

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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Youth and Adult Literacy Project

During the course of thirteen years of its establishment education has remained the prime focus of SCSPEB. Through its interventions SCSPEB has worked towards promotion and access of early childhood, primary and elementary education. However, youth and adult literacy was an area in which SCSPEB had always remained interested to intervene and contribute in enhancement of literacy ratio. Therefore, SCSPEB entered into partnership with ESRA for implementation of “Youth and Adult Literacy” Project in Turbat and Gawadar Districts.

The focused areas under the Project are sub division Hoshab, Tehsil Buleda, UC Nasirabad, UC Kallag and areas of Shapuk of District Turbat and Tehsil Jeewani of District Gawadar. The Project envisages that minimum 4,000 youth of age (10-14) and adults of age bracket (15-44) particularly females would be imparted basic literacy skills.

For the effective implementation of a project involvement of the district authorities seem to be imperative. Therefore, orientation meetings were held with District Nazims, Tehsil Nazim, EDOs (Education), EDO (Community Development) and District Offices ESRA to orient them about the objectives of the project and establish linkages to seek their support during the implementation of the project.

The literacy centres were established after undertaking an exercise of scanning survey of the targeted areas. The objectives of the survey were to identify potential learners and potential candidates to be appointed as teachers. In order to motivate the youths and adults to attend literacy classes an intense literacy campaign through SCSPEB Social Organizers team, literacy teachers and Parent Teacher School Management Committees (PTSMCs) was launched. However, during the whole process of identifying potential learners great learners was taken that a learner must not be already literate or presently enrolled in any school.

A cluster-based approach was adopted for the establishment of literacy centres. Each centre had to enroll of 20 to 25 learners, therefore, a total of 180 to 190 literacy centres were established to meet the minimum target of 4000 learners. The centres were placed in clusters of 10 to 15 centres. The centres had been established either in the available school building or in community provided buildings. However, in case of utilizing school building or appointing existing schoolteacher as literacy center teacher, special permission from EDO (Education) was obtained and EDO (Community Development) was also kept updated.

The process of selection of Literacy Teachers and Cluster Supervisors was kept very transparent by involving Councilors, Head Teachers of the existing schools, PTSMC members and notables of the area. The selection of teachers and Cluster Supervisors was done through test and interview, which was administered in the presence of the community keeping merit the criteria. The minimum qualification of the literacy center teacher was Matriculation for male and in case of female Middle pass candidates were also considered for appointment because of lack of matriculates. For Cluster Supervisors matriculation was an essential condition for appointment.

For effective functioning the literacy centres clusters work under the cluster supervisor who monitors each centre twice a week to ensure learner and teachers attendance and performance. The cluster supervisors remains in close coordination with Master Trainers and provides ongoing support of their clusters. Besides cluster supervisors, Master Trainer team of SCSPEB also pay monitoring visits to centers and provide classroom support to the teachers and also assess the achievements of the learners.

Before starting the centers it was deemed necessary to equip the teachers with the necessary teaching techniques of Adult Literacy. For this purpose tehsil based seven days training on basic literacy skills was provided to Teachers, Cluster Supervisors and SCSPEB Master Trainer team by ESRA. Along with the basic literacy training the cluster supervisors and Master Trainers were also provided training on monitoring techniques.

Each literacy centre is functional for a period of six months to complete and three hours class is conducted daily. During initial three months basic literacy skills through ILM model of ESRA are imparted. The model focuses three subjects namely Urdu, English and Mathematics. While in the last three months focus is on functional literacy skills including some basic vocational skills like cutting and stitching dress, fabric painting, fancy bags making, candle making, designing using Hina and dupatta dying.

For a learner to be graduate it was necessary that he/she must successfully complete six months. During the six months period the learners are to be assessed twice. First as mid term assessment of the learner on completion of three months while the second and final assessment at the end of six months.

Presently 180 literacy centres are functioning with a total enrolment of around 4232 learners. All the centers have been provided with center and learner's material for the conduction of literacy classes. Out of 180 centers nearly 65% of the centers are female literacy centers. It indicates the interest showed by the female population of the area.

