

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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Balochistan Education Support Project (BESP)

The spirit of community participation is strong in Balochistan, and build upon years of successful experience of the Community Support Process (CSP) under the World Bank supported Balochistan Primary Education Project (BPEP), which established about 1,300 new girls' school with 60,000 girls' enrolment in partnership with communities. The project helped to increase gross enrolment rate from 15% in 1993 to 37.3% in 1999 and with decrease in drop out from 17.3% to 13%.

The successful experience of the Community Support Process has once again revitalized the confidence of the donors and Government to involve the communities as major stakeholder in school management. The Government of Balochistan (GoB) through financial assistance from World Bank has decided to deliver education services through public private and community partnership under Balochistan Education Support Project (BESP) by using the Balochistan Education Foundation (BEF) as an apex body.

The Balochistan Education Support Project (BESP) is an initiative for empowering the communities to establish and manage school for their children. The project objective is to promote public- private and community partnership to improve access to quality education. BESP activities are categorized into three components namely (i) establishment of new Community Schools in Rural areas (ii) support to new private schools and (iii) capacity building of teacher, PEC and BEF.

Under establishment of new community schools component of BESP, 650 schools would be established in rural areas of the province during the project period 2006-2011. The establishment of 650 community schools would be undertaken three phase further the province been divided into four geographical regions namely central region, south west region, south east region and north region.

In the first phase of the project 200 schools would be established, 50 in each geographical region. For the establishment of the community schools the BEF had entered into partnership with implementing partners called Community Schools Implementation Partners (CIPs) for each geographical region.

SCSPEB is the CIP for the establishment of 50 community schools in the central region comprising of eight districts namely Pishin, Quetta, K. Abdullah, Mastung, Noshki, Chagi, Kalat and Khuzdar. For establishment of the 50 schools in eight districts SCSPEB has decided to intervene in five districts (Pishin, K. Abdullah, Quetta, Mastung and Khuzdar) and approached 17 tehsils of these districts for identification of potential sites.

In the focused five districts total 260 villages (50 in Khuzdar, 37 in K. Abdullah, 30 in Mastung, 56 in Pishin and 87 in Quetta) were observed and evaluated on the set criteria for the school establishment. The criterion for selection of a potential school site stipulates that: (i) atleast 20 primary school age children (40% must be girls) are available (ii) no girls school within the radius of 2km exists (iii) potential candidates, preferably female, for appointment as teacher available (iv) Community is willing to provide a temporary accommodation for school consisting of atleast two rooms (v) community provides suitable land measuring 5,000 sq feet for construction of building after three years successful functioning of schools (vi) community is willing to formulate a Parents education Committee (PEC) which may be responsible to manage the school.

From the 260 observed sites 50 (17 sites in Khuzdar, 13 in K. Abdullah, 7 in Mastung, 10 in Pishin and 3 in Quetta) were selected for schools establishment on the basis of the criteria. The communities for the selected sites identified a total of 77 potential candidates.



Community Meeting



Teacher Test



Community Meeting

The community schools will be managed and operated by the Parent Education Committee (PEC) therefore for each school a committee has been formed through wider community participation and election. The PECs are comprised on seven members including four office bearers (President, Vice President, General Secretary, and Finance Secretary) and three members. The teacher of the school acts as an ex-officio member and provides secretarial services to PEC. All the PECs are registered under the Social Welfare Act of 1961. Bank/postal accounts of all PEC have been opened in which school funds would be transferred by BEF for establishment costs and recurrent expenditures. The PECs would utilize the funds as per their schools needs.

The PECs are empowered to hire and fire teachers appointed in community school. Therefore, all PECs had undertaken a transparent

appointment process of teachers based on written tests to ensure selection on merit basis.

To fulfill their role and responsibilities effectively under the capacity building component of BESP training programs had been organized for the PEC members and the newly appointed teachers of community schools.

SCSPEB on the basis of its vast experience and capacity has also been qualified and selected as an IP for teachers training under the capacity building component of BESP for central region. The teachers training activity would be undertaken on the basis of the training need assessment, which is being carried out by a consultant engaged by BEF.

All the focused schools would be starting from kaachi class and with the onset of the upcoming academic year 2007 would start functioning.

