits of EFOs & DEBs facilitated by the teams in Bela & Nushki clusters.
- SCSPEB board members visited six RCC schools of Mastung & Pishin districts.
- Teams held 28 meetings with Lead Teachers and 8 meetings with ECE Teachers to discuss the overall status of the schools.
- Facilitated and provided support to AKU-HDP in identification of potential sites and collection of baseline data for Early Childhood Development interventions in Bostan, Piralizai and Mastung.
- 88 monitoring visits to RCC focused schools 22 follow-up visits conducted to the construction sites of RCC Classes by the team.
- Conducted follow-ups for re-activation of 5 bank accounts in Ahmedwaal cluster.
- Lead Teachers of Boys Cluster Pishin and three ECE teachers resigned from their services as a result new teachers new teachers appointed for the respective clusters.
- Refresher Social Mobilization training imparted to RCC staff to enhance their capacity to provide quality services.



## Quality Education Program (QEP)



- 499 teachers of Loralai district were capacitated on teaching of English
- Follow up visits of 104 schools in Lasbela and 60 schools in Loralai conducted by teams.
- Broadcasted 13 radio programs from Loralai Radio Station.
- Developed and printed four teachers guide and distribution to focused teachers is in process.
- Conducted community meetings for activation of PTSMCs.
- Re-structured and strengthened 18 PTSMCs in Loralai and 28 in Lasbela districts.
- Lead teachers conducted school visits and provided classroom support to teachers of their clusters.
- Lead Teachers conducted monthly cluster meetings in all clusters of both districts.

## Support to Afghan Refugees Pakistan Program (SARPP)

- 27 male and 34 female meetings conducted in M.Bagh and 21 male 24 female in Saranan Camp
- 717 Trainees identified in Saranan and 874 in M.Bagh camp for vocational trainings.
- 25 First Aid and 8 basic nutrition trainings conducted in M.Bagh camp. However, 24 First Aid, 23 Drug awareness, 10 Basic Nutrition and 9 Health and Hygiene trainings conducted in Saranan camp.
- Selected five centres for vocational trainings in Saranan camp.
- Vocational trainings on Plumbing, Electrician, Carpentry and tailoring initiated for male members and for females members initiated tailoring training.



# Quarterly Achievements

## Afghan Refugees Education Project (AREP)

- Conducted 216 follow up visits of twelve schools of M.Khail and M.Bagh Camps.
- 54 Follow up visits of nine Home Based Girls Centres (HBGCs) of M.Bagh Camp.
- Celebrated World Refugee Day at camp and provincial level.
- Held six Education Group (EG) meetings in M.Bagh Camp and seven in M.Khail Camp.
- Organized two Female Education Groups (FEGs) meetings in M.Bagh Camp and one M.Khail Camp.
- Five coordination meetings held in M. Khail Camp.
- Study material (Books, Copies, Pencils, Rubbers, Sharpeners) distributed in 5 schools of M.Khail and 13 schools (including home base center) of M.Bagh camp.
- Held 14 teachers meetings in M.Bagh and 9 in M.Khail camp.
- Three EG and Elders combine meetings held in M. Bagh and two in M. Khail Camps.
- 2 EG and teachers combine meetings were held in M. Khail camp.
- One community meeting held in M. Khail Camp.
- Verification of the SPMR of first quarter of AREP conducted by Mr. Khaliqzaman Qureshi, Project Control Officer UNHCR.



## School and Community Water Environment and Sanitation (WES)

- Child-to-Child Approach trainings conducted in which 20 teachers and 41 PTSMC members capacitated.
- School Sanitation and Hygiene Education trainings conducted in which 536 students of 20 schools of Zehri, Wadh and Khuzdar Tehsils capacitated.
- Tehsil level workshop organized in which the participants were sensitized on WES.
- 19 latrines constructed & 13 rehabilitated in 16 Schools of Khuzdar. Whereas in 15 schools provision of material had been made and construction work is in process.
- Installed ten water tanks in schools from which 430 students are benefiting.
- Hygiene kits provided to 17 schools.
- Formed 12 male and female village groups for promotion of sanitation in the targeted areas.
- Four sites (Kharawa, Kori, Killi Abdul Ghani and Suni Faizabad) were finalized for the implementation of Total Sanitation Model.
- 42 Females in Kori, 38 in Khairawa and 28 in Killi Abdul Ghani trained on FLAAHE
- Mason training organized in Village Kori, in which 24 Person were trained
- Latrine construction initiated in 14 houses.



