



## News

- ✍ Based on the meritorious performance of the organization, Managing Director SCSPEB was invited to participate in UNHCR annual consolidation with INGOs held at Geneva during 11th-13th June 2013. He shared experiences and practices at the forum.
- ✍ PPAF partners oriented on the strategies for promotion of quality education under Balochistan Education Sector Plan (BESP) 2013-17.
- ✍ SCSPEB is honored that two Board Members Sardar Raza Barrech & Dr. Ruquyya Saeed Hashmi were elected as Members Provincial Assembly in Election 2013
- ✍ Social Cohesion and Peace Building Analysis Report submitted to UNICEF.
- ✍ SCSPEB arranged a workshop for capacity building of its staff on "Communication Skills & Report Writing"
- ✍ SCSPEB celebrated completion of a decade of working with UNHCR on 15th May, 2013. Ms. Surriya Kanshi and other celebrities participated and shared their views on the program.
- ✍ SCSPEB reviewed and made slight but purposeful changes in its nomenclature and logo.

## A Success Story

### Community Realizes Importance of Female Education

GGHS Khan Samad Khan Shaheed - Pashtoonabad - Quetta

Khan Samad Khan Shaheed girls' middle school is situated in Pashtoon-abad of Quetta city. Pashtoonabad is situated at a distance of 8 km from GPO at the south-east part of the city under the shadow of Koh-e-Murdar at east boarder by satellite town in the west and sirki kalan in the North. The majority of the residence of the area is migrants of rural tribal areas of Pashtoon. They are rigid and hold their cultural taboos very dear to them. Education, particularly female education is not their priority. There are 3 girls' primary schools and one girls' middle school at a distance of 1-2 km. The government of Balochistan constructed a building for girls' middle school under MPA development program and handed over to department of education in 1999. But the education department could not motivate the parents to send their daughters to school. Therefore the building remained unutilized for some time.

The management of Pak Turk International School approached the education department and offered to establish quality school in Quetta if the government provides them a building. The government handed over the said deserted building to Pak Turk International School to house a private school. It was an elite school and the organization had to admit students from all around the city for which they arrange transport. After 10 years of their functioning the organization shifted to their-own building and vacated the school. The education department again could not make the school functional.

The SCSPEB in 2010 under BEP focused all the 3 girls' primary schools and a middle school of the area to improve their teaching learning environment, provide missing facilities and training of teachers. The SCSPEB, through its regular approach of community participation, involved communities which enhanced enrolment and improved retention in these schools. The community observed the success of these schools. They took notice of the defunct girls' middle school in the area and raised a demand for High school. The SCSPEB carried out a survey of the possible en-catchment area of the school. It was found that quite a few girls were sitting at home after completing their primary and middle school education because the nearest school was un-accessible for them. The teams motivated the parents and mobilized them to send their daughters to school if the non functional building is renovated. The SCSPEB also worked with the education department for re allocation of the teachers from schools which could afford to part with some of their faculty members. Thus minimal additional liabilities for the government were created. After getting appropriate enrolment up-to middle level the school was upgraded to high level. The SCSPEB arranged appointment of 4 secondary school teachers, one lab assistant and one support staff for the school. The school was provided computer lab, science lab, disaster risk reduction (DRR) material, sports kits and school health and nutrition (SHN) kit and missing facilities i.e. extension of boundary wall, flooring, water & sanitation facilities..etc. The staff was given orientation on uses of all this material with reference to curriculum. PTSMC members were capacitated to work with the parents and convince them regarding the importance of female education and send their children to school. The PTSMC proved a great change agent in the area. In March 2010 the school was inaugurated with enrolment of 275 (mix of 96 Boys and 175 Girls).

Small amount of efforts in the way to education can overcome the issues of quality and access. Consequently the deserted school became functional through a model of community participation and inaugurated with minimal enrolment, school up-graded to high level and created opportunities for girls to get secondary education, enrolment/retention enhanced to 385 in 2013 and all are girls. Retention rate is growing year by year and dropout rate is minimal. The school in-fact is playing a role model for its sister organizations operating in the area and also provides a good model for provision of quality education and public-private-donor cooperation.

