

# SCSPEB Update

Vol: 7 Issue: 1  
Jan - Mar 2009

"To create partnership between beneficiaries the Government and funding organization in all social sector for Sustainable development".



Inside this Issue:	Quarterly Achievements	2-3
	SCSPEB News	4
	Success Story	4

## Teacher Training Cell

Human Resource Development is now considered the most returning investment made in the development of a institution, organization and Nation. It needs not emphasized that groomed and skilled people behave professionally, are efficient and effective and produce more both qualitatively and quantitatively.

The Society for Community Support for Primary Education in Balochistan (SCSPEB) has been involved in the developmental activities in Balochistan. Particularly in the education sub-sector since the year 1993. It works with a mission to support and empower the communities in their efforts to resolve their local problems and augment the govt. in its endeavors to bring the Balochistan equal to the rest of the country. During its experience with the communities organizations and the govt. the SCSPEB felt very strongly the need of establishment a wing which may take responsibility of human resource development because most of the efforts do not produce the desired asserts simply because the people responsible to plan initiate and carry out various activities have never been exposed to any training and Capacity building. Therefore, they work like quacks. Obviously even their best efforts do not satisfy the objectives of planning. Within this scenario the SCSPEB has set up a Teachers' Training Wing.

The objective of the training wing was to capacitate the teachers of primary schools focused in the far flung areas of Balochistan under different projects. The wing devoted itself towards the noble cause by training the teachers basically on the contents of English, Mathematics and Urdu.



There is a myth that out teachers are incompetent, lethargic and non-committed to their work. It is assumed that theses attributes of the teachers lead to low quality of education. But nobody has ever enquired into the causes of teachers' weakness. The teaching profession is not very much paying nor a teachers is given due status in the society. Therefore, teaching is the last priority of the job seekers. Obviously only such persons are attracted to the profession who are generally mediocre. The existing pre-service training system is highly theory oriented and very short in time. Therefore, the teachers are not provided opportunity of teaching in the classroom, during training, for testing their capacity and improving it. Though there is a very elaborate system of monitoring available in the Education Department but practically it is redundant for various reasons. The teachers have no professional support particularly those serving in the remote rural areas. This eventually leads to poor performance of education system. There is a dior need that the working teachers may be exposed to effective teaching techniques through off site short trainings and be provided reinforcement during their classroom instructions. It has been observed that even the teachers who get a chance of training find the activity irrelevant to their need therefore they do not learn much.

The training wing of the SCSPEB works very systematically. It keeps a liaison with the teachers the Head Teachers and the Education Field Officers to know the actual professional needs of

the teachers and the expectations attached with them. The Wing also works with the planners and the implementers of various projects from the very beginning and suggests the kind and duration of training the teachers need. The Training Wing has so far imparted training to the teachers of the following programs. Imparted in-service training to 1055 teachers of Loralai and Lasbela Districts under Quality Education Program sponsored by USAID through ESRA, provided Pre-service training to the Community Primary School Teachers under Balochistan Education Foundation.

Provided In-Service Training to 100 teachers of Killa Abdullah District under TTSIP Project funded by CIDA. Supported teachers of 12 girls Primary and Middle school of Quetta district, in their professional deficit areas.

The training Wing has developed training modules for each training keeping the teachers needs and the aspirations of the managers in view. It also provides tailor made modules and training to the teachers and the administrators.

The teachers have found the training very useful for their effective classroom instructions and the supervisors / managers of the schools have also expressed their satisfaction on the effectiveness of the training. It has been found that the performance of the teachers and learning achievement of the children has improved after the teachers were exposed to the teaching techniques appropriate for the level of children they teach.

# Quarterly Achievements

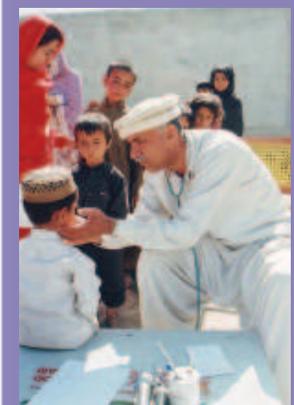
## Technical Implementation Partner (Teacher's Training)

- \* Development of Teacher's Manual, classes IV - V focusing on Teaching of Urdu, Maths and English for CIDA teachers Training Program.
- \* Conduction of Teachers Training Feb, 16 - 27, 2009 for BESP Teachers Phase-II.
- \* Conduction of 4 days training for 'CIDA' project teachers District Killa Abdullah Tehsil Chaman.
- \* Review of the module developed by NIRE for Teachers Training Phase - II.
- \* Submission of Teachers Training Report of 12 Days Feb, 16 - 27, 2009 to BEF.
- \* Submission of Report to BEF "8 Days Teacher Training conducted on Dec, 15 - 22, 2008.
- \* Completion and submission of report on support Phase- II of 'Northern Region - B' to BEF and LAFAM.



