

SCSPEB Update

Vol: 5
Issue: 2
April - June 2007

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



Inside this Issue:

Quarterly Achievements	2-3
SCSPEB News	4
Case Study	4

Technical Implementing Partner (Teacher's Training)

Society for Community Support for Primary Education in Balochistan (SCSPEB) takes pride in the introduction of public private partnership in the establishment of girls primary schools in rural areas of Balochistan. Infact the SCSPEB developed and prepared the rural communities for taking the responsibility of managing and supervising the schools in their villages. This experiment proved so successful that it enhanced female education by 8 %. To be more specific the enrollment of female students in rural schools was enhanced by 200 %. This all happened through a community support program where the education need was felt by the community itself and it took initiative to establish schools which subsequently was taken over by the government when the community demonstrated that it has the potential of sustaining the school. This model has been replicated nationally and internationally.

The World Bank which had supported the CSP process, financially, came in the Province during the year 2005 carried out a study for the promotion of education in the rural areas, came to the conclusion that the CSP process was the best way to achieve the objective. The World Bank launched “Balochistan Education Support Project (BESP)” through the Balochistan Education Foundation (BEF). This project has the following ingredients namely:

1. Establishment of 650 Community Primary schools
2. Establishment of 200 Private schools
3. Formation of Parents Education Committees (responsible for managing community primary schools)
4. Training of Teachers
5. Training of Parents Education Committees (PEC).

The BEF decided to out source all the above components to the NGOs. The SCSPEB was assigned to establish 50 Community Primary schools in central region, consisting of Chagi, Nushki, Mastung, Kalat, Khuzdar, Pishin, Quetta & Killah Abdullah Districts. However the SCSPEB has concentrated on Khuzdar, Mastung, Pishin and Killa Abdullallah District. It has established 48 community Primary schools in these districts. All the teachers appointed are untrained and have no experience of teaching. Majority of these teachers is middle pass therefore they need both pre service training and on the job support. The training of the teachers appointed in these districts was also assigned to the SCSPEB as Technical Implementation Partner (Teachers Training). The specific activities to be carried out in this regard were as under:

- To enable newly appointed teachers of established schools to use latest teaching skills and methodology in order to provide quality education.
- To develop training modules based on Training Need Assessment (TNA) carried out by an expert and support material to facilitate teacher to encounter their teaching problems,
- To enable the teachers to create child friendly environment in their schools,
- To create management skills in the teachers to organize curricular and co-curricular activities in school in collaboration with PEC
- To provide on job support to the teachers to resolve their professional problems,
- To capacitate the BEF and CIP staffs on monitoring and follow up support to teachers.

This project will conclude in 22 months and the project document envisages conduction of 28 days training of the teachers. In order to carry out this deliverable the SCSPEB

a. Developed a module for three days teachers training on Pre Book activities. The objective of this training was to enable the newly appointed teachers to orientate the children on such skills which may be used as bases for the formal teaching learning process. The teachers were capacitated to use play way method so that the young children may begin to own the school rather than staying out.

b. It developed a module for further training of teachers which consists of skills like; Management of classroom, multi-grade teaching, maintenance of school record, evaluation of learning, teaching of Mathematic, Urdu and English.



Quarterly Achievements

Releasing Confidence and Creativity (RCC)

- Opened bank accounts of 8 new PTSMCs.
- Capacity building of 33 new PTSMCs members on their Role and Responsibilities.
- Follow ups provided to the School Development Plan (SDP) of 7 schools
- WVECs of 30 schools trained on First Aid
- Exposure visits provided to 14 new ECE Teachers to other clusters
- Classroom Support provided to 27 ECE Teachers
- 2 cluster meetings and an Education Council meeting conducted in Dist Pishin and Killah Abdullah
- Facilitated Agha Khan Foundation Monitoring visit to Mastung
- ECE Teacher Assessment Form was designed and the assessment of 80 existing ECE teachers conducted.
- A representative from RCC, SCSPEB participated in the revision of ECE Curriculum Seminar at Islamabad.
- All RCC, SCSPEB team members participated in a Training/workshop conducted by Agha Khan University-Human Development Program (AKU-HDP) at Karachi & Hyderabad