## Community Girls Middle School (CGMS) Project



- Two training workshops on School Development Plan conducted for Teachers and Education Council members in Ziarat.
- Three days cluster training conducted for teachers of CGMS Haikalzai and Khudaidazai in Pishin.
- Classroom support provided to teachers on content areas of different subjects.
- Eight meetings with community, four meetings with VECs and parents, and fourteen meetings with Education Councils of all schools held in which support generation for schools, school building matters, enrollment increase, computer installation, water provision, latrines construction and fund generation matters were discussed.
- Quarterly exams conducted in all schools.
- Book banks of five schools restructured.
- School and learning material distributed to all schools.
- To enhance enrolment vehicle facility provided to two schools, CGMS Khudaidadzai and CGMS K. Rode Mulazai.
- Follow up visits of all schools conducted.

# SCSPEB News



- Validators from NGORC visited SCSPEB under Institutional Management Certification Program (IMCP)
- SCSPEB Board election for the period 2005-2007 in which Prof. Ejaz Ahmed was elected as President, Mrs. Hassan Baloch as Vice President, Mr. Kamal Hassan Siddiqui as Finance Secretary, Sardar Raza Barech as General Secretary. Congrats to all Board Members.
- SCSPEB staff organized a party for Board Members to welcome Prof. Ejaz Ahmed as new President and thanked Mr. Kamal Hassan Siddiqui for his successful and supportive tenure of president ship.
- Insurance Cheque of Rs. 200,000 was handed over to the dependents of late Mrs. Basra Khanum (master trainer Quality Education Program) under SCSPEB Employees Insurance Policy.

## Case Study

### Government Girls Primary School Machaar Kun Goth Bela



Kun Goth is situated at a distance of 2 km from Bela City (District Lasbela) with approximately 50 households and total population of around 700. The village has a mixed population with people belonging to Baloch, Laasi and Jamot tribes. The source of livelihood of the people is fishery and agriculture.

Previously there was no girl's school in the village and at that time 42 school age girls present in the village were deprived of education facility. In the year 1997 SCSPEB focused this village under the Community Support Process (CSP) Program and on March 31, 1997 Government Girls Primary School Maachar Kun Goth School was established and the local candidate Ms. Aalma was appointed as teacher. The community provided land and constructed a hut for the school. Since then the school was working in the hut.



In the year 2003 when SCSPEB initiated Quality Education Program (QEP) in the district Kun Goth School was also focused. When the teams visited the school it was in pathetic condition with a very low enrolment. The only material available was an obsolete table and chair for teacher and a broken blackboard. Despite the tough condition the teachers was regular and was trying to her full capacity to teach the students.

Over the course of these eight years Ms. Aalma was not provided with regular trainings therefore along with physical condition issues of the school she was also facing professional problems. To support the professional needs she was provided with the opportunity to attend the scheduled training organized under QEP and seeks continuous support from the Lead Teacher of the respective cluster.



One day when the teams conducted follow up of the school they found that the hut in which the school was running was not there. After inquiring from villagers it was found that the hut caught fire and was demolished altogether and the teachers was running the school in her home due to which of the already existing low enrolment only seven students were present.

The teams inquired from the teacher about the education committee of the school and asked her asto why she didn't seek support from them to re-construct the school. She replied that Parent Teacher School Management Committee (PTSMCs) exists but is not functional. She also said that initially community was supportive towards the school but with passage of time they have also lost their interest.

The QEP team held meetings with the PTSMCs and community members to re-sensitize them about the importance of girl's education and motivate them again towards the construction of school. The PTSMC members were given detailed orientation about their roles and responsibilities.

In one of the meetings as an initiative the team contributed Rs.200 from their own for school, which served as a motivator. As a result at the end of the meeting an amount of Rs. 2700 was contributed for school fund. The amount was deposited with the PTSMC members to utilize it for the school.

When the team took follow up of the school they found that the Community had provided a room for the school and the PTSMC members utilized the collected funds for the repair work of the room and purchase of basic school material. Electricity was provided to school and fan was installed in the room. Arrangement for drinking water for students was also made in the school.

The PTSMC Members shared with the teams that when the school will re-open after the summer vacations they will try to bring all the dropped out and out of school girls to school and invite DOE (F) to their school. They said that they would try to provide reading and writing material to needy students so that they may acquire education. They further said that they would make pooling of funds for school a regular feature.

Teacher Aalma is very much satisfied with all the support extended by the PTSMC and the community. She said that QEP interventions had addressed her professional needs as well as mobilizing and sensitizing the PTSMC to support in addressing physical needs of the school.

*(Reported by Fauzia Kareem and Shaukat, Social Organizers QEP)*