## Releasing Confidence & Creativity Project

- \* 65 School monitoring and provision of classroom support by teams
- \* 5 Cluster meetings were conducted by teams & Lead Teachers
- \* 87 ECE classroom improvement & Materials provision (basic stationary items)
- \* 1 school teachers exposure visits to other RCC focused schools
- \* 3 clusters 6 Days ECE Refresher Training of class I and II teachers
- \* 6 plan sharing and review Meetings with EFOs and DEBs
- \* 42 Meeting with EFOs/ DEBs/LTs
- \* 5 RCC room construction layout and estimates developed
- \* 5 ECE & LTs test were conducted
- \* 5 Identification of ECE teacher
- \* 43 ECE teachers contract signing
- \* 6 LT teachers contract signing
- \* 76 House Hold Survey Verification/ collection
- \* 30 Teacher bio graphy data collection
- \* 29 Trainings of WVECs on Pillow making and Book binding/ Health & Hygiene
- \* 58 Meeting with PTSMCs and WVECs by team
- \* 5 APR (Annual Performance Review)
- \* 64 Meeting with PTSMCs and WVECs by Lead Teachers
- \* 1 Restructuring of WVECs
- \* 11 Schools Medical Checkups of ECE students
- \* 2 Advocacy Seminar
- \* 1 Child Competition seminar
- \* 4 MOU Signing
- \* 6 Identification of Seminar Committee/ Resource person
- \* 3 School profile village observation survey
- \* 2 Survey were conducted in host & refugees community
- \* 1 Teachers Training (BESP)
- \* 15 PTSMCs training on O&M (Emergency Project)
- \* 2 PTSMCs training on role & Responsibilities(CIDA).



## Water Environment & Sanitation Project

- \* 25 trainings of PTSMCs conducted on Operation / Maintenance. 138 members capacitated on O & M.
- \* Conducted SSHE trainings of teachers and students and sanitation clubs formed in 2 schools.
- \* Coordination meetings held with Education Department, Unicef Education team and stake holders.
- \* Constructed 2 VIP latrines and 6 PFL latrines.
- \* Water storage tanks installed and constructed washing place in 3 schools.
- \* Rehabilitation / Upgradation of 4 schools and WATSAN Facilities completed.
- \* Follow visits of 68 last year schools.



# Quarterly Achievements

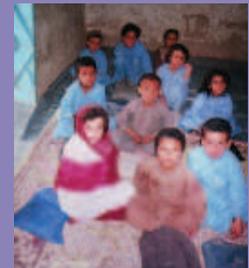
## Community Girls' Middle/High School Project

- \* Project Extension for the period of six months January 2009 till June 2009.
- \* Negotiations with Minister of Education for mainstreaming of CGM/HS schools.
- \* 100 % results attained by the students in Middle Standard Examination Session 2008-09
- \* 92 students of the three High schools appeared for SSC Examination.
- \* Construction of CGMS Haikalzai in final stage.
- \* Meetings with District Coordination Officers held regarding Annual Development Programs.
- \* Fund raising from Rotary International for construction of damaged schools in Ziarat due to Earth Quake.



## Afghan Refugees Education Project

- \* 213 boys and 136 girls registered in Muslim Bagh camp. 147 boys and 66 girls registered in Mohammad Khail camp.
- \* 23 follow up visits conducted in both Mohammad Khail and Muslim Bagh camps.
- \* 7 Teacher meetings and 9 SMC (male/female) meetings conducted in both camps regarding new enrolment of children.
- \* 2 combine meetings conducted with teachers and SMC members in Muslim bagh camp regarding new registration of children and attendance of students in schools.
- \* Distribution of study material in 6 schools of Mohammad Khail and 11 schools including home base center in Muslim Bagh camp.
- \* Stipend distributed among the teachers and watchmen in all 6 schools of Mohammad Khail and 4 schools and 7 HBGS in Muslim Bagh camp.
- \* Dissemination of Advertisement of DAFI Scholarship in Muhammad Khail and Muslim Bagh camp.



## Balochistan Education Support Project

- \* Campaign with PECs for increasing the enrolment of children in the schools.
- \* Agreements signed with the PECs for 3 months extension period.
- \* Signing of contracts with the teachers for three months extension period Jan to March 2009.
- \* Monitoring of 47 focused schools.
- \* Child Learning Assessment by BEF. A third party evaluation by SCSPEB.
- \* Additional 35 teachers trained under Phase - II.



## Teacher Training and School Improvement Project

- \* 11 Project Orientation and Coordination meetings held with Government Officials, Line Departments and Stakeholders of district Qilla Abdullah.
- \* Conduction of household visits in 4 villages.
- \* Capacity building of 45 PTSMCs.
- \* Formation and restructuring of 8 existing PTSMCs.
- \* 36 Meetings conducted with the PTSMC of Government Girls Primary Schools.
- \* School Development plan prepared for 15 schools.
- \* Development of training Module for teachers.
- \* Conduction of TOT of Master Trainers.



