

SCSPEB

Update

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SCSPEB

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

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Citizen Community Boards (CCBs) Mobilization and Capacity Building Project

Under the Devolution Plan the powers had been shifted from the central and provincial government to local units considering that it would provide an enabling environment for community participation and empowerment. Though the Local Government Ordinance has delegated authorities to the local units but unfortunately these units are unable to exercise these powers to their full potential. There are three major reasons as to why these units are unable to exercise their power. Firstly, they are not fully aware about their authorities/powers and secondly they lack the capacity to exercise their powers and thirdly lack of networking among the social actors.



In order to give momentum to the elements envisioned in Local Government Ordinance 2001 it is extremely important that a network should be developed among the social actors so that they could support each other for a holistic development.

Though the institution of Citizen Community Board has been provided in the Local government Ordinance but this institution could not be utilized properly during the first tenure of District Governments. Since 25% of the development Budget of the district is reserved for the projects submitted by Citizen Community Boards, it is essential that measures be undertaken for setting up of Citizen Community Boards and further strengthening them for optimum utilization of their potential in the local level development. To enhance women's say in the CCB budget of districts, special focus needs to be given towards setting up of female CCBs. Limited awareness among women about the concept, lack of access to institutions to support the formation of female CCBs and the absence of provisions in the Ordinance for the formation of female Citizen Community Boards are the reasons that increase the probability of limited women participation in this institution.

Citizen Community Boards are instrumental for sustainability community organizations on the basis of the following:

-  They will exist as a registered body with the Community Development Department.
-  Annual District Budget shall provide for 25% of the development Budget for CCB projects
-  Many organizations and funding agencies are interested in extending financial assistance to CCBs on cost sharing basis.

Therefore community organizations in the form of Citizen Community Boards have potential for being more sustainable and effective. Development of an acceptability of common citizens as community planners through identification of projects, formulation of proposals, interaction with the community development department for registration and mobilization of financial resources of 20% cash contribution for government projects are major issues. These issues coupled with others can be addressed though a strengthened Local Government System in the District in true spirit of the ordinance. Reinforcement of monitoring mechanisms, improving citizens relations with police through public safety committees at UC level, capacitating District Public Safety Commissions, formation and strengthening of networks/alliances of key stakeholders will strengthen the system. Undertaking measures to cope up with the above-mentioned situation also requires an effective strategy based on the support of District Government, elected representatives, bar associations, union of journalists and local community members. Securing the support of all the above-mentioned stakeholders by involving them at all stages during the project implementation is vital for the success and sustainability of these initiatives.

Devolution Trust for Community Empowerment's (DTCE) role is of a catalyst, which would assist in the development of the missing network among the social actors. DTCE's strategy is to empower communities at the grassroots level by promoting CCB Mobilization Campaign, Invigorating police-citizen relationship and assisting the formation and strengthening of networks/alliances for the community empowerment. DTCE considers Civil Society Organizations (CSOs) as key partners in the CCB mobilization and mentoring process.

SCSPEB entered into partnership with DTCE for implementation of CCBs mobilization and training programs in three districts namely Killa Saif Ullah, Mastung and Zhob Districts. To impart the CCBM training at district level SCSPEB master trainer teams were capacitated by DTCE trainers on CCBM module through one week training.

The master trainers on the basis of the acquired training organized two days CCBM at union council level in the focused three districts. The participants of the training included the elected representatives, community members/activists, members of CCBs and CBOs. Within the span of the two months of the project the master trainers provided trainings in 12 Union Councils of District Killa Saifullah, 28 Union Councils of District Zhob and 13 Union Councils of District Mastung included total 963 participants (both elected representatives and community members).

During the trainings the participants were orientated about the development of the union action plans. As an outcome of these trainings Union Action Plan of 12 unions of District Killa Saifullah, 28 UCs of Zhob and 13 UCs were developed by the elected representatives which were received and sent to DTCE. Moreover, 12 Exclusive Classification from District Killa Saifullah, 28 from District Zhob and 13 from District Mastung were also received from the districts and provided to DTCE.

Quarterly Achievements

Community Girls Middle School (CGMS) Project

- ✍ Recommendation by the Director of Education Balochistan Quetta to the Secretary Government of Balochistan Education Department for Main Streaming of Community Middle/High Schools established under CGMS Project.
- ✍ Presentation on CGMS model and its achievement during the four years of the Project was given to Higher Officials of Education Department Balochistan.
- ✍ Director Bureau of Curriculum & Extension Center Quetta sent a letter to the Secretary Government of Balochistan Education Department for grant of permission to Middle/High School Teachers to appear for CT/PTC Examination.
- ✍ Community had provided land for the construction of the CGMS schools and the process of building construction had been initiated for Karez Noor Mohammad School.
- ✍ Sui Southern Gas Company provided support for the construction of building of CGMS Kawas and the construction of three rooms is in progress.