Quarterly Achievements

Releasing Confidence and Creativity (RCC)

- ✍ Fourteen meetings held with Lead Teachers to discuss the overall status of the focused schools, check the activities against their plans and ensure their participation in the different capacity building activities of Class 1 & 2 Teachers and PTSMCs.
- ✍ Stationery material distributed to Kachi, classes 1 & 2 and classroom decoration material provided to all schools focused under the RCC program
- ✍ Twenty-eight meetings were held with Women Village Education Committees. Participatory School Monitoring, Gender, RCC Sensitization and School Development Plan training imparted to 4 PTSMCs.
- ✍ Financial Management training imparted to one PTSMC of Bela cluster and follow-up support provided to 41 PTSMCs in maintaining financial records.
- ✍ Eight workshops for linkages development among the stakeholders conducted at cluster level. The participants included PTSMC members, Education Field Officials and District Elected Bodies (DEBs). 278 participants participated in workshops.
- ✍ Seven Education Councils formed.
- ✍ Two 8 days training of Class 1 & 2 regular teachers of the focused schools on "ECE in Learning and Management" conducted in Ahmedwaal and Mastung Girls clusters where 41 teachers capacitated.
- ✍ Two 8 days training of class 1 & 2 teachers of the RCC focused schools on "Planning and Curriculum" conducted in five clusters of Lasbela and Noshki Districts. 68 regulars teachers of 27 schools participated.
- ✍ Six lead teachers from Nushki, Ahmedwaal, Pishin, Bostan and Loralai clusters visited schools of Bela cluster on exposure visit.
- ✍ Sindh Education Foundation officials conducted a workshop at SCSPEB office to identify the weaknesses and strengthen the conceptual understanding on the tools designed for data collection.
- ✍ Memorandum of Understanding (MoU) signed with District authorities in Killa Abdullah for smooth implementation of project activities.
- ✍ District Nazim Noshki visited RCC focused schools in Ahmedwaal cluster and appreciated SCSPEB efforts for introducing Early childhood Education teaching and learning practices at the kachi level
- ✍ Thirteen more schools profiles developed to provide details of intervention of different projects.
- ✍ Detailed survey conducted in Killi Chowkal, Bostan cluster with the consultation of EFOs and PTSMCs for the selection of school under RCC program
- ✍ Four meetings held with health department staff in different districts to create linkages between the health department and schools for the regular check-ups of the students



Afghan Refugees Education Project (AREP)

- ✍ 227 boys and 96 girls in M. Bagh Camp and 142 boys and 92 girls additional registered in 2006 M. Khail camp.
- ✍ Conducted regular follow up of 7 schools of M. Khail and 13 schools of M. Bagh camps.
- ✍ Two EG and Community Combined meetings were conducted in M. Khail camp and one Community Meeting conducted in M. Bagh camp.
- ✍ 8 EG and 4 FEG meetings held in Muslim Bagh. While 5 EG and 1 FEG meetings held in M. Khail camps.
- ✍ Eight male and four female teacher meetings held in M. Bagh and one teachers meeting held in M. Khail camp.
- ✍ Four combined meetings (Teachers, EG members and Community) conducted at M Bagh camp.
- ✍ Rapid Education Survey conducted and identified 1372 in M. Bagh and 698 in M. Khail School going age children. Identified 172 primary passed students in M. Bagh and 40 in M. Khail Camp. Moreover, identified 901 out of school in M. Bagh and 808 in M. Khail.



Quarterly Achievements

Quality Education Program (QEP)

- ✍ 44 lead teachers and 28 LCs capacitated to conduct teachers training in teaching of English.
- ✍ Imparted training to 487 primary school teachers of Lasbela District on teaching of English
- ✍ Conducted follow up visits of focused schools in Lasbela District
- ✍ Held seminar on Quality Education at Loralai.
- ✍ Lead Teachers held three monthly cluster training of teachers of 239 schools of Lasbela District.
- ✍ Completed annual report of QEP
- ✍ Facilitated in conduction of third party Evaluation of QEP



Community Girls Middle School (CGMS) Project

- ✍ Community Girls Middle School students appeared in Board Exams of Middle Standard. Total 86 students from seven CGMS appeared and 77 passed. Overall result remained 88.37 %.
- ✍ Organized two months residential teachers training of CGMS schoolteachers. In which 26 existing and 8 newly appointed teachers capacitated.
- ✍ District Education Office through DCO provided vehicle to CGMS Project for facilitation of field activities.
- ✍ Complete textbooks package provided to students of all CGMS.
- ✍ Enrollment during the quarter remained 337 in all ten schools and dropout was not experienced.