Quarterly Achievements

Releasing Confidence and Creativity (RCC)

- ✎ Detailed follow-ups conducted on implementation of school development plans and refresher given to the Parent Teacher School Management Committees (PTSMCs) on Participatory Monitoring approach of the schools.
- ✎ District Coordination Officer (DCO), District Naib Nazim, EDO(E), DOE (F), DDOE (F), Tehsil Nazmeens, and media officials along with other dignitaries visited RCC focused schools of Loralai cluster and appreciated the quality of education at pre-primary level.
- ✎ RCC entered into program phase and extended until 2011 with 20 additional schools with the support of RNE.
- ✎ The launching ceremony of "EFA Global Monitoring Report 2007 & Releasing Confidence & Creativity (RCC), an Early Childhood Education Program was attended by two SCSPEB staff members.
- ✎ Two officials of the AKESP visited Balochistan to get acquaintance regarding the teaching and learning and management practices in different RCC school system.
- ✎ Inter cluster exposure visit of the ECE teachers conducted.
- ✎ Medical check-up facility to the students and teachers was provided to 5 RCC focused schools of Ahmedwaal 142 children benefited from this opportunity. Cases identified during the checkups referred to the district hospitals and parents were also informed about the diseases identified and possible measures to cure diseases.
- ✎ Meetings conducted with WVECs/PTSMCs.



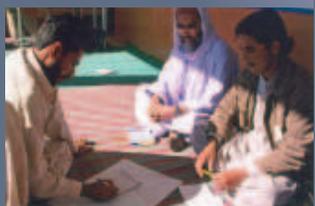
Govt Officials visit RCC School



Community Meeting



Students Study



Teachers Test

Community Girls Middle School (CGMS) Project

- ✎ Total 141 students appeared in Middle Standard Examinations under Department of Education Government of Balochistan from Community girls Middle Schools.
- ✎ Annual Examinations for the year 2006 held during the months of November & December for classes 6th, 7th and 9th and results were announced on 16th December 2006.
- ✎ Science and Computer labs have been established in four CGMS schools during the month of October and November.
- ✎ Building construction of CGMS Ghunja Doori, Karez Noor Muhammad and Share Kawas completed while of Manzaki Bostan is under process.
- ✎ Executive Director Dr. Abdul Hameed Nayyer visited CGMS schools.
- ✎ Plan sharing and consultative meetings held in Pishin, Kalat, Khuzdar and Sibi (Harnai thesil) for establishment of new community schools.
- ✎ Registration of students undertaken in Kalat, Pishin and Khuzdar clusters.
- ✎ Teachers test conducted in Pishin, Sibi (Harnai), and Khuzdar.
- ✎ Training of 11 PTSMCs members conducted in Pishin, Kalat and Khuzdar.
- ✎ Education Councils (ECs) formed in Pishin, Kalat and Khuzdar

Quarterly Achievements

Balochistan Education Support Project (BESP)

- Project teams were orientated on the project concept and capacitated in its implementation strategy.
- 250 sites were observed in five districts (Pishin, K. Abdullah, Mastung, Quetta, Khuzdar) for identification of potential sites as per the set criteria for school establishment.
- 38 sites were selected for school establishment.
- The communities identified 69 potential candidates for appointment as teachers for community schools.
- PEC formation, registration and teacher selection process initiated in all selected sites.
- Provision of space (rooms) and land was made for all the selected sites for school establishment



PEC Formation

School and Community Water Environment Sanitation (WES) Project

- SSHE Trainings provided to 15 schools.
- Water tanks installed in 31 schools and 33 water tanks plumbed.
- Aprons constructed in 38 schools.
- Six latrines rehabilitated in last years focused schools.
- 400 FLAAHE kits distributed in schools.
- Eight latrines constructed and nine latrines rehabilitated in new schools.
- Rehabilitated eight Communal Hand Pumps.
- Provision of seven Donkey pumps in school.
- FLAAHE Training imparted to female and male education groups.
- Mason training conducted.
- Follow up visit conducted of two last year sites.
- Latrine construction demonstrated in four schools.
- Incentive for total sanitation program provided for two schools and villages.
- School Health renovation undertaken in four schools.
- Training of influential persons undertaken on total sanitation.