## SCSPEB News

- \* Team of students from BIT for Plantation in the SCSPEB Office premises.
- \* Eid Milad-ul-Nabi celebrated on 27th March 2009.
- \* Completion of 16 prosperous years by SCSPEB on March 22nd 2009.
- \* The 'Project Officer' CIDA Small Fund Mr. Amir Usman visited the focused under Teacher Training and School Improvement Project.
- \* Audit RCC.
- \* Participation Board members in 12 days Teacher Training BESP Phase-II.
- \* Participation by Board member Mrs. Hassan Baloch in the closing ceremony Four Days Teacher Training program conducted under CIDA project



## Success Story

Balochistan is considered to be in the back draw of educational economy in Pakistan. Historically the province has remained a garden of knowledge and learning for the centuries long. In fact Balochistan shared knowledge, learning and education with Afghanistan which once was very popular in such interventions. History testifies that much of the learning of Punjab and its adjacent areas benefited from Balochistan. However, all this treasure had an eastern and Islamic flavor. After then advent of British Rule secular education was promoted and it became a source of earning bread and butter. Still even now there is hardly any village in the province which has no Madrassa. In pursuance of famous commandment of Messenger of Allah" It is incumbent upon every Muslim, male or female" seek education; the communities support the Madrassa's. They send all their children for religious education to Madrassa and cooperate with the institution in regularity and punctuality of their children. Obviously the parents feel the Madrassa their need. On the contrary the schools are opened by the Government without raising need among the communities. Therefore, the school is considered to be the Government entity and sometimes the communities consider it an imposition on them. This is why parents do not show ample interest in sending their children to school and ensuring their regularity and punctuality. This results in alarming dropout. The attitude of the teacher also adds to the problem.

Responding to the problem of dropout it was considered that the environment of school should be made child friendly and latest approaches and classroom practices may be adopted for physical social emotional and cognitive development of the child. With this objective in view the SCSPEB introduced Early Childhood Education Program in 100 schools of Balochistan and specifically Releasing confidence and creativity approach was adopted. Under this program children of 4 - 5 years age were focused and attracted to school. In view of the experience the SCSPEB worked closely with the communities particularly parents. It strengthened and empowered PTSMCs and encouraged the women to play their role in Education.

There is no need to emphasize on the role of female in the education of children. But the problem is that literacy rate among the rural female is hardly 2% and traditionally they do not move about and take part in social sector in their settings. Therefore, the program could not register a significant cooperation from the female of the villages.

There are however some very important examples of female role in the focused schools. Such an example is in the case of Govt. Girls' Primary New Bawar Loralai. It is a remote village where education has not gained roots. The village community constituted its Women Village Education Committee WVEC and elected Ms. Bakhtialai an 80 years old lady for the membership. Ms. Bakhtialai did not know how she help the school. However she started visiting the school where a young Middle pass village lady was appointed as teacher. The SCSPEB had imparted training to the teacher in classroom management and teaching but she was always faced with problems in dealing with the young children. These angels were not tamed to discipline, they missed their homes they needed moral support cleaning the sneeze and pleasing and appeasing when they cried. The young teacher didn't have such experience. The results were that the children hesitated to go to school and the school faced dramatic dropout. The teacher in spite of her best efforts could not improve the situation. At this critical juncture Bakhtialai came for help. She sat with the teacher discussed the problem and asked how she could be helpful in improving the enrolment. During the discussion Bakhtialai diagnosed the problem and realized that the teacher could not provide motherly attitude to the children. She therefore decided to visit the school regularly and spend some time with the children. She used to take the crying children in her lap cleaned sneeze kissed on the cheek and sung her lullaby. The child stopped crying and started working with the teacher. She took care of the children when they needed to go to washroom. Bakhtialai started coming to school early morning accompanied by young children. Thus the children liked going to school with the lady. She used to go to the homes of children who did not come to school, met their mothers asked for the welfare of the child and encouraged the mothers to send their children to school. The mothers liked Bakhtialai coming to them talking about the school and education of their children. Thus Bakhtialai registered the cooperation of mothers and gradually the dropout was minimized. The Teacher also took a sigh of relief and she started working with more zeal and enthusiasm. Now that the school became a learning play land for the children their interest grew and they liked to go to school rather than staying back at homes.

The interest sincerity and commitment of an illiterate lady, Bakhtialai, changed the fate of a failing school and turned it into a real success. Now the school enrolls maximum of the school age children and the dropout is minimal. Bakhtialai is proud that she has helped the community and has served the cause of education of an illiterate police. Her old eyes are looking into a bright future of the village.