Youth and Adult Literacy Project

- ✍ Plan and Progress Sharing Meetings with Government Officials and District Government and ESRA Officials
- ✍ 63 additional literacy centers opened
- ✍ 34 cluster-based meetings held with cluster supervisors and literacy center teachers
- ✍ SCSPEB's eight Master Trainers and 14 Cluster Supervisors attended eight days Post Literacy Training at Turbat
- ✍ Imparted Post Literacy Training to 166 Literacy Teachers
- ✍ Participated in District and Provincial Coordination Meetings
- ✍ Conducted 327 monitoring visits of literacy centers
- ✍ Center and learning material provided to all 166 literacy centers
- ✍ Lists of verified learners of 158 literacy centers recorded in data base
- ✍ Mid-Term Assessment of 162 centers conducted.



Citizen Community Boards (CCBs) Mobilization and Capacity Building Project

- ✍ The CCBM training imparted to elected representatives, members of CCBs, community activist of 12 Union Councils of District Killa Saifullah, 28 Union Councils of District Zhob and 13 Union Councils of District Mastung.
- ✍ MOUs signed between District Elected Representative and DTCE, Islamabad in 15 Union Councils in District Killa Saifullah, 13 Union Councils in District Mastung and 28 Union Councils in District Zhob.
- ✍ Union Action Plan of 12 unions of District Killa Saifullah, 28 UCs of Zhob and 13 UCs received and sent to DTCE
- ✍ 12 Exclusive Classification from District Killa Saifullah, 28 from District Zhob and 13 from District Mastung received and sent to DTCE.



School and Community Water Environment Sanitation (WES) Project

- ✍ Construction/rehabilitation of 48 VIP improved super structure and 3 kaacha super structure latrines completed in the targeted schools focused under project.
- ✍ Rehabilitated Latrines in 29 schools..
- ✍ Hygiene kits distributed in 30 schools.
- ✍ Survey of 60 schools conducted to focus under the project Interventions.
- ✍ Follow-up visits of 56 already focused schools conducted.
- ✍ 600 FLAAHE kits provided to 60 focused schools.
- ✍ Two FLAAHE and three masons trainings conducts.
- ✍ Baseline survey of two villages completed.
- ✍ Thirty-five village groups formed.

Quarterly Achievements

Afghan Refugees Education Project (AREP)

- Seventy-five new students registered in M. Khail and Muslim Bagh Camp.
- Follow-up visits conducted of seven schools of M. Khail, four schools and nine home based centers of Muslim Bagh.
- One male teacher meeting held in M. Khail and eleven male and six female teachers meeting held in Muslim Bagh Camp.
- Seventeen Education Group (EG) meetings (11 male and six female meetings) held in Muslim Bagh and two (one male one female) EG meetings held in M. Khail Camp.
- Teacher and Education Group combine meeting held in M. Khail Camp.
- Classroom support provided to twelve teachers in hard areas by field teams.
- World Refugee celebrated in M. Khail and Muslim Bagh Camps as well as at provincial level.
- Reading writing material distributed in seven schools of M. Khail Camp, four schools of Muslim Bagh Camp and nine Home Based Girls Centres (HBGCs).



Releasing Confidence and Creativity (RCC)

- Coordination and progress sharing meetings were conducted with Education Field Officials (EFOs) and District Elected Bodies (DEBs) in 7 districts
- Teams held 25 meetings with Lead Teachers to discuss the overall status of the schools focused, check the activities against their plans and ensure their participation in the follow-up support of the schools and in different capacity building activities of Class 1 & 2 Teachers and PTSMCs.
- Weighing scales and necessary stationery items distributed in Class Kachi, 1 & 2 for students in all of the focused schools under the RCC program
- 129 meetings were held with Parents Teacher School Management committees of schools to ensure their participation in the partnership building workshops at cluster level and to prepare the future plans
- 40 meetings were held with Women Village Education Committees to ensure the participation of mothers in the awareness raising sessions held at village level.
- Meetings were held with 8 Education Council members during the quarter to assess their performance that was found satisfactory
- Participatory School Monitoring, Gender, RCC Sensitization and School development Plan training imparted to 9 PTSMCs
- Follow-up of School development plans was conducted in 20 schools
- Follow-up support provided to 26 PTSMCs in Financial Management affairs
- 1 Workshop of Linkages development among the stakeholders conducted at cluster level. The participants include PTSMC members, Education Field Officials and District Elected Bodies (DEBs). At the end of the workshop 1 Education Council was formed to act and support government schools at the cluster level
- 10 workshops of the PTSMCs/DEBs/EFOs were organized at cluster level to enhance the capacity of the participants to understand the tools and techniques and dealing independently with the problems emerged at grass-root level. 267 participants capacitated in these workshops.
- 2 Child Competition Seminars were organized in Pishin Girls and Boys clusters to encourage the students and teachers of the focused schools
- Exposure visits of the Regular teachers along with members of the PTSMCs and EFOs of 3 clusters were conducted to other clusters to increase the participants vision and performance
- Follow-up support was provided to the teachers of 36 schools by the Teacher Training Team at classroom level to overcome the weaknesses in teaching
- 7 cluster meetings of the focused schools teachers were organized in which the teachers shared school related problems with each other and discussed the solutions too
- One combined meeting was held with the honorable Education Minister, Secretary Education and Director Schools in Ziarat and detailed orientation was given about the RCC program
- The Education Field Officials visited schools of 6 clusters during the quarter focused under RCC
- District Elected Bodies visited 7 schools focused under RCC in different clusters and appreciated the performance of children and teachers
- During the quarter a new school "GGPS Chowkal" was focused in Bostan cluster to provide the quality education at the foundation level
- The totals of 111 visits were conducted in the focused Schools and monitored the overall progress of the teachers and students in the schools.
- Two 7 days training of Class 1 & 2 regular teachers of the focused schools on "Curriculum and Planning" was conducted in Kawas Ziarat and Pishin Boys clusters. The total of 41 participants capacitated in the training. The Teacher Training team of SCSPEB facilitated the training.
- Five 8 days training of class 1 & 2 teachers of the RCC focused schools on "Planning and Curriculum" was conducted in Killa Abdullah, Loralai, Mastung, Pishin Girls & Bostan clusters focused under RCC. 70 regular teachers and 22 Lead Teachers/Education field Officials capacitated in the training
- Meetings were held with the Public Health Officer, District Health Officers, Basic Health Unit in-charge and doctors to organize medical check-ups of the students in the focused schools
- This is for the first time in Balochistan that medical check-ups of the students of 29 schools focused under RCC were conducted and those infected referred to the district hospitals or organization working on health in the area
- Joint meetings were organized among the Lady Health Workers, Women Village Education Committee members and Head Teachers in 17 villages to develop a joint plan for regular health sessions of mothers at village level
- Health Awareness sessions of the mothers in 3 villages focused under RCC were organized by the Lady health workers on health & hygiene etc.
- USAID delegation visited GGPS Killi Syedan in Nushki cluster and had meeting with the PTSMC members in the school. They appreciated the work of SCSPEB and encouraged the members to continue their work with same enthusiasm and spirit
- Monitoring data of 80 schools focused under RCC was collected, computerized and sent to Sindh Education Foundation (SEF) for further analysis and reports preparation

