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Quality Education Program

Pakistan is signatory of the world declaration on Education for all (Jomtien)1990. She also shares the commitment made in the world Education Forum meeting held in Dakar, Senegal; on 26-28, April 2000. Though each of the goals and targets committed in the framework for action formulation is equally important but point 7 can be identified as the most significant landmark in the road map. It states

"We hereby collectively commit ourselves to the attainment of the following goals.

- i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- ii) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.
- iv) Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- v) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- vi) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Pakistan a country with a low literacy rate of 45% is striving very hard to meet the commitment and achieve the targets set in world forum, Dakar. The government has taken a number of initiatives, which, apart from others, include winning the support of the private sector. The Society for Community Support for Primary Education in Balochistan (SCSPEB) joined hands with the Government of Balochistan during the year 1992, to assist it in achieving the provincial and national targets. After working for more than a decade, the SCSPEB carried out an informal assessment of the situation and it found that though pace of quantitative progress in the Primary Education was satisfactory, to some extent, but the quality was not upto the mark. The reasons for the low quality of education were identified as under: -

- 1) Poor schooling of teachers and lack of mastery over subject matter.
- 2) Low Quality and non-responsive-to-need pre-service teachers training.
- 3) Lack of on the spot professional support to the teachers.
- 4) Ineffective monitoring and supervision system.
- 5) Lack of coordination between the colleges of elementary Education and the EDO (education) and absence of training need assessment mechanism.
- 6) Ineffective role of Learning Coordinators.
- 7) Lack of knowledge of ground realities for policy making.

In order to further assist the Government of Balochistan the SCSPEB designed a program, which was submitted to ESRA for financial support. The program suggested the following strategies to make a break through: -

- i) Capacity development of teachers and lead teachers.
- ii) Supporting the teachers with teaching and learning materials.
- iii) Enhancing Community involvement.
- iv) Strengthening Government System.
- v) Influencing Policy.

The ESRA accepted the proposal and the SCSPEB embarked on a two years Quality Education Program i.e. September 2003-September 2005. The program focused Lasbela and Loralai districts of Balochistan, which has 27 districts and spread over 3,72,000 km, of area.

Teachers capacity building was hub of the program. In order to assess the real professional needs of the teachers and supply need of schools a survey was carried out in both the districts. During this survey 319 out of 548 schools were visited in Lasbela district and in Loralai district 264 out of 630 schools were surveyed. During this exercise questionnaires were administered on 522 teachers out of 1058 on teachers of Lasbela and on 522 out of 1218 of Loralai. Besides teachers the students were also randomly focused to assess their existing learning achievements. Gap was further verified from the result of class V annual examination of 2002. All this exercise showed that the teachers needed support in the following areas: -

- i) Classroom management
- ii) School Record Maintenance
- iii) Teaching Strategies
- iv) Issue relating to subject matter of Urdu, Mathematics, Social Studies and Science.

During survey it was also found that the teachers were working in isolation and there did not exist any active supervision and support system. The Learning Coordinators, who are a very important echelon of the system were inactive due to short of resources. Therefore, it was decided that a mechanism of teachers support may also be introduced.

In order to start with the teachers were imparted seven days training in the areas indicated above. During the training the Master Trainers selected competent primary school teachers out of participants who could take leading role and play as lead teachers after the training was completed in the following areas:-

- i- Classroom management
- ii- Communication
- iii- Supervision and Monitoring

The lead teachers visited each school at least once a month and spend the whole day in the school. He/ She supported the teachers in the areas of pedagogy and contents if he/ she needed. The lead teacher behaved like a mentor rather than an inspector/ administrator. A health collegial atmosphere prevailed where every teacher welcomed the lead teacher. This mechanism provided an opportunity of on the job support to the teacher.

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The lead teacher conducted a one-day workshop at the end of the month for the teachers of his/ her cluster. In this workshop the lead teacher focused on the areas of common needs of the teachers however, the individual teachers could also ask for support in solving their problems. This workshop was a participatory approach where the teachers helped each other under the facilitation of their lead teacher.

The lead teachers reported general training requirements to the Field Office of the program. Responding to the teachers needs trainings were conducted during the program period as under: -

S. #	Training Course	Content
1	4 days LT training	Teaching of Maths & English
2	2 days Teachers Training	Teaching of Maths
3	2 days Training	Teaching of English
4	12 days training	Teaching of English, Maths, Science

In aggregate the teachers were imparted 31 days training during the program period. Besides other aspects the most important benefit of training to the teachers was that they were exposed to techniques of teaching English for the first time. English was introduced as compulsory subject at primary level during the year 2002 but the teachers were not trained and they faced great difficulty in teaching the students.

