

SCSPEB Update

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



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Community Development Project (CDP)

A significant number of Afghans have crossed the border and settled in Pakistan as refugees due to social and political unrest, war and tribal conflicts that occurred in Afghanistan over the last two decades. Although relief and other humanitarian assistance was provided in the all refugee camps from very beginning, but now international assistance is decreasing day by day and UNHCR is moving from care and maintenance phase to community development, wherein community participation is the core element for the sustainability of the programs. Henceforth refugees and local communities need to be supplemented and mobilized to enable them to share existing available resources to facilitate coexistence between two communities.

Given the ever changing environment vis-à-vis the Afghan Refugee population residing in Pakistan, coupled with the decline in international assistance, there is a clear need to build upon and enhance joint community structures for both locals and refugees and capacities in order to better equip them for identifying problems, making decisions and taking action.

The refugee and host communities also need to be better enabled to articulate their own problems and find solutions. As SCSPEB is well placed to provide Community Services in the refugee camps as well as hosting areas, through its mobilization activities, it is highly trusted and valued among the communities; therefore SCSPEB revitalized the confidence of the donors that Local community and Refugees can articulate their problems and find solutions through the program of Community Development (CD)

Therefore through this program community based structures relevant to the critical sectors of Health, Education and Water would be formed. The capacity of activists, and community workers, from within the communities would be built and this would lead to increased confidence of the communities. The awareness and promotion of human rights among the refugee is key to the long-term well being of the communities.

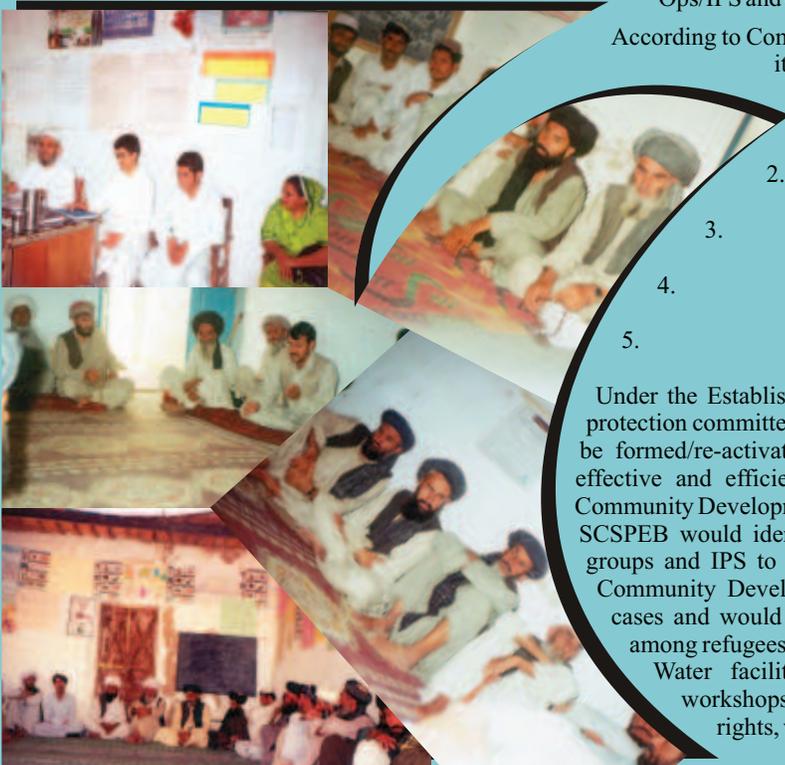
Community Development (CD) activities are categorized into four components (i) Establishment of committees/groups (sectoral, protection, CBOs, Women groups and youth groups) (ii) Capacitating the committees/groups (iii) Awareness of community regarding human rights. (iv) Development of strong coordination among UNHCR, all the Ops/IPS and community participation.

According to Community Development Project SCSPEB would implement its activities in 10 Camps of 5 Districts;

1. **Loralai District:**
Zar Karez Stage 1, Zar Karez Stage 2-3,
Ghazgi Minara and Katwai camps
2. **Pishin District:**
New Sranan, Old Sranan, Surkhab,
3. **Killa Saifullah District:**
Malgagai
4. **Quetta District:**
M.Khail camps
5. **Chagi District:**
Lejay Karez, Posti and Chagi camps

Under the Establishment of committees/groups 30 sectoral committees, 10 protection committees, 10 CBOs, 10 Women Groups & 10 youth groups would be formed/re-activate. (Comprising local/Refugees) to sustain and play an effective and efficient role in each sector (Education, Health, Water and Community Development)

SCSPEB would identify the training need of Committee members, interest groups and IPS to capacitate them in their respective sector. According to Community Development project SCSPEB would identify the vulnerable cases and would provide support accordingly, create sense of ownership among refugees and host communities by providing Health, Education and Water facilitates. SCSPEB would also conduct 20 Local Area workshops, and community Awareness regarding human rights, women and children rights and peace Education.