Community Development (CD)

- 13 consultative meetings conducted with IPs
- 16 women groups and 11 youth groups formed
- 39 vulnerable cases identified at all camps.
- 10 sectoral committees formed out of which four has been formed in Pishin culuster (including Mohammed Khail and Malgagai camp Muslim Bagh), four in Loralai and two in Chaghi.
- Pishin, Loralai and Chagai team identified 9 sector related problems at all camps and nine assessments of the secondary education done at all camps.
- Coordination meetings held with UNHCR & IPs



Technical Implementation Partner (Teacher's Training)

- Regular coordination meetings conducted with Community Implementing Partners (TIP)
- One day Training Need Assessment workshop conducted with the teachers of focused community schools.
- Training module developed on "First four weeks of a child in schools"
- Training on "First Four Weeks of a Child in School" conducted for 57 community school teachers at Quetta and Khuzdar.
- 6 Follow-ups were conducted to assess the outcome of imparted trainings.
- Participated on meetings on Module Development process
- Prepared module for Teachers Training



Afghan Refugees Education Project (AREP)

- During the reporting period 132 schools visited in both camps to monitor teacher and student's attendance, Teaching practices and classroom environment.
- 19 Monitoring visits conducted in both camps
- Conducted 3 male teachers meeting in Muhammad Khail camp. 6 Male and 2 female teachers meetings in M. Bagh camp in order to facilitate camp schools
- Provided all the schools/ Students with school supplies and study material
- Formed Management committees for all male camp schools three female school management committees of Muhammad Khail and Home based girl's centers in Muslim Bagh camps.
- A combine meeting with teachers, SMCs members and refugee community in M. Khail camp in order to develop a common understanding on the implementation of Education project
- Regular Coordination meetings held with UNHCR, CAR and all the IPs working at camp level.



Quarterly Achievements

Community Girls Middle School (CGMS) Project

- Conducted follow up visits of all the CGM/ HS schools.
- Held meetings with the EC members of all schools regarding Building Construction, Enrolment, vehicle and the school activities
- Conducted one day cluster training for four teachers at Elementary College Pishin in teaching of English and Mathematics.
- Provided Classroom support to individual teachers on regular basis.
- Conducted test for the appointment of SSTs. Two SSTs were selected and appointed for Rod Malazai and two in Karez Noor Mohammed.
- Textbooks were provided by the Education Department and distributed by the team in CGMS schools of District Ziarat and Mastung.
- Follow up visits of the school buildings under construction.



School and Community Water Environment Sanitation (WES) Project

School WES

- Ten SSHE Trainings conducted in 10 schools.
- Child clubs formed in 10 schools.
- Joint Meetings conducted with EDOE (male) and DEO (female).
- Follow up visits given to 17 last year schools.
- Surveyed sixteen schools of Moola & Saroona.



Community WES

- Three village male female groups formed in Darul Hudda Community.
- Base line survey of village Parko Jo conducted.
- Conducted joint meetings with PHED department.
- Conducted Community Observational survey at Parko Jo Union Council.
- Meetings conducted with Nazim Parko Jo.



Balochistan Education Support Project (BESP)

- Enrolled total 2415 students including 1416 girls and 961 boys in established community schools.
- Three remaining PECs registered with the Social Welfare Department
- Bank Accounts of 4 remaining PECs opened
- Requests for transfer of funds to PECs account for 1st quarter submitted to BEF
- Facilitated TIP in conduction of 1st and 2nd phase training of PECs
- Field teams participated in TOT and PECs training
- Facilitated TIP in teachers training need assessment of all teachers of the community schools
- Facilitated TIP in conduction of pre-book training to all teachers and also participated in the training
- Provision of books made to all students of established community schools
- Field teams participated in the students assessment workshop
- Facilitated test administrators in conduction of students assessment of all community schools
- Facilitated PEC in procurement of school, reading and writing material
- Follow-up school visits conducted and classroom support provided to teachers of all community schools twice a month.
- Meetings held with the PECs of all schools
- Coordination meetings held with BEF, TIP and other CIPs regarding planning and progress sharing.



