

## Basic Literacy and Skill Development Program



Society for Community Support for Primary Education in Balochistan (SCSPEB) is mandated to be an effective and efficient service organization supporting government, Communities and other partners in their efforts for the development, particularly in the province of Balochistan. In order to respect this mandate the SCSPEB is always ready to support the Government and communities in their efforts for development and turning the Province from a back word under developed region of the country to a developing, self reliant and economically sound area. Low literacy ratio is soaring problem which is also a cause of present state of the province. Therefore the SCSPEB is concentrating heavily on improving literacy and education.

District Chaghi which offered itself for nuclear experiment and is rich with natural resources like Copper, Gold, Sulfur etc. The future of prosperous Balochistan and Pakistan has remained neglected, therefore extremely naïve of developmental activities. The reason, perhaps, of this neglect was very low population density and its sparse distribution. The Government has started paying due attention to the development of the district and has invited investors to explore the hidden riches of the district. Sendhak is now well renowned for its copper exploration and export. Another copper field at Rekodiq is gaining importance with the investors. It is considered to be the biggest copper site in the world. M/S Tethyan Copper Company (PVT) Limited (TTC) an Australian entrepreneur has started development for mining in the field. This investor has started some activities to change the life style of the people of the area. One of its visions is introducing adult literacy irrespective of gender discretion.

The SCSPEB had very successfully launched an Adult Literacy project in Kech and Gawadar districts. It was a part of the developmental plan of the Government in those districts. Cognizant of the experiences of the SCSPEB the TTC approached the SCSPEB to assist it in its plan to introduce adult literacy in Nok Kundi as a pilot project. The objective of the plan was to enable the people to join hands with TTC in its exploration venture. SCSPEB and TCC reached an agreement crux of which was to provide education and employable skills through literacy, Life skills, vocational/technical skills trainings. While SCSPEB promised to provide support in literacy, life skills for employability of the people, the TCC agreed to take care of vocational/ technical skills training.

The SCSPEB adopted a well thought of process to accomplish the project. It deployed its very experienced team to conduct a survey of Nok Kundi and decided to establish 4 centers of which one was for Ladies. The survey portrayed the dynamics and population strata of Nok Kundi. The teams launched an advocacy campaign to create a demand for adult literacy among the residents of the town. The survey also gathered the needs and aspirations of the people compared it with the vision of the TCC and developed a training curriculum which addressed the needs of the people and the TCC. It selected very energetic and committed and young Men and Women to be engaged as teachers and Literacy Facilitator to work under district Coordinator the curriculum provided training the learners in literacy numeracy and life skills in 4 literacy centers. These teachers and Literacy Facilitators were imparted intensive, hands on practice training and were capacitated to teach in the class room through andragogic approach.

It was decided that the learners may be selected very carefully so that already literates or the school children may not be able to make their way in the adult literacy classes. The age bracket was 15-35 years. It was further decided that Iqraa curriculum developed under ESRA and approved by the Government will be used. The project enrolled 121 male and 77 female learners. The centers functioned in the evening but timings were fixed according to the facility of the learners and their consensus. The literacy facilitators remained available in every center to help the teachers in their professional problems and for logistic support.

The project produced very encouraging out comes, the drop out was only 1.5% which is very rare in such expeditions. The young teachers demonstrated very high standard of skills and commitment. The learners demonstrated their reading, writing and numeracy skills to the extent that the TCC representatives expresses their entire satisfaction on the capacity of the learners who could read from news paper, express their views without hesitation and also spoke on the life skills imparted during training.

The people of Nok Kundi have demanded to continue the program till each and every illiterate man and woman becomes a literate. Generation of such demand is a real success of the project. The SCSPEB has developed a comprehensive Data base which is help full for researcher's planner's implementers and other stake holders of adult literacy programs.