Local teachers were capacitated to work as Master Trainers. Thus a critical mass of 32 Master Trainer was created in each district and both the districts are now self sufficient in this aspects.

The schools were devoid of instructional materials. The schools did not have any funds to purchase the required articles. In order to address this deficiency the teachers were capacitated and encouraged to develop low cost/ no cost instructional material at their own. Each Cluster Center was declared as Cluster Learning Center (CLC). The teachers prepared articles with the help of the students, collected buttons, seeds, bottle tops and similar other waste material and pooled it in the CLCs. This material is now being used for making the teaching more effective.

The QEP developed handbooks for primary school teachers and lead teachers besides modules on teaching of English and Urdu. Another module was developed to help the trainers in training of teachers.

The schools were generally taken as a government entity. Neither the teachers allowed the parents to take any interest in the school affairs nor the general public paid any attention towards school. Thus a wide gulf existed between the seat of learning and the parents of learners. This caused high rate of drop out and low rate of completion of primary schools education. Obviously, it resulted in a great loss. The QEP addressed this problem through activation of Parent Teacher School Management Committees (PTSMCs). The field teams visited the school villages, brought the members of PTSMCs and teachers under one roof and advocated

coordination and cooperation among them. The PTSMCs were assigned the following responsibilities: -

- 1- Enhancement of enrollment in the school
- 2- Enhancement of retention rate
- 3- Helping the teacher to resolve school problems
- 4- Creation of a bridge between the school and the EFOs

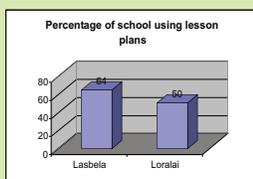
The teacher was assigned to work as secretary member to the PTSMC and keep record of the meetings. This strategy helped in creating cohesion between the teachers and the parents. In quite a number of school the parents constructed rooms and repaired the existing building. It was specially told to the parents that they should not behave like inspectors but should take role of a facilitator. This helped to remove the apprehensions of the teachers.

Sustenance of PTSMCs has always been a question mark due to financial constraints. The poor community cannot help the school much where finances are involved. Therefore, it was considered fit to convert the PTSMCs into Community Citizen Boards (CCBs). The teams helped five schools in completion of the process of attaining the status of CCBs. Five other schools have also demonstrated their aspiration to go CCB.

It was observed that the district government did not have an authentic and reliable data therefore; the whole planning was based on assumptions. This caused lopsided planning. The QEP provided reliable data of all the focused schools to the district government and encouraged them to revisit their policies on posting and transfers of teachers, opening of new schools, provision of additional accommodation, supply of water and construction of toilet and boundary walls. The QEP also provided a draft education policy for consideration by the district council. In this way the QEP assisted the district government to improve their governance.

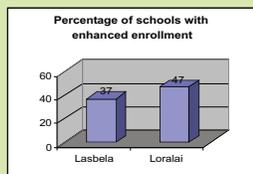
Impact of training:

The reports of the lead teachers and an evaluation carried out by a third party transpire that the teachers training and the supervision of teachers has created a dent in the system. The following analysis is significant



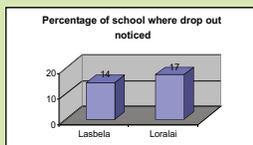
1. Use of lesson plans

It has been reported that 64% teachers in Lasbela and 50% in Loralai are using some sort of lesson planning. Though the teachers have not yet developed a habit of maintaining their diaries but the change really affects positively the learning of the students. Before implementation of QEP the teachers did not give any importance to the planning of lessons prior to going in the class.



2. Enhancement in the enrollment

Enhancement in enrollment has remained a problem in the rural areas of the province. There are varieties of causes of low enrollment but the teachers low capacity to teach with parently affection has been a major cause. The teachers training has focused this issue and has tried to improve the capacity and attitude of the teachers. The graph shows an inclination towards enhancement of enrollment in both the district.

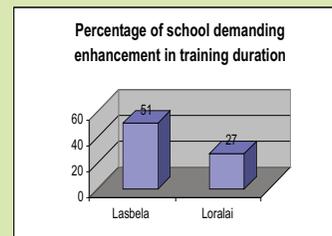


3. Decrease in the drop out rate:

It is general observation and experience that the students leave the school due mainly to the behavior of the teachers. The drop out rate has reduced by 14% in Lasbela and 17% in Loralai district after teachers training under the QEP. Generally the drop out rate varies from 53% in class II to 20% in class V.

