

SCSPEB Update

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



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Fellowship Program

Balochistan is a province of extremely long distances and has sparse population due to terrain and extreme climate. School Education came very late in the province and it was considered to be the sole concern of the government. With the passage of time and increased awareness among the communities regarding importance of education the demand for schools increased tremendously. Although the government has assigned top priority to education and has been making a handful investment in the sector but it is not possible for the government to provide excess to all the school going children to the facilities. This scenario has rendered the province far behind in literacy as compared to the rest of the country and most precarious is the situation in female education particularly in rural settings.

The obtaining situation demanded all the organizations working in the human resource development and social sector to come up with innovative yet viable modes of enhancing excess to education. The SCSPEB has been working in the field of primary education since the year 1993. It generally supports the government in achieving its objectives therefore the SCSPEB works along the paradigm of the government. The SCSPEB took a serious contingency of low participation and low literacy rate in

in Balochistan and went forward to support the government with its experience knowledge and resources. The SCSPEB shared an idea of Government community sharing and coordination in promotion of education. The idea of the SCSPEB was to open primary schools in the urban slums and far flung rural communities in which the government should bear the expenditure of school which may be established by the community in response to their need and urge. After negotiation and discussions the government agreed that in case a community comes forward to establish a school the government would finance the salary of the teacher supply of furniture and reading writing material. The community should come up with commitment to manage the school through a committee identify and elected competent persons as teacher and provide a building for housing the school.

In order to implement the idea the SCSPEB carried out a survey of the potential communities, motivated them to establish a primary school, elect a Village Education Committee and Parents Education Committee responsible for all the school related activities. The SCSPEB identified communities (Urban) where schools could be established and practically 12 schools started working these schools were Home Schools. The SCSPEB arranged training of the VECs/PECs in school management and capacity building of the newly appointed teachers. It also facilitated the communities to start working keeping their records of activities.

The VECs/ PECs collected fee from the students at minimal rates so that it may not be unbearable burden on the parents. The government provided subsidy of Rs. 100/- per student, which was decreased during the next two years so that it comes Zero in the third year. Thus the PEC/VEC worked hard to become self-sufficient in three years.

These schools enrolled 1574 girls, and 400 boys which was a good number with reference to a emerging a new paying community and 64 female teachers were appointed in these schools. The schools have survived both qualitatively and quantitatively. These schools are striving to achieve the Millennium Development Goals and Education For All Goals.

The SCSPEB think tank remains continuously busy in developing innovative ideas for promotion of education both quantitatively and qualitatively. Such models offer very economical preciseness, which could be replicated in any area of the province and the country.

Releasing Confidence & Creativity (RCC)

- * Basic information of RCC schools in child profile.
- * Training of ECE/class I and II and Head Teachers on Curriculum Planning and Classroom Teaching Techniques of new 10 schools.
- * Six days Head Teacher Training on School Management of 3 RCC clusters.
- * Training of 3 ECs of 3 Clusters conducted on Leadership.
- * Training of PTSMCs of new five schools on Financial Management.
- * Training of WVECs on First Aid.
- * RCC teams capacitated on School / Teacher and Community Assessment.
- * Collection of 2008 enrolment data in RCC schools for winter Zone.



Water Environment & Sanitation Project (WES)

- * Proposal Submitted for Project Cooperation Agreement WES 2008.
- * PCAA Agreed & Signed for the year 2008.
- * Coordination meetings conducted with EDOE, District Nazim Khuzdar & Coordinator Unicef District Khuzdar.
- * Survey conducted for 36 new schools.
- * Follow ups of 48 last year schools.
- * Six water tanks installed in last year schools.
- * Rehabilitation of latrines & water tanks in 15 last year schools.
- * Follow ups of last year-focused communities.

Technical Implementation Partner (Teacher's Training)

- * Appointment and orientation of Resource Persons for 15 days Teacher's Training program.
- * Preparation of Agenda of Teachers Training.
- * Conduction and completion of Teachers Training.
- * Identification and appointment of Resource Persons for 9 days Teacher Training.
- * Conduction of 9 days Teacher Training and submission of Report.
- * Review of NIRE made Training Module and sharing of comments.
- * Monitoring and on-job support to teachers of 15 Community Primary Schools.



Community Development (CD)

- * Meetings conducted with Sectoral Committees, Ips and Women Groups in Pishin Camps.
- * Meetings conducted in Loralai camps to increase girl's enrolment, strengthen coordination between concerned IPs, expedite performance of Sectoral committees and identification of Sectoral issues.
- * Youth Group formed in Zar Karez Camp district Loralai.
- * Meetings conducted with women groups. Three meetings conducted in Katvi Camp, Three in Ghazgi Minara, one in Kar Karez camp and one meeting conducted in Kar Karez Camp (Stage one).
- * The team conducted meeting with the staff of SC-US to strengthen coordination and cater support for CD activities.
- * Sharing of work plan for the month of March' 08 and participation of SCSPEB team in the meetings conducted at Saranan and Mohammed Khail Camps.



Community Girls Middle/High School (CGM/HS) Project

- * 12 days Teachers' Training conducted in University Of Balochistan, Quetta, in the premises of Faculty of Training and Development w.e.f. 29th January to 9th February 2008.
- * Registration of students with B.I.S.E appearing in SSC Examination part-1 and part-2.
- * The examinations of 8th class were conducted by District Education Departments under the supervision of EDOs and the result of this class stood 99% that is another big achievement.
- * Construction work completed in 6 schools and is in progress in 3 CGMS schools.
- * Negotiations with Government of Balochistan, Education Department, to adopt the CGM/H Schools in the mainstream of education system of Government.
- * Visit by Mrs. Tauseef Hyat and Zeba Shafi to Balochistan for the assessment of CGMS Project.
- * Regular coordination meetings with ECs for further planning of school activities.



