

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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Relief for Flood Effectuated Schools in Kharan

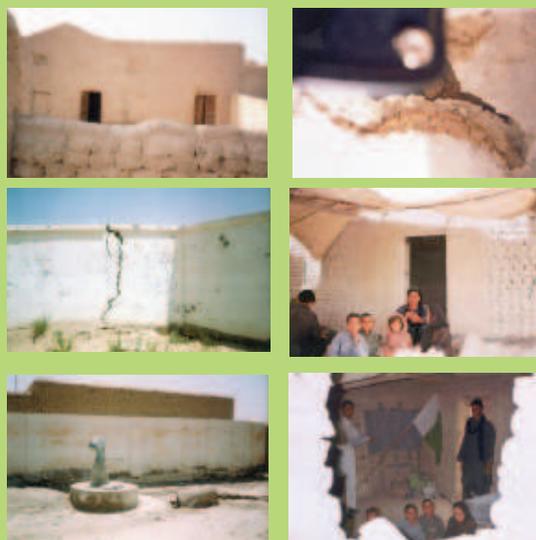
None can fight against the natural disaster unless ready for it. Natural disasters are generally impacts of changes in the global weather, which thousands of people desperated. The most recent disaster caused by heavy rainfall and flood made people homeless, distressed and the trouble came in June' 2007 in almost 40% area of Balochistan. Many lost their lives and those who survived found them in miseries. Most of the houses, hospitals, offices, schools and collages were collapsed or washed away by heavy rain and flood.

The people of effected areas needed immediate relief and compensation for the damages they had suffered. In this regard Government, agencies and different NGOs become active to provide rescue, relief and rehabilitation facilities. SCSPEB also shared the grief and decided to contribute in providing relief in flood effected areas. The SCSPEB is working on education therefore it was decided to provide support in the reconstruction of flood effected schools. In this regard SCSPEB started a project of relief for flood-affected areas with the support of Save the Children. SCSPEB decided to start its rehabilitation activities in District Kharan and Bolan as both the districts were the worst effected in the Province.

Save the Children made preliminary assessment of damage schools in District Kharan, however further assessment was needed to determine the exact level of damage in each school and to specifying reconstruction activities. Therefore SCSPEB re-evaluated the school needs and identified the needs like construction, repair or rehabilitation activities to provide adequate support to the schools i.e Repair and rehabilitation of damage schools, psychosocial recovery of children's by providing Play in a Box (PIB) & School in a Box (SIB) devices and capacity building of teachers to help children to regain normalcy in their lives.

SCSPEB visited 99 schools of District Kharan and collected all school related information and damages couased. The technical team of SCSPEB prepared the estimated cost for repair and rehabilitation. During the visit 3 UCs were focused namely (i) Joda Kalat, (ii) Jamak, (iii) Tuhmalk. Out of 99 schools 60 were selected for repair and rehabilitation. 6 schools were totally washed away schools and it was decided to provide temporary shelter to ensure that children of effected area are provided access to safe places to learn and receive psychosocial support. Other 54 schools needed comparatively minor repair.

After repair/rehabilitation and provision of temporary shelter the teaching and learning material in shape of Play-in-a-box (PIB) and School-in-a-Box (SIB) would be procured and distribute in the schools. The capacity building of 70 teachers on psycho-



social issue and effective use of School-in-a-box and play-in-a-box would be ensure and in order to engage the community 300 local community members would be selected who will be responsible to carry out repair and reconstruction activities. The financial liability, obviously, will be met out by the SCSPEB. The work is in progress. The response of the community is very encouraging they told it is very rare that they are involved in the development activities. This why the communities do not own the Govt. efforts and investment is drained

Quarterly Achievements

Releasing Confidence and Creativity (RCC)