School and Community Water Environment Sanitation (WES)

- ✍ Three joint meetings with DEO Khuzdar for sharing the lists of schools to be focused under school WES in the year 2006.
- ✍ Conducted schools survey to evaluate physical facilities such as latrine and safe drinking water.
- ✍ Meetings conducted with PTSMCs to create sense of ownership and responsibility and seek their contribution in the activities for the provision of facilities by WES and find solutions of the problems of provision of safe drinking water and latrine facilities.
- ✍ Observation surveys conducted in three villages to assess the knowledge of people regarding health & hygiene and to seek information of the water borne diseases and the diseases, causing due to human wastes and assess the condition of latrines in the area.



Youth and Adult Literacy Project

- ✍ Project orientation meetings held with District Nazims, EDOs (Education) and EDOs (Community Development) of Turbat and Gawader Districts.
- ✍ 90 surveyors identified and trained on household survey and social mapping skills.
- ✍ Conducted household survey in around 100 villages of Districts Turbat and Tehsil Jeewani of District Gawader. During the survey nearly 4832 potential learners identified.
- ✍ Seven days training on "Basic Literacy Skills" imparted by ESRA Master Trainers to 206 participants including 182 Literacy Teachers, 16 Cluster Supervisors and 8 Master Trainers from SCSPEB.
- ✍ Trainings imparted to Master Trainers and Cluster Supervisors on monitoring of the literacy centers.
- ✍ Regular literacy classes started in 86 centres of Turbat and 20 centres of Tehsil Jeewani with a total enrolment of 2812 learners.
- ✍ Process initiated in 74 centres of Buleda Tehsil and Shapuk of Turbat for initiating literacy classes.
- ✍ Center material and learner's material provided to all literacy centers.

SCSPEB News

- ✍ On March 22, SCSPEB celebrated its 13th Anniversary.
- ✍ SCSPEB initiated its Youth and Adult Literacy Project in Gawader and Turbat Districts.
- ✍ A team based on members from AKFP, SEBCON and NGORC/IMCP met with SCSPEB officials to share and finalize the IMCP External Validators report.
- ✍ SCSPEB participated in International Women Day celebration organized by Balochistan Gender Network.
- ✍ SCSPEB completed Support to Afghan Refugees Pakistan Program (SARPP). Mercy Corp (MC) and their external auditors audited the project.
- ✍ Collaboration with UNICEF for Middle Schools



Case Study

Government Girls Primary School Madan Wala is one of the oldest schools of Tehsil Bela (District Lasbela) and is functioning for the last 25 years. Though school infrastructure is not in a good condition but the teachers are committed and community members are interested in school. They pay regular visits to schools to take care of student's enrolment and attendance. Presently the school has a total staff of five teachers.

In the year 2004 the school was focused under the Releasing Confidence and Creativity (RCC) Project and Early Childhood Education (ECE) Class was initiated in one of the classrooms of the school. The ECE Class was provided with learning material and an ECE teacher. Who was capacitated on ECE teaching techniques.

The colourful and friendly environment of the ECE class remained not only the center of attraction for ECE students but also the other school children and teachers admired and decided to make their classes also lively.

RCC project focuses strongly on the capacity building of the regular teachers of classes one and two with the view to provide the same learning environment to the students as they progress towards higher grades. Therefore training sessions on ECE teaching techniques were organized for the regular schoolteachers.

Ms. Bilquees is 40 years of age and has been serving as primary schoolteachers for last 25 years. During her teaching career Ms. Bilquees had acquired various trainings but she had always adopted a conventional approach in her teaching practice. She said that ECE teaching technique had inspired her and she wanted to adopt the same techniques in her class.

Under the RCC Project training on ECE techniques for regular teachers of classes one and two were organized. Ms. Bilquees was also one of the nominees for the training. She participated in the training very enthusiastically and showed keen interest. Some days after the training the teams conducted follow-up of the training. It was found that Bilquees had brought a change in her class and had started demonstrating the techniques shared during training.

Ms. Bilquees says that planning of activities before the lesson and their conduction had inspired her very much. And she wanted to plan the same for her class but needed guidance. Through the acquired training under the RCC Project she had learnt how to plan her day. Now she is preparing daily plan. She said that teaching through a plan and involving the students helps her to achieve her objectives in an effective manner.

She felt that initiation of ECE class in their school has brought a change in their school environment, which both the teachers and students are enjoying. Quoting herself as an example she said that she used to teach with a fixed mindset and considered it to be the most appropriate way of teaching. But ECE techniques had convinced her to change her approach after 25 years of her teaching experience.