Balochistan Education Support Project (BESP)



- * The PECs appointed 27 additional teachers in schools where the enrolment exceeded 50 students.
- * More than 3 meetings held with each PEC to share school progress, prepare for annual performance review and future planning of schools.
- * Annual Performance Review (APR) conducted of 15 PECs.
- * Facilitated in second phase 15 days teacher's training and 9 days training of additional teachers.
- * Funds for the third and fourth quarter of last year were received the PEC paid teachers salaries and procured school supplies.
- * Schools re-opened from the 1st of March and on average at least 10 new students were enrolled in each school.
- * Additional rooms were provided by the communities in schools where second teacher were appointed.
- * Best teacher award was provided on district basis as well as overall.
- * Textbooks were provided to all schools on the basis of enrolment.

Afghan Refugees Education Project (AREP)

- * Camp schools resumed after winter vacations on 1st March 2008.
- * 183 students enrolled as new registrations in all the camps schools with the support of SMC and Teachers in Mohammed Khail Camp.
- * 173 students enrolled as new registrations in all camp schools of Muslim Bagh.
- * Schooling material provided to the students of all the camp schools.
- * A combine teachers meeting conducted in both the camps regarding the certification of Afghan students process & procedures provided by representative of MOE.
- * Compilation of Rapid Education Assessment Survey report conducted during the month of February & March' 2008.



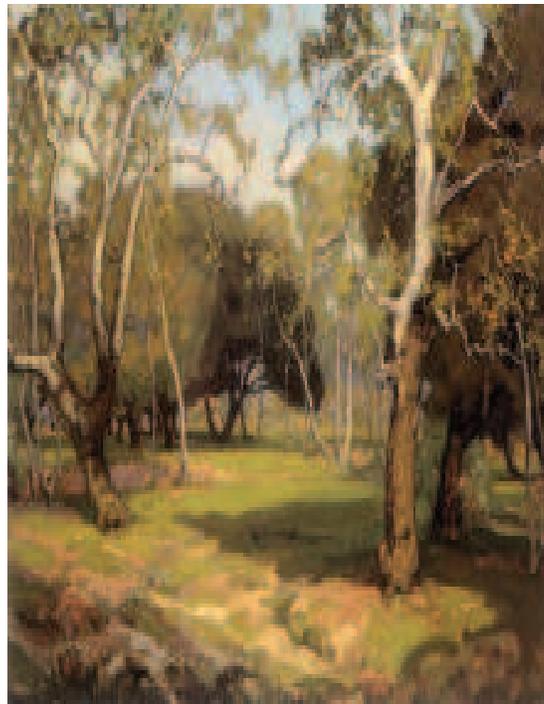
- * Celebration of 15th Anniversary of SCSPEB.
- * PCA signing of Water Environment & Sanitation (WES) Project.
- * Agreement signing of ED-LINKS.
- * Celebration of Eid-Milad-ul-Nabi.
- * SCSPEB External Audit for the year 2007 completed
- * Audit of RCC project for duration of October 2006 December 2007.
- * Replication of Audit Report to BDO Ebrahim & Co. Chartered Accountants.



Tashar Rabaat Killi Bismillah is a small village situated in the remote union Council of Jalga, tehsil Dobandi, District Killa Abdullah. The economy of the village is based on horticulture. The area is famous for its sweet and beautiful apple. Most of the population is illiterate and engaged in promotion of their orchards which has taken a boom with the introduction of electricity in the area. It has brought a new life style to the population. However, the village is still Governed by ignorance and illiteracy because no school was established until March 2007. The inhabitants of the village were obliged to depend on their memory with regard to their accounts and had to engage some literate person from outside for maintaining their written record.

The SCSPEB, in collaboration with the Balochistan Education Foundation (BEF), launched a program to establish schools in the remote areas of Killah Abdullah District. Tashara Rabaat Killi Bismillah was identified as the most needy village of the Union Council. The SCSPEB team discussed the issue of illiteracy with the elders of the village who immediately agreed that a primary school should be established for which they were ready to provide a building. Fortunately, a matric pass girl, Bakht Nama, who came from Quetta to Killi Bismillah as consequence of her marriage, was available for appointment as a teacher. Bakht Nama was also willing to work as a teacher. However the parents, generally, were not ready to send their children to school because they took care of their sheep and goats in the pastures. Parents had to make alternate arrangements if the children went to school. The parents also did not realize the importance and need of education in their lives. Anyway the SCSPEB team was successful in the establishment of school with the support of the village population.

November is the month during which the apples ripe up and are plucked and packed into crates for Marketing. The crates are marked with the name of the Farmer and the number of the crate. This is done by a literate person whose services are hired at high wages from outside. The farmers had to spend a huge amount on this activity. But this year when the time of plucking and packing came up the school children told their parents that they need not engage anybody to mark the crates. They told that their teacher had taught them how to write numbers and they can use this skill in crating the apple. The parents were pleasantly



surprised when they heard the news. They were not very confident that the children can do it but when the task was assigned not only the children did it correctly but also helped in classification of apple because the teachers had taught them classification also, and they could discriminate the small and bad apples against the bigger and good ones

The work of Master Mohammed Muqem son of Abdul Rahim and Master Baran Khan son of Abdul Ghani was considered the best among their friends.

The work of the children not only saved a lot of money for the parents but it created a confidence among them that their children can compete with rest of the district if they are educated. The Parent Education Committee (PEC), which is responsible for management of the school, became more active and they convinced the parents to make their children regular and punctual in school and take care of their educational needs so that they may be able to get education in a conducive atmosphere. The parents no more send their children to graze the animals. Education is their preference. The teacher is also encouraged and she works with more vigor and zeal to teach the children.