SCSPEB News

- SCSPEB board election held for the session 2007-2009 and new board members has been elected under the president-ship of Dr. Ruqaya Hashmi.
- SCSPEB formal Managing Director Ms. Uzma (Education Officer, Creative Associate) visited SCSPEB office for the partnership between SCSPEB and Creative Associate. In this regard a meeting was conducted with Ms. Uzma and the interventions of SCSPEB were shared.



Case Study

Where there is a will there is a way

Mahjabeen is an 18 years old girl who lives in a village called Neeli in District Pishin. She passed sixth grade from Government Girls High School Bostan (Pishin), six years ago. The school was at a distance of 7 km from her home. Unfortunately she was withdrawn from school as it was not possible for her parents to send a grown up girl to a school, which was far from their house. Mahjabeen always wished and had a faith that she would get an opportunity to continue her education.

Mahjabeen thought that her dream for further education had become a reality when Community Girl's Middle School Manzaki, four Kilometers from Neeli was established. But she was frustrated when her father refused to send her to schools al alone. Even the SCSPEB team who had made the school possible in the village could not convince the father to provide opportunity of education to her daughter. The reason was the local tradition of avoiding the ladies to walk to a distance alone.

Mahjabeen however did not yield before the circumstances. She kept on finding a way to the well. She came to know that there were four other girls in the neighbor hood who had left their education after passing class five examination. They were also facing the same problem, which Mahjabeen was confronted with. Mahjabeen approached these girls discussed the need of education with the mothers and convinced them to send their daughters to the nearby school. She told that all the five girls could go to school together. The mothers discussed the matter with the fathers of four girls deprived of education and told them that all of them can go to school together and thus their will be no problem. Fortunately the fathers agreed to send their daughters to school.

Mahjabeen now had courage to put the matter before her reluctant father. She told that she was not alone f5rom the village to go to school but four other girls would also join her. Father was declashed in the beginning but Mahjabeens mother insisted that since there was no cogent reason for keeping the girl out of school therefore, they should respect the interest of their daughter. The father had no way out except to allow their daughter to go to school but will be withdrawn if he found something untowards their tribal traditions.

Ms. Mahjabeen resumed her studies in the school she discussed with her mother whatever she learnt in the school. It included besides new knowledge, skills of house keeping also. She asked her mother to keep the utensils clean before they were used. She started drying up pits of water in the house through providing a drain, which she dug herself. She managed to keep the food covered to save them from the flies. Soon the house saw a pleasantly changed atmosphere. Mahjabeen's father was watching the attitude of her daughter very closely. He was very happy with her. One day he asked Mahjabeen if she had any problem with her studies. Mahjabeen was too happy to believe her father's behavior. She had alp rise for the school. However she told that it took her quiet along time to travel to school and back. Thus she could not help her mother in the household matters. Her father realized the difficulty of Mahjabeen. He put the issue before the fathers of other four girls, when they joined in the mosque for prayers. The entire gentleman decided to hire a vehicle, which may facilitate the girls in their travel to and fro from school.

All the girls take very keen interest in their education but Mahjabeen is their leader. She helps her peers in their education. The credit of this interest goes to their teacher Ms. Nargis Habib who had also experienced similar problems as Mahjabeen and her friends were exposed to. She had sympathies for the girls. The girls could discuss all their problems with Nargis who tried to help them in finding the solutions. She would always encourage the girls not to succumb before the circumstances but try to over come the odds. One of the problems was that Mahjabeen's father insisted that his daughter might be admitted to class seventh because she has left her education after passing class six. But the teacher did not agree because she knew that Mahjabeen had already forgotten much of what she had learnt in the school. Mahjabeen also knew this fact and she was ready to get admission in class 6. She discussed the issue with her father and told him the benefits of her repeating class 6 at last her father agreed with Mahjabeen.

Mahjabeen is determined to continue her Education to the highest available opportunity. She would not, at least leave the school unless she has passed SSC Examination from the Board of Examination. She intensed to serve her village as a teacher so that her junior girls are saved from any problems. Her friends are also with her. The Developments in Literacy, which is financing the schools, and the SCSPEB, which facilitates are also very proud of Mahjabeen. She is a noble example for other girls of the area.