- Conducted 6 days training on ECE curriculum and Mazboot Buniyadein through Teacher Resource Center (TRC) in Sanjeev (Ziarat) and Kareez Noor (Mastung) Clusters.
- Conducted 6 days training on Classroom Management for ECE Teachers in 2 new focused clusters Sanjeev (Ziarat) and Kareez Noor (Mastung).
- Conducted Team building training of 11 Education councils.
- First Aid Training of 80 WVECs conducted.
- Follow up visits of schools conducted by Lead teachers and RCC Teams
- Follow up visits of class 1 & II conducted.
- Conducted regular Coordination meetings with EFOs, DEBs.
- RCC Team members participated in 3 days work shop on ECD Research conducted by AKU-HDP at Karachi
- 4 new ECE classrooms established in Mastung and Ziarat Clusters
- RCC Phase III Exit strategy was designed and submitted to Agha Khan Foundationc



School and Community Water Environment Sanitation (WES) Project

School WES



- Conducted 28 trainings on School Sanitation and Hygiene Education SSHE.
- 28 Child Clubs formed.
- 23 VIP Improved Super Structure latrines constructed in 12 schools.
- 10 VIP Improved Kaccha Structure latrines constructed in 5 schools.
- 16 latrines rehabilitated in 8 schools.
- Conducted 3 Joint meetings with EDOE (male) and DEO (Female).



Community WES



- Conducted Training of Influential / Religious leaders on total sanitation concept.
- Training of Masons / Volunteers types of latrine conducted for 30 participants.
- Four Demonstration latrines constructed in two communities.
- Revolving Fund established for latrine promotion in four communities.
- Incentive provided to Ghaffarabad community.
- 24 village male / female groups formed.
- 4 Focal Lane Area Approach Hygiene Education (FLAAHE) trainings conducted.

Technical Implementation Partner (Teacher's Training)

- Conducted ten days training on classroom management, multigrade teaching, record maintenance and teaching of Urdu, English and Mathematic to Kachi class teachers of all focused districts
- Conducted monitoring and supervision of 36 schools
- Participated in TIP review program at Sareena Hotel and shared program
- Developed monthly scheme of studies for classes Kachi-one
- Developed verbal and written tests for the community primary schools for the year 2007 for Kachi and Class one
- Developed academic appraisal form for monitoring and supervision purpose.
- Conducted 2 days training was conducted for CIP and BEF staff.



Quarterly Achievements

Afghan Refugees Education Project (AREP)

- Classroom support provided to all the Teachers
- 536 new registration carried out for the month of March to April in year 2007
- Provided School Monitoring and Follow-up visits to all Schools (problems identified & solved)
- 16 teachers meetings were conducted
- 3 school competitions conducted in M. Khail Camp
- 8 Combined meetings conducted
- Learning, Playing, and school supply material distributed in all schools



Community Girls Middle School (CGMS) Project



- Imparted academic support to the teachers on the spot and solved minor problems of the schools
- Conducted follow up visits of all schools.
- Support provided to the individual teacher according to their needs in methodology, content area, lesson planning and concepts clarity.
- Twelve days training on Teaching in English and Mathematics conducted from 20th to 31st of Aug' 2007 at SCSPEB hall. All the SSTs and 2 JETs from each school participated in the training.
- Meetings held with the Education Council (EC) members regarding Building Construction, Enrollment and provision of vehicle.
- Identification of a potential candidate as SST for CGMS Haikalzai.
- Conducted follow up of trainings imparted.

Balochistan Education Support Project (BESP)

- The total enrolment of (5-9) years remained 2420 and of (9-12) years 133 and no drop out occurred during the quarter.
- Student average attendance during the quarter remained 87% while teacher's attendance was 96%.
- All PECs procured and provided reading, writing and school material for their schools.
- All PECs prepared and displayed their quarterly accounts in schools.
- Second phase training of remaining PEC completed.
- Field teams participated in ten days teachers training and two days monitoring and supervision training.
- Facilitated TIP in ten days residential teachers training in which the participation rate was 90%.
- Follow-up school visits conducted and classroom support provided to teachers of all community schools more than thrice during the quarter.
- Three meetings conducted with each PECs on school progress and issues.
- Coordination meetings held with BEF, TIP and other CIPs regarding planning and progress sharing.
- Student background, teacher and school profile of all schools completed and submitted to BEF.