SCSPEB News

- ✍ Research team members from Open Society Institute (OSI) and Society for Advancement of Education (SAHE) visited SCSPEB study sites "What works in Education Sector in Pakistan and Why?" at Gwader.



- ✍ SCSPEB Staff celebrated Milad Ul Nabi by organizing Mehfil Milad.

Case Study

The case study is of a young 12 years old Sahiba who lives in Gothri Bazaar Jeewani (District Gwader) and has keen interest for education. Sahiba's father Mr. Khalid is a fisherman and works in the deep blue sea of Jeewani to support his family. Sahiba is the second child of her parents but unlike her three sisters and a brother could not play and enjoy her life because she couldn't walk due to poliomyelitis.

Sahiba's elder sister is one year older and studies in class three. Her parents did not enroll her in school because she couldn't walk to school. Mr. Khalid earns a meager income to sustain his family and could not afford to provide a wheel chair or crutches to her so she drags her body with her hands to move from place to place.

Every morning when she saw her sister and other girls of the community going to school she found herself to be very much deprived of this opportunity. The prevailing environment convinced Sahiba to accept that to acquire education was not possible for her.

Under the Youth and Adult Literacy Project a literacy centre was establishment in Gothri Bazaar and 22 learners of 10+ years got enrolled. Ms. Nasreen who conducted literacy classes daily for three hours from 3:00 to 6:00 pm ran the centre. Apart from the school the literacy centre was another educational opportunity which Sahiba wished to get enrolled with.

SCSPEB Master Trainer Ms. Hameeda during her visits to the centre always found Sahiba sitting outside the centre and watching learners who came and study in the centre. Initially Hameeda ignored Sahiba sitting near the centre and considered her to be school student. But one day she asked her that why she sits outside the centre. Sahiba showed her

feet to Hameeda and told her that she couldn't walk therefore, Ms. Nasreen won't enroll her in the literacy Centre. She also told Hameeda that she wished and was very much interested to acquire education. Hameeda took Sahiba to centre and asked Ms. Nasreen to enroll her in the centre and the very next day she provided her literacy books and writing material

After some days when Hameeda visited literacy centre she found that Sahiba had covered the previous syllabus and was one of the sharp learners of the class. During the visit Hameeda also found another handicapped girl Hafeeza in the class. When she asked her how she got enrolled in the centre. She told that when she saw Sahiba going to centre she also got encouraged and came to teacher Nasreen to enroll her in the centre.

Both Sahiba and Nasreen attend literacy classes regularly and scored highest in the mid-term assessments.

While sharing her experience with Hameeda, Sahiba said that when her sister and brother did their school homework she used to sit near them and watch them. She always had a wish in her heart that if she could also study as her sister and brother could. The opening of literacy centers in Jeewani provided her an opportunity to get enrolled in the center and thus fulfilled her wish of acquiring education. Now she sits by her sisters and brother with a sense of pride and satisfaction and does her home work. She is now a model for other learners in the centre. She wants to become a teacher so that she could teach and help the handicap children.

It is true every individual has the right and potential to education and the special people the most encourage them. They will not frustrate you.