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# SCSPEB Update

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SCSPEB

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

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## Project Wise Quarterly Achievements/Activities

### Releasing Confidence & Creativity Program

- ◆ Monitoring of 42 School and provision of classroom support.
- ◆ Classroom Improvement & provision of basic stationery materials to 100 RCC schools.
- ◆ 37 follow up visits of Adult Literacy Centers (ALCs) conducted.
- ◆ 11ECs resource mobilization training and 42 WVECs trainings on Nutrition conduct.
- ◆ Conducted 79 plan sharing and review Meetings with EFOs / DEBs / LTs / Head Mistress and 1 cluster meeting with DOE (F) Bela.
- ◆ Held 29 consultative meetings with WVECs & 18 with PTSMCS.
- ◆ Conducted 5 ECE teacher test.
- ◆ 3 New schools identified.
- ◆ Conducted 4 WVECs / 4 PTSMCs APR & 47 QPR by teams.
- ◆ 5 child competition seminar / 4 Advocacy seminars, 7 exposure visits prepared by the team
- ◆ Conducted 2 District Advocacy Seminars.
- ◆ Capacity enhancement of RCC field Team through AKU-HDP training / workshops:
  - ✓ ToT on "Psycho social Well-being / Childhood Behavioral Problems / Development and Assessment.
  - ✓ Learning Disabilities "Inclusion and Learning's Differences"
- ◆ Regular collection of information on RCC progress
- ◆ Documentation of the activities at school and community level



### Afgan Refugees Education Project

- ◆ 100 Follow up visits in both camps (56 M.Khail and 44 M.Bagh).
- ◆ Conducted 23 meetings with teachers and 18 with SMC (Male/Female) in both camps.
- ◆ 09 combined meetings held with Head teachers, teachers, SMC members and parents in both camps.
- ◆ Conducted 1 IP meeting with "WESS, SEHER and Community" & 1 with female community to resolve School, Water and Health issues.
- ◆ 05 sessions of class room supports provided to Male / Female Teachers in Muslim Bagh & Muhammad Khail Camps.
- ◆ Distribution of Study material in 20 schools including home base center in M.Bagh and Muhammad Khail Camps.
- ◆ Distributed stipend among teachers and watchmen in all school camps.
- ◆ School monitoring / Class room observation visits conducted in all 20 schools including home based centers in Mohammad Khail and Muslim Bagh.
- ◆ Conducted Midterm exams in all camp schools, the percentage of successful students remained 73% in Muslim Bagh and 66% in Muhammad Khail.



### ED-Links (Links to Education)

- ◆ Preparation for TDP Cycle 2, 2010
- ◆ Nominations of Teachers for TDP Cycle 2, 2010
- ◆ Designing of TDP Training Schedule
- ◆ Materials Supplied to 11 focused district for TDP Cycle 2, 2010
- ◆ Conducted TDP Training Cycle 2, 2010 (511 teachers were trained)
- ◆ Monitoring and Supervision of TDP Cycle 2, 2010
- ◆ Review Meeting of the District Teams





## Community Girls Middle/High School

- ♦ The data of teachers and annual results of schools collected from all the project schools.
- ♦ Visited CGMS schools in Mastung, Ziarat and Pishin and reports shared.
- ♦ 2 visits of CGMS project schools in Ziarat district, follow up and monitor the EQP school buildings.
- ♦ Mr. Kamal Hassan Siddique visited Ziarat & promised to provide some furniture and a water pump along with a water tank for school.
- ♦ 30 students' chairs, one water tank and one water pump received from Rotary International for CGMS Ahmadoon and were supplied accordingly.
- ♦ The quarterly Report of CGMS and other needed documents sent to DiL.
- ♦ Meetings held with Government officials and S/E GoB regarding the administrative orders for the regular appointments of existing teachers in CGMS,



## Balochistan Education Program

- ♦ 60 schools identified and selected for up-gradation, ECE & Missing Facilities.
- ♦ Conducted 2 days PTSMCs training of 61 schools.
- ♦ Developed expansion plans for 61 schools.
- ♦ 3 coordination meetings with Education Department & 8 meetings with consortium partners.
- ♦ SC-UK officials visited SCSPEB office to observe PTSMCs training.
- ♦ Selection & prequalification process of construction and designing firms.
- ♦ Ms. Lia the Educationist from EKN visited BEP focused schools.
- ♦ One day workshop conducted by Ms. Lia at SC-UK office.
- ♦ Issuance of approved notification by the Government for the Up-gradation of schools (form Primary to Middle & Middle to High), Opening of ECE classes & provision of Missing facilities.
- ♦ Hiring of site Engineer.
- ♦ Conducted 2 days orientation of site engineers by SC-UK construction Manager.