Community Development (CD)



- Sectoral committees formed in eleven focused camps.
- Assessment conducted with all IPs working in different camps
- Training Need Assessment (TNA) conducted with all IPs working in the camps
- TNA conducted with all the sectoral committee members
- One day training conducted for Community Development project (CDP) staff by UNHCR
- Female Community Workers recruited in three camps of Loralai and in one camp of Muslim Bagh
- Development of module for the training of Sectoral committees.

SCSPEB News

- SCSPEB organized 10 days training of Head teachers and District Officers on Educational Administrator at SCSPEB Hall. Total 11 participants from Chaghi District participated in the training.
- Agha Khan Foundation conducted one day workshop on Baseline survey for the staff of RCC project at SCSPEB Hall
- SCSPEB provided relief fund for Khuzdar and Gawaddar District with the collaboration of CIDA.
- Society for Advanced Higher Education (SAHE) a well reputed organization of Lahore city contributed fund for relief activities.
- An official from UNHCR orientated Community Development Project (CDP) staff on Community Development approaches and also visited Surkhab/Saranan cluster to assess the need of trainings for sectoral committees.



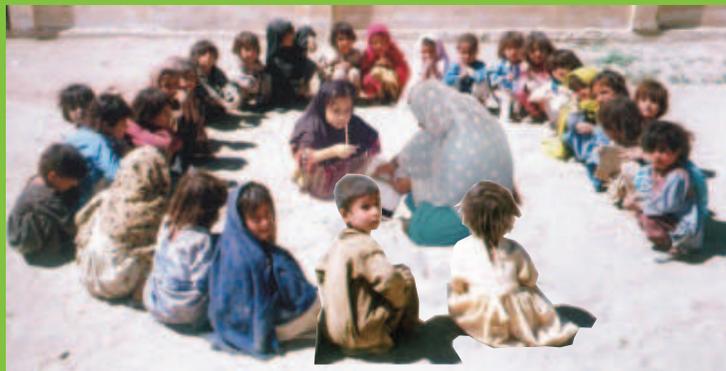
Case Study

When Small Farkhanda Faces the RCC Atmosphere

Government Girls High School Killi Mengal at Nushki district is one of the schools focused under RCC program, where ECE teaching and learning practices are introduced at Kachi level. Under the program Ms. Shazia Haider, ECE Teacher of class Kachi was appointed from the community since the program started. The teacher has shared one of the very interesting experiences that reflects that how the proper understanding, knowledge and commitment of the teacher in the child physiology and interest motivated the obstinate children to join and attend the school regularly.

Small Farkhanda was born on 5th December 2000 in Killi Mengal Nushki. Her mother tongue is Brahvi and was enrolled in 2005 in Kachi class. While sharing her experience teacher told the story and said that Farkhanda's mother wanted her girl to be enrolled in RCC class but her daughter was frightened and used to cry so much that her mother lost the hope. One day she brought her to the school and stayed with her to develop her confidence and interest in the school. The girl still showed resentment and refused to join the class and spent the whole day outside the classroom. During this period teacher also tried her best to bring her in the classroom but all in vein. The next day again her mother brought her to the school but she again refused to sit in the class and remained in the veranda crying and stubbornly left the school.

Desperate from her once again and brought for the third time the girl and remained in veranda class. Observing very organize the classroom classroom in front of the involved in different poem recitation and story interest in Farkhanda and towards the school. The her to the assembly where took interest and went to time.



behavior the mother tried her daughter to the school showed the same behavior and refused to sit in the closely teacher decided to activities outside the girl. The students were activities i.e group work, telling it developed she was inclined a little very next day teacher took she along with the other the classroom for the first

The teacher's special attention, positive behavior and friendly attitude enhanced the interest of the child who once was not willing to come to the school and study with other children in the classroom.

Now she is a regular student of her class and studying happily. Her mother is also very happy and said that at home her behavior is totally changed and her attitude towards the other family members is different. She is no more a stubborn child. All the time at home she tells the stories and recites the poems learnt in the school very joyfully. She is not only an example for her school but her case is an example for all Teachers (Public or Private) to advocate them to take touchable steps in the way Ms. Shazia Haider had been facilitated with this small initiative. Such initiative like building confidence in children is the need of our society.