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# SCSPEB Update

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

## Pre Service Teacher Education Program Practicum Schools

"Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills" was one of the commitments of international community, including Pakistan, which they made in the World Education Forum (Dakar 2000), under UNESCO. It obviously obligates that every child deserves to be placed in classroom taught by talented/dedicated and highly qualified teacher.

The National Education Policy 2009 observed that existing teachers training programs, PTC and CT and B.Ed, did not respond to the need of development of quality teachers which may produce the desired outcomes. The programs were highly theory oriented and did not provide sufficient time to the student teachers to practice what they were shared in the classroom. The national education policy therefore suggested replacing these programs with 4 years teacher development program.

The situation analysis of the education scenario in Balochistan observed that the quality of education was highly linked with teacher development program which did not commensurate with the existing needs; therefore it should be replaced with an improved system. The teacher development programs should not only be enhanced to a longer period but the practical part of the program may also be revisited.

USAID Teacher Education Project, in response to a suggestion from the Government of Balochistan Education Department included the province in its intervention to introduce Associate Degree in

Education (ADE) and B.Ed Honors in 16 Teachers Training institutions and 3 Universities of the province. It has replaced one year PTC/CT and B.Ed courses. The Associate Degree in Education is a 2 years program for those who have attained FA/F.Sc or equivalent qualification. The ADE graduates have the option to enter into the profession or continue their education for another 2 years and attain a B.Ed (Hons) degree from a university

The PTC /CT and B.Ed training systems required the student teachers to teach 40 lessons in the class room setting. There was no collaboration between the training institution and the practicing school. The schools did not have any program for the student teachers (ST) and they did not welcome them wholeheartedly because they thought that the STs are not helpful in furtherance of their pre decided schedule of teaching. The STs also did not take much interest in the practical teaching and generally confined themselves to writing teaching plans. These plans were seldom improved by the college supervisors and the classroom teachers also did not take it as their responsibility.

The ADE has developed a curriculum for practice teaching called Practicum which is a 3 credit hour program. The training institution groom the ST for practicum split up in 2 phases. The 1st phase is a developmental phase where the ST collaborates with the cooperating teacher (the classroom teacher) he spends 2 full days each of 6 weeks program in the school. The cooperating teacher provides mentoring during the period ST stays with him/her. The college appoints one of its faculty member as supervisor who also helps the ST to improve his lesson plan and teaching techniques. The ST, Cooperating teacher and the supervisor form a team called Traid. The 2nd phase of equal period is a professional phase during which the ST takes the responsibilities of classroom teacher who still provides mentoring support.

The objective of the program is to groom the ST to form a basis for the national professional standards of teachers. And this is the core of the whole teacher development process which discriminates it from the previous theory oriented PTC/CT & B.Ed courses. The SCSPEB has collaborated in collection of critical data and training of the cooperating teachers in order to make the practicum a success and outcome oriented exercise. Under this program of the SCSPEB 327 cooperating teachers of 70 schools were capacitated to support the STs. The SCSPEB also supported the project in the orientation of 272 cooperating teachers of 55 schools on the use of instructional and classroom material provided to the cooperating schools in packages.