## Teachers Training Cell

- ♦ Monitoring and on Job Support to UNICEF focused ECE Teachers of Pishin, Harnai, Zhob, Kalat Districts on ECE class of UNICEF focused schools
- ♦ Completion and submission of monitoring report
- ♦ Meeting with RCC team to synchronization of the ECE module developed by teacher training wing and the module developed by the RCC team.
- ♦ Development of a draft module for ECE class based on National Curriculum Competences 2007
- ♦ Revision and improvement of ECE Module developed by RCC project
- ♦ Completion of 4 days Teacher training for the flood relief camps of Quetta and distribution of School bags among the children in the relief camps
- ♦ Training Coordinator participated in advisory committee of the Pre step project.
- ♦ Completion of the Module on "Classroom Management"
- ♦ Teacher Training Wing Team attended one day work shop in PITE to give feedback and finalize the module developed for ECE classes by UNESCO
- ♦ Training Coordinator participated in work shop on "Development of Annual Plan of Ed-links project"
- ♦ Participated in review and rewriting of ECE module under PITE.
- ♦ Facilitated the PITE in the training of Master Trainers on ECE Module UNESCO
- ♦ Revision and completion of the Module on "Andragogy"



## SCSPEB News

- ◆ 2 ECE Provincial & District Plan development meetings held with Additional Secretary PPIU, other Government Departments / Organizations representatives.
- ◆ Provision of flood relief activities to IDPs staying in Kidney Center, Special School, OPF College and Shaheed Benazir Bhutto Shaheed Women Center.
- ◆ The ECE focused schools were visited during 19-20th July 2010 in Kalat District by SCSPEB Officials and report was sent to UNICEF.
- ◆ MOU signing ceremony between Education Department, SC-UK and other implementing partners held at Serena hotel, Quetta.



## CASE STUDY

In terms of the economic and social statistics, Balochistan is the most undeveloped province of Pakistan, where the literacy ratio is 37% while for female literacy is 19%. In highly restricted tribal conditions it is very difficult to introduce the adult literacy among the female, society for community support for primary education, Balochistan (SCSPEB) which has been working in almost all districts of Balochistan for the promotion of education since 1993 had experience of working with male and female of Gawadar and Kech districts.

To contribute in the promotion of adult literacy, SCSPEB joined hands with TCC (Tythyan Copper Company), Nok Kundi is the area which was focused for the project implementation. When the program was introduced; the community was not supportive to work for female due to their religious and tribal constraints. In these critical conditions it was very difficult to initiate Adult Literacy Centers in the community. But hard struggle and strong advocacy of SCSPEB team made it possible to open 4 centers in Nok Kundi.

Ms. Hleema Shah Dur wife of Salleh Muhammad who lives in Killi Custom is one of the literacy learners. She was interested in studies since her child hood, she used to see her brother going to school and asked her parents to allow her accompany them but couldn't do so because of tribal constraints. She got married at the age of 18. She said that she was very happy when she heard about establishment of Adult Literacy Center in Nokandi. She told her husband about her interest to take admission in literacy center. Her husband did not agree, but she did not lose her hope and kept on convincing her husband. At last he agreed and allowed Haleema to take admission in Literacy Center.

Haleema said "I remember my first day in the center; the teachers gave me learning material it reminds me my dream in child hood; tears came in my eyes but those were tears of extreme pleasure and happiness. My teachers were very cooperative and caring, teaching method was excellent. They made learning easy for us by using interesting stories and jokes during teaching. It was a pleasant experience for me and I have learnt a lot there I have learnt names of Allah, first four Kalmas, Urdu reading & writing and a bit of accounting. The positive thing is that whatever I have learnt from center, I taught to my husband and children. Now my husband is pretty happy with his decision. I have taught him three kalma, Sorah-e-Ikhlās and Sorah-e-Fateha. He brings news paper and read sections on house hold, child caring and rights & duties of women. I discuss it with my husband, I am thankful to Society for providing me a chance to change my dreams in reality and bring positive change in my life. Now I keep my house in order and arrange everything properly. I look after my children in a better way and also take care of my husband better. He is also happy and grateful to teacher because it has brought a change in our life. Haleema wishes he could get a chance of further education.