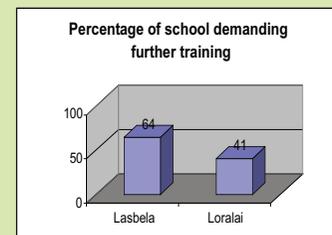
4. Demand in increase of duration of training

This graph shows that the teachers have felt that the training imparted under QEP is beneficial for their professional growth. 51% teachers of Lasbela and 27% teachers of Loralai have demanded that the duration of training should be enhanced. The present norm is that QEP has imparted training from two days to twelve days besides end of the month cluster trainings. Hopefully, the teachers want to learn more to teach more effectively.



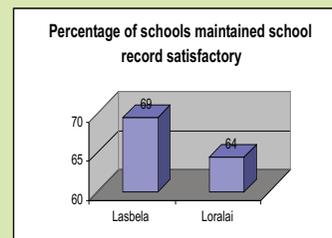
5. School demanding further training

This graph shows that the teachers have showed their interest towards training imparted under QEP program. 64% teachers of Lasbela and 41% teachers of Loralai have demanded that the training should be continued because it is beneficial for their professional growth.



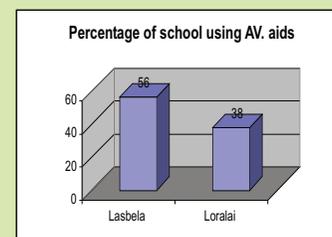
6. Maintenance of school record

The teachers were really naïve the importance of and maintenance of school records. They even did not know how to admit a student in the school and issue a school-leaving certificate. The teachers were imparted training in maintenance of admission register, school-leaving certificate, attendance register and stock register. The graph shows that the majority of the teachers have started maintaining school record properly.



7. Use of AV aids

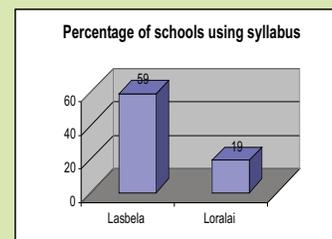
AV aids play a very important role in making the teaching affective and enhancing the comprehension level of the students but the schools were dull because the teachers did not use any kind of aids during their teaching. They simply complained that the government did not provide the teaching aids and they cannot purchase due to their financial hardships. During trainings a belief was developed among the teachers that they need AV aids and they can manage the aids either without any cost or with nominal cost. The graph shows that 56% schools in Lasbela and 38% in Loralai have started using some sort of aids during their teaching.



8. Use of syllabus

The teachers had never understood the importance of breaking down of the syllabus into months. Therefore, they could not plan their work properly. The result was that in majority of schools in both the districts the teachers could not complete their syllabus at the end of the year. It was adversely affecting the quality of instruction and learning of the students. During training it was impressed upon the teachers that they should program their syllabus according to the teaching time available to them. The result is that now 59% teachers in Lasbela and 19% in Loralai have started following the syllabus broken into months.

The teachers training specially in Balochistan can play a vital role in improving the capacity of the teachers. They need a regular program of training because their schooling has been very weak and they have not been trained properly during their training. Such a program should continue for some years to attain desired results.



Challenges

The following are the apprehensions and anticipated challenges: -

- I) Though the Director of Education has initiated a proposal for creation of Lead Teachers positions but it will take time to materialize. The Lead Teachers will not get their honorarium (Rs. 1000/- per month) till the posts are created. It may render the system non-functional.
- II) After withdrawal of QEP teams the Learning Coordinators should take over the responsibility of monitoring the Lead Teachers and their support. But lack of transport facilities is a great impeding factor in the way of LCs to do the job.

The practices introduced by the QEP among the teachers have not yet taken strong roots. They still need motivation, supervision, monitoring and support for some time. The Learning Coordinators have to work very hard to sustain the intervention of the QEP and they need support of the District and Provincial Government to discharge their responsibilities.