# Activities and Achievements

## Afghan Refugee Education Project

- ✍ 2439 students out of which 1525 boys and 914 girls were enrolled in both camps Mohammad Khail & Muslim Bagh Camps.
- ✍ 59 Meetings held with Teachers (M/F), SMC (M/F), Community Worker (M/F) and Community members regarding school related issues and regular school visits by SMCs in all camp schools.
- ✍ Solar energy study lamps were distributed among 800 girls students in both camps
- ✍ Conducted 5 days and 4 days Male Teachers training in Muslim Bagh & Mohammad Khail camps to build the capacity of 39 Teachers on Teaching Methodology & techniques.
- ✍ Conducted 4 days female Teachers training in Muslim Bagh camp to build the capacity of 9 Teachers on Teaching Methodology & techniques.
- ✍ Celebration of Sports week in both Camps and prizes were distributed to winners to encourage students and team.
- ✍ 142 SMC members, 75 male and 67 females, professional capacity build on their roles & responsibilities through conduction of 3 days training.
- ✍ Celebrated "World Refugee Day" in both Camp where all Teachers, Students, SMC members (male/Female) and community members participated.
- ✍ Completed the provision of missing facilities in Muslim Bagh Camp's schools.

## Balochistan Education Program

- ✍ CFHE training delivered to 29 new focused schools teachers of Quetta and Killa Abdullah districts successfully by different activities and sessions.
- ✍ SHN team in both districts, Killa Abdullah and Quetta, visited focused schools and monitored the CFHE trained teachers activities and the sessions in the classes and follow up the sessions conducted in schools.
- ✍ 135 teachers trained through CFHE refresher course conducted in all focused schools.
- ✍ "Adolescent girls' problems" a session held with mothers and daughters of 15 schools.
- ✍ 211 PTSMCs members orientated on CFHE topics.
- ✍ 8265 students out of which 3137 boys and 5128 girls newly enrolled through BEP interventions.
- ✍ DRR Sessions were conducted in 15 schools of both districts where 233 students, 20 Teachers and 7 PTSMC members participated.
- ✍ Developed SEPs of 34 schools Re-focused for missing facilities.
- ✍ DEMIS data cleaning & update process is successfully completed and shared with BEMIS Balochistan.
- ✍ 10 education officials capacity build on Education Leadership Management (ELM)
- ✍ 29 ECE teachers capacity build on classroom environment and teaching techniques.
- ✍ 37 follow-up / monitoring visits paid to schools by teacher trainer team.

## Quality Education Improvement Program

- ✍ 107 School Follow-up visits paid to evaluate the effectiveness of the material, provision of classroom support & improvement in quality of teaching and learning.
- ✍ 50 PTSMCs meetings held to ensure their involvement in school related issues, its solutions and development of annual School Development Plans
- ✍ Collection of enrollment data of all focused schools to assess the improvement in enrollment and identification of causes of drop out.
- ✍ Formation of remaining 9 WVECs (3 Jhalmagsi / 6 Noshki) to involve community in promotion of education.
- ✍ 153 Teachers, 88 Noshki & 65 Jhal Magsi, Capacity build through 2nd phase training on improvement of class room environment and SLO based teaching techniques.
- ✍ Distribution of DRR Material to 24 middle and high schools
- ✍ Distribution of 1st Aid kits & Weight machine to 50 focused schools
- ✍ PPAF partners' orientation workshop on Balochistan Education Sector Plan (BESP)
- ✍ Conducted quarterly meeting with PPAF education partners

## Practicum Schools (Capacity Building of Teachers)

- ✍ Attended 4 days Workshop on "Practicum" to get acquainted with the ADE Practicum and support training for the Co-operating Teachers.
- ✍ Developed framework for effective implementation of training.

## Teachers Training Cell

- ✍ Modules on orientation of teachers etc regarding student learning outcomes (SLO) based on teaching concepts.
- ✍ Revision of module on Teaching of English Classes 1-3
- ✍ Conversion of Primary Education Curriculum 2006 into 3 years alternate learning pathways.
- ✍ Development of Annual Plan of Action 2013-14 Teachers Training Wing as a road map for the whole year.
- ✍ Orientation of SCSPPEB Staff on SLOs to enable their mentor to monitor teachers in the focused schools.

## Balochistan Education Sector Plan

- ✍ Policy level interviews held with policy makers and education managers.
- ✍ Submitted a report to UNICEF on Social Cohesion and Peace Building Analysis for Balochistan
- ✍ Assisted PPIU Education Department in development of GPE proposal to be submitted to GPE through UNICEF