Water Tanks Installed



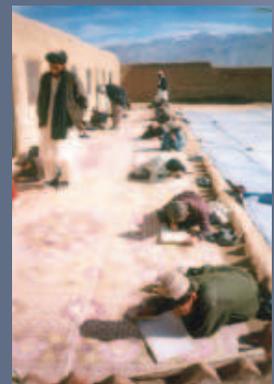
Latrine Construction

Afghan Refugees Education Project (AREP)

- The current enrollment and attendance in all AREP Schools remained 2,111 (1,503 boys and 608 girls) during the quarter.
- 82 Regular Follow up visits paid to six schools of M. Khail, four schools and nine Home Based Girl's Centers of Muslim Bagh Camps.
- Classroom support provided to four teachers of Muslim Bagh Camp and one teacher of Mohammad Khail Camp.
- 12 Education Group (male) and 6 Education Group (female) meetings were held in Muslim Bagh camp. Whereas 5 Education Group (male) and 3 Education group (female) meetings were held in Mohammad Khail camp.
- 12 male and 6 female teachers meetings were held in Muslim Bagh Camp. Whereas 5 Teachers' meeting was held in Mohammad Khail camp.
- Distributed leaflets and charts regarding registration of Afghan Refugees by NADRA among the refugees of Muhammad Khail camp.
- Reading and writing material distributed in six school of Mohammad Khail and four schools of Muslim Bagh Camp.
- Date sheet and Question papers for annual Examinations prepared and distributed in both camp schools.
- Annual Exams conducted in 13 schools of Muslim Bagh and 6 schools of Mohammad Khail Camp.
- In both camps 1,979 students appeared in final exams out of which 1,771 students qualified and 208 students failed the examination. Over all passing percentage remained 89% in both camps.



Student Study in AREP Schools



Annual Exams

SCSPEB News

- ✍️ Congrats to SCSPEB Board and Staff on shifting to the Organizations own building on the Holy day of 27th Ramzan ul Mubarak. Quran Khawani and Dua was organized on the occasion.
- ✍️ A ceremony was organized to acknowledge the efforts of the support staff during the shifting process of the office.
- ✍️ SCSPEB staff organized a ceremony to acknowledge the efforts of Board and staff for their untiring efforts during the construction of the building. On the occasion Sardar Raza Barech, General Secretary SCSPEB Board and Mr. Irfan Ahmed Awan, Managing Director were presented shields by the staff for their valuable contributions.
- ✍️ World Bank Mission visited SCSPEB office.



Ceremony to acknowledge the Board



Meeting with World Bank

Case Study

The Youth and Adult Literacy Project was implemented by SCSPEB during January to September 2006 with the funding of ESRA in two districts of Balochistan namely Turbat and Gwadar. The project was an effort to contribute in increasing the literacy ratio of Balochistan from 24.3% (as per 1998 census), which is the lowest in Pakistan. The gender-wise literacy ratio records 34% males and 14% of females, which becomes more critical on female side in rural areas.

Gawadar is the remotest district of Balochistan with overall 25% literacy ratio including 35% of male and 13.8% of female. In rural areas the literacy ratio becomes more pronounced with overall 14.8% (including 22% of male and 6.3% of female).

Jeewani tehsil of district Gawadar located at the distance of around 85 km from Gawadar city was focused by SCSPEB under Youth and Adult Literacy Project. The literacy ratio of the area especially of females is considerably low.

This case study is about a girl namely Humaira Rasheed a resident of Koh Sar Bazar Jeewani. Koh Sar Bazaar is comprised of two hundred households who depend on fishing as the major source of income.

Humaira belongs to a poor family. She is studying in 9th class of Boys high school Jeewani and is keen to acquire education. She after attending her school teaches Qur'an to the girls of her area at her home. When the SCSPEB teams established a literacy center in Koh Sar Bazaar she qualified as a literacy center teacher. She attended the pre and post literacy trainings with enthusiasm and started teaching with great interest.

In Humaira's center 28 learners were enrolled and the results of final assessment showed that the learning achievement of the learners remained above 60% which was the evidence that Humaira had made her best to deliver the learning of training.

After the final assessment of learners When the team met Humaira and center material would also they could allow her to center as a school. would like to post literacy trainings. could was very had has awake the

The

was over the SCSPEB field teams started collecting the record from all literacy centers. asked for center record she handed over it to team but assumed that along with the record be taken away from her center. Based on this assumption she requested the team that if retain the center material like blackboard, sitting mat etc so she could continue the She said that she had enjoyed the experience of becoming a literacy teacher and continue teaching the females of the area. She was interested to conduct further classes and try to teach more whatever she had learnt from pre and post literacy Team told her that the center material was gift for each center teacher through which they continue to serve their people. On knowing that the material would not be taken back she excited she said that she along with Qur'an would teach the females of her area what she learnt from literacy trainings and from school. Thus the center continues functioning and become a source of learning for the females of the area. Humaira is holding the torch of knowledge high. She serves as a model for other educated persons of area.

case teaches us that potential factors exist at community level and if opportunities are provided to the people they could demonstrate their skills with commitment and could become an effective part of the society. Humaira's case is an example.