Quarterly Achievements

Releasing Confidence and Creativity (RCC)

- ✍ Participatory School Monitoring, Gender, RCC Sensitization and School development Plan training imparted to 12 PTSMCs
- ✍ 8 days training of Lead Teachers/EFOs conducted in Ziarat on the Monitoring & Mentoring of class 1 & 2 teachers. 21 participants from 7 districts participated in the training.
- ✍ Four 8 days training of Class 1 & 2 regular teachers of the focused schools on "ECE Learning Management" was conducted in Pishin Girls, Kawas, Piralizai & Loralai clusters. Total 83 participants were capacitated in the training.
- ✍ Two 10 days training of Class 1 & 2 regular teachers of the focused schools on "ECE Learning Management" was conducted in Pishin Boys & Bostan Clusters. Total 50 participants capacitated in the training.
- ✍ 8 Cluster level child competition seminars conducted in Loralai, Bela, Rawani, Bostan, Ahmedwaal, Qadirabad, Nushki & Peeralizai clusters
- ✍ 2 districts and cluster level workshops conducted in Mastung & Ziarat
- ✍ Facilitated AKU-HDP in the selection of Senior Coordinator and Coordinator for their Early Childhood Program in Mastung
- ✍ RCC team member attended 13 days workshop on Early Childhood Development concepts in Mastung. The workshop was conducted by AKU-HDP
- ✍ AKU-HDP was supported in the selection of villages and during the collection of data in Mastung
- ✍ One-day workshop was conducted on Monitoring tools by SEF at SCSPEB hall. 15 participants from SCSPEB participated in the workshop
- ✍ Data collection activity on the tools provided by SEF is under process in the focused schools of RCC for research purposes. RCC Staff facilitating SEF in the collection of data from field.
- ✍ SCSPEB facilitated the two representatives of SEF in the collection of traditional story collection and video documentation. The field visits were conducted to Pishin and Mastung clusters.
- ✍ RCC team conducted 50 monitoring visits to RCC focused schools and 13 follow up visits to the RCC classrooms construction sites.
- ✍ Three new ECE teachers were appointed during the quarter due to the resignation of previous teachers.
- ✍ The Bela cluster is divided into two i.e Bela & Rawani and Ms. Asifa is selected as Lead Teacher for Rawani Cluster.
- ✍ After consultations with the DOE (F) and a detailed survey of the village GGPS Goth Abdullah Waang, a new school in bela cluster was focused under the program.
- ✍ 12 RCC team members of HANDs visited RCC schools in Balochistan. Team facilitated their visit to 11 schools (4 in Mastung, 1 in Pishin Boys, 3 in Pishin Girls and 3 in Ziarat) focused under the program.
- ✍ BoC & PITE Officials were invited to SCSPEB to share and have discussion on the teaching aid "Taleemi Khazana" designed for Class 1 & 2 teachers.
- ✍ 12 meetings were held with Women Village Education Committees (WVEC) to enhance their role in the education of their village children. One WVEC restructured to provide support to the school at grassroot level.



School and Community WES Project

- ✍ One CTC Training for PTSMCs held and 15 PTSMCs capacitated.
- ✍ Two CTC trainings for Primary School Teachers held and 45 teachers of 31 schools capacitated.
- ✍ 21 Training on School Sanitation and Hygiene Education held in which 1086 students capacitated.
- ✍ 8 Latrines constructed and 18 rehabilitated in 15 schools.
- ✍ 46 water tanks installed in schools.
- ✍ Follow up of 38 schools (last year focused schools) had conducted for minor improvements.
- ✍ Two child clubs formed in two schools.
- ✍ Training of Village Female & Male Groups on Total Sanitation Concept & FLAAHE conducted in Village Khori, Khiarawa and Sayeedabad and Drakala where 120 male and females capacitated on FLAAHE concept.



Quarterly Achievements

Community Girls Middle Schools (CGMS) Project

- ✍ Ten days Teachers refresher training was organized for the teachers of CGMS of three Districts by SCSPEB at Agro Tech College, Quetta in which 24 teachers participated.
- ✍ Follow up school visits conducted in all ten CGMS. Attendance of student and teachers was checked, student's performance, participation of Education Council and classroom and school environment were evaluated.
- ✍ Meetings conducted with community and Education Council members regarding schools building matters.
- ✍ Community participation was out class they contributed cash and kind for construction work of schools.
- ✍ Three water tanks provided to Warchoom, Karez Noor Muhammad and Haikalzai water tank installed in two schools (with water connection) & in one schoolwork is in progress.