Quarterly Achievements

Releasing Confidence and Creativity (RCC)

- 105 Villages were surveyed to identify 20 new schools for RCC Phase III
- Household survey was conducted in Mastung and Ziarat districts to identify 0-5 years children in the selected villages.
- Regular meetings with WVECs/PTSMCS and Local Govt were conducted.
- 14 new schools were established in District Ziarat and Mastung for the interventions of RCC Phase III
- 8 new PTSMCs were formed in District Mastung and Ziarat
- One-day refresher training workshop was conducted in 5 clusters on ECE Curriculum findings.
- Learning materials were distributed in existing schools of RCC
- 2 days Refresher training was conducted for 60 ECE/Kachi class teachers.



Community Development (CD)

- Two weeks training program was conducted for the Capacity Building of hired staff. These trainings were comprised of community mobilization, PRA tools and techniques, monitoring, reports writing, etc
- Fifteen Introductory meetings were conducted in district Loralai, Pishin and Chagai with IPS and Fifty-Six consultative meetings with Refugees/Local elders and community members.
- The teams at camps organized Thirty-nine Focus Group Discussions (FGD) and Knowledge, Attitude and Practice (KAP) studies.
- Nine transect walks were conducted at all camps and consequently, nine social maps of the camps were constructed by the community members.
- Thirteen Coordination meetings with UNHCR were conducted



Technical Implementing Partner (Teacher's Training)

- TIP Teams identified and appointed
- A brief orientation was conducted for TIP teams on the background, objective, strategies and out comes of the project.
- Regular coordination meetings were conducted with Community Implementing Partners (CIP)
- Training Need Assessment Tools were design to assess the training needs of Community schools teachers.



Afghan Refugees Education Project (AREP)

- Team conducted a Rapid Education assessment Survey with the help of all male and Female SMC members as well as teachers at camp level in order to get the educational Benchmarks
- 48 teachers (including head teachers) were deployed in both camps (M.Khail & M.Bagh)
- 221 students were enrolled in Mohammad Khail camp while 315 students in Muslim Bagh camp school as new registration for the year 2007.
- 19 Schools Monitoring visits were conducted in both camps
- Based on the findings of Monitoring Performa, teachers were provided with classroom support in order to enhance their capacity to ensure quality teaching
- 3 Male teachers meeting were conducted in Muhammad Khail camp where as 6 Male and 2 female teachers meetings were conducted in M. Bagh camp in order to facilitate camp schools



Quarterly Achievements

Community Girls Middle School (CGMS) Project

- The annual plan was developed after a complete review of the project since 2003 and new strategies were defined for implementation during the year 2007 and beyond.
- Follow up visits were given to all 10 schools during the month of March 2007.
- Classroom support / Teacher support was given to teachers and students of CGM/HS classes.
- In reference to the Notification by the Government of Balochistan 25 students of Community Girls High School Rode Malazai, have been registered as regular students under Balochistan Board of Intermediate & Secondary Education Quetta.
- Follow up visits were given to the construction work in schools where building construction is under progress.
- Results for Middle Standard Examination were collected for all the three districts Ziarat, Mastung & Pishin.
- Community Meetings and EC meetings have been conducted with the Education Council members of all the schools of the three districts.
- Total enrolment reported during the quarter is 432.



Balochistan Education Support Project (BESP)

- Village observation and household survey of selected sites were conducted.
- 50 PECs formed and oriented on their roles and responsibilities
- Partnership agreements between PEC & CIP and PEC & BEF were signed with all formed PECs.
- Communities provided space for establishment of school for all established schools and agreements were signed between PEC and the landlord.
- Formal agreement for provision of land for construction of school building signed between PECs and tenants.
- 47 PECs registered with the Social Welfare Department under Act 1960.
- 46 PECs opened their Bank Accounts
- Facilitated PEC in conduction of teachers test and they selected and appointed 50 teachers for all established community schools.
- All established community schools started functioning from the start of academic year March 2007.
- Conducted follow-up school visits of each school twice a month
- PEC meetings held with all 50 PECs



School and Community Water Environment Sanitation (WES) Project

Community WES

- Base line survey of two villages Darul Hudda & Marrow conducted.
- Formation of 12 Village Male & Female Groups for Sanitation.
- 55 New Schools surveyed.