Afghan Refugees Education Project (AREP)

- ✍ 10 EG and 5 FEG meetings held in Muslim Bagh Camp, whereas 10 EG and 2 FEG meetings held in M. Khail Camp.
- ✍ 12 male and 6 female teachers meetings were held in M. Bagh and 3 male teachers meetings were held in M. Khail Camp.
- ✍ Three coordination meetings held in M. Khail Camp.
- ✍ One NGO meeting held in M. Bagh Camp.
- ✍ Mid term examinations conducted in M. Bagh and M. Khail Camps.
- ✍ One Female Education Group was formed in M. Khail Camp.



Community Services Project (CSP)

- ✍ 25 Consultative meetings conducted.
- ✍ 4 Social Animators (Male/Female) hired.
- ✍ 3 Sectoral Committees formed.
- ✍ 2 Youth clubs and 6 Sports teams formed.
- ✍ 6 Awareness Creation sessions held in M. Khail Camp.



Support to Afghan Refugees in Pakistan Program (SARPP)

- ✍ Conducted 45 male and 8 female council meetings in M. Bagh Camp where as 26 male and 25 female council meetings conducted in Saranan Camp.
- ✍ Conducted 16 male elder meetings in M. Bagh Camp. While 3 female and 25 male elder meetings held in Saranan camp.
- ✍ One combined elder meeting and two master trainer meetings held in Saranan Camp.
- ✍ Conducted one meeting with vocational trainees in Saranan camp.
- ✍ Two coordination meetings conducted in Saranan camp.
- ✍ One coordination meeting held with IRC in Saranan Camp.
- ✍ Imparted 13 Drug Awareness, 16 Health and Hygiene trainings, 12 Land mine Awareness, 2 First Aid training in male sector and 3 nutrition and 10 Health and Hygiene trainings, 4 Drug awareness training in female sector in M. Bagh Camp. Whereas 14 health and hygiene, 17 land mines awareness trainings, 3 First Aid trainings, 6 Basic



Quality Education Program (QEP)

- ✍ 271 male and 158 female teachers trained in 11-days teachers training in English, Mathematics and Science in Loralai district.
- ✍ 219 male and 356 female teachers trained in 12-days training in English and Science in Lasbela district.
- ✍ Lead teachers conducted 3 monthly cluster trainings.
- ✍ One day seminar on quality of education conducted in Bori and Duki tehsils of Loralai district.
- ✍ 64 male and 40 female Lead Teachers and Learning Coordinators trained in 3-days training in: -

- ✍ Multi-grade teaching techniques.
- ✍ Lead Teachers responsibilities
- ✍ Evaluations.
- ✍ Mathematics.

- ✍ Team visited 29 schools in Lasbela and 50 in Loralai to support the teachers in areas of difficulty.



SCSPEB News

- ✍ The NGORC team visited SCSPEB for final validation under Institutional Management and Certification Program (IMCP).
- ✍ NGORC recommended SCSPEB to be the first organization out of 52 for external validation by SEBCON under the Institutional Management and Certification Program (IMCP).
- ✍ SCSPEB has entered into partnership with Open Society International (OSI) and Society for Advancement of Education (SAHE) on a research study "What works in Education in Pakistan and Why?"
- ✍ SCSPEB revised and got approval its Policy Manual from Board.



Case Study

This case study focuses a nine years old girl namely Shazia resident of a village Rawani in Bela tehsil of district Lasbela.

Shazia like other children of Killi Rawani has all the potential to develop and perform her abilities but unfortunately she is deaf and dumb. No one in family members is educated except her elder sister who is studying in class 4 in the same school. She would roam around in the village and play with her friends. She usually faced difficulty in communicating with her friends, as her body language could not convey her clear message to them. When her friends got enrolled in the school she also developed interest in getting enrolled in the school. Her interest lead her to accompany her friends to school regularly. Noticing her regularity and interest the class teacher requested the Head Teacher to enroll her. After getting enrolled in the school she actively participated in the classroom activities like writing Takhti and also started learning manners but still the communication was problem as the teacher could not understand what she meant by her gestures.

In the meantime on 20th August 2004 SCSPEB initiated ECE class in the school. Shazia class was converted into ECE class. Shazia developed more interest in classroom activities like making body gestures with her friends during poem singing activity and group work etc. She has learned a lot during this period and is able to make meaningful gestures, can understand teacher's instructions/gestures and gestures of her friends. She is able to write numbers up to 50. She is learning and performing very well.

Her parents and other family members are surprised to see the change in their daughter who is performing so well despite being deaf and dumb. Shazia's parents are hopeful that their daughter would also be as much educated as other children could be. No doubt her interest and learning would lead her to success.