School WES

- Follow up of Last Year 22 schools.
- Meeting held with EDOE Khuzdar.
- Two SSHE Trainings conducted in two schools.
- Child Clubs formed in two schools.



SCSPEB News

- Congrats to SCSPEB Board and staff on the 14th anniversary of SCSPEB. Anniversary ceremony was organized to acknowledge the efforts of Board members, SCSPEB Staff and the interventions of SCSPEB during the last 14 years. Regards were given to SCSPEB employees and prize distribution ceremony was conducted on the occasion. Shields were presented to the Board members, Managing Director and Manager Admin & Finance.
- 10 Anniversary of SCSPEB Board was celebrated on the completion of 10 Years of Board elected throughout the time span.
- SCSPEB Organized four days training workshop for the teachers of TEHREEK foundation on their request. The training was conducted at SCSPEB Hall.
- SCSPEB Participated in the National Seminar on the Revision of ECE Curriculum at Islamabad
- The Students of Balochistan institute of Technology (BIT) Paid exposure visit of SCSPEB Office
- SCSPEB Signed Agreement with the Balochistan Education Foundation to undertake teachers training under BESP Program



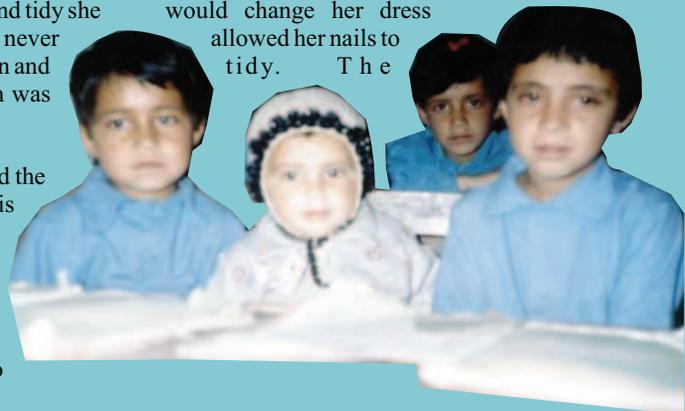
Case Study

It is never too late

Female education is a scarce opportunity available in the rural Balochistan. Even the parents do not appreciate the importance of sending their daughter to school. Therefore, the dropout rate in the female schools is alarming. It is partly due to the negligence of parents and partly because of harsh attitude of the teachers. Taking cognizance of the situation the SCSPEB in collaboration with Aga Khan Foundation and RNE Government initiated Releasing Confidence and Creativity (RCC) a project focusing the pre school education in one hundred rural girl's schools of Balochistan. The main objective of the project was to create a Child Friendly Environment in the classroom so that the children are attracted towards school and continue their education up to class five besides, emphasizing on quality education. The project has made a dent in the rural schools and has helped tremendously in improving the retention rate.

This is a story of typical rural family of a village Gharbi /West Kawas of Ziarat district. The family had a five-year-old daughter Ghazala who wanted to go to school with her friends but father was against the education of the female. Whenever Ghazala asked her father to allow her go to school he would scold her and did not permit her to go for education. Fortunately Ghazala's mother was all for education of her daughter. She emphasized on her husband to allow Ghazala go to school. But he would always ask as to the benefit of education for girl who had to stay in the four walls of her house after her marriage. However, he had to yield before her wife and he very reluctantly allowed Ghazala to go to school. It was really good news for an innocent child. Ghazala started her education. The RCC curriculum focuses on the development of a person of a child rather than putting the burden of literacy skills on her. After some time Ghazala developed some new habits. She would try to keep herself clean and tidy she would change her dress after her school she would ask her mother to give her a bath. She never grow and get dirty. She also asked her mother to keep the house clean and school gave her courage to ask her father for cleanliness which was against the norms of village life.

Ghazala's father observed the child with pleasant surprise and noted the change in her personality. One day he discussed this change with his wife and praised her for grooming the daughter. To his surprise the wife told him that it was not she but the school who had helped the child to learn new habits and behavior. The father changed his opinion and behavior towards school and education of the girls. He father became an activist and advocated for the importance of female education in the village. He suggested to all his relatives to send their daughters to school.



Small but very important efforts towards female education in Balochistan are bringing results. However it will take some time when the province will be able to stand equal to rest of the country.