



Fellowship Schools Innovations for Girls Education



Balochistan is the biggest Province of Pakistan with the lowest educational attainment levels in the country. In urban Balochistan 65% (81% male and 47% female) population that has ever attended school where as in rural areas only 37% (55% male and 15% female) reach this stage. Generally, improvement in educational attainment is strongly correlated with raising per capita income, and improvement in female education specifically is associated with rising health status and slowed population growth. All efforts to encourage economic development have emphasized improvement in educational outcomes with an extra emphasis on raising female enrollment.

The 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 was not possible for the government to provide excess to education to all the school age children. This 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 out of box thinking is required in the obtaining situation, particularly when almost half the settlements in the province are without school. The introduction of Article 25-A in the constitution of Pakistan has further aggravated the problem of low access and participation rate.

The SCSPEB in collaboration with the Government of Balochistan conceived and implemented a model of Government Private partnership for promotion of education in the rural areas and neglected slums of towns. This idea /scheme is known as fellowship program. The program encouraged the participation of the beneficiaries' communities for establishment and operation of fellowship private schools under a subsidy program. The parents were required to pay fee which started with a very low rate and increased gradually. The objectives of the scheme were:

- Serve the villages/urban slums not covered under the regular school establishment program of the government.
- Provide people an option and opportunity to develop / operate and manage their own school through parent education committees (PEC)
- Test and prove the motivation and capacity of the parents to pay fee for girl child education.
- Help establish a model to demonstrate how government can play its role as facilitator and supporter rather than implementer and controller of education process in the province.

Under this program such areas were targeted where school does not exist within the radius of 2 km, low income group but can pay

the school fee nearest school is at-least one Km away. It was also incumbent that the village has at-least 300 school age girls out of which 250 are not enrolled. The community can provide or hire a building in the middle of the area and agree that school will accommodate 60% girls and 40% boys. In order to implement the scheme villages /areas were identified through a survey. Parent Education Committee was formulated for each school which was capacitated to manage the school, prepare school development program, maintain the financial administrative and activities record, monitor the school, make decisions and do bank transitions efficiently.

The Government of Balochistan provided subsidy to these schools through Balochistan Education Foundation (BEF) for three year. The norm of subsidy was as under:

- Facilities and Materials (FM) Rs. 200 per registered girl up to maximum of 50 girls in rural areas and 100 girls in urban areas. The amount was paid before the school year, annually.
- Enrollment Subsidy - ES - (Rs.100 monthly per registered girl up to maximum 50 girls for Rural and 100 girls for Urban- paid at beginning of each quarter).
- Attendance Bonus - AB - (Rs. 50 monthly per registered and present girl up to maximum 50 girls for Rural and for 100 girls in case of Urban- paid at end of each quarter after due certification).

Under the scheme the subsidy was to slide gradually to zero level enabling the school to stand at its own. The PECs managed the finances of the school through students' fee and donations.

Under this scheme 26 fellowship schools were established in rural areas and 33 in urban areas. 169 female and 27 male teachers were appointed. The total enrolment of these schools was 5388 out of which 4861 were girls and 527 boys. The schools were managed by the communities and all of them have survived till date. Majority has been upgraded to middle and high school level, while two have risen to intermediate college.

This experiment evidenced that the communities, if properly selected and empowered are ready to take the responsibility of education of their children and can manage their schools efficiently. It also proved that the communities welcomed education of their girls and ready to invest on them. This scheme also provided job to 169 girls who were sitting at their homes and involved them in the advancement of their community. These girls were empowered to take their own decisions regarding their marriages and family affairs.

The scheme gained recognition in governmental spheres and the BEF adapted the program for providing grant in aid to private schools which were established on the pattern of fellowship schools.

The World Bank conducted an evaluation of the scheme and rated it as satisfactory and worth replication elsewhere.

Activities and Achievements



Afghan Refugees Education Project

- Conduction of Rapid Education Assessment Survey 2014 where school age children were identified as a potential enrolment in both camps.
- 492 students (287 Boys & 205 Girls) were newly enrolled which makes the total enrolment to 2570 students (1574 Boys & 996 Girls) in both camp schools/HBGCs.
- Several meetings were held with Teachers (M/F), SMCs (M/F), Community Workers (Male/Female), IPs (DANESH, WESS & TARAQEE) regarding enrolment campaign activity to improve the enrolment in Schools and HBGCs in both camps.
- Distribution of Text Books among all students of schools/HBGCs in both Camps.
- During the reporting period four (Male/Female) Teachers trainings were conducted in both camps regarding Pre-Service and In-Service.
- Teachers' professional capacity building by the conduction of 03 days In-Service Male Teachers training in both camps.
- Conduction of Pre service Teachers Training to build the capacity of 12 trainees to become a professional teacher.



Balochistan Education Program

- Provided ECE Learning and School Material in all focused schools of District Quetta & Killah Abdullah.
- Held a workshop with teachers to discuss and share the impact of teachers training in classroom and progress of children and teachers towards learning.
- Orientation to Teachers and Education officials on Education Leadership Management-ELM and academic support to schools.

- Hearing Visioning tools, SHN kit and CFHE registers were provided to 20 schools in Killa Abdullah.
- Orientation sessions held on De-worming and Child Focused Health Education-CFHE in 68 schools where 316 PTSMCs /teachers & community members participated.
- De-worming tablets were provided to 5402 children in 16 schools of district Quetta.
- Enrolment Campaign was organized under BEP through different boxes e.g. walks for enrolment, placement of awareness, creating banners and electronic transmission in District Quetta & Killah Abdullah
- Conducted follow up sessions on CFHE and SHN in 15 schools where the session was attended by 486 children



Teachers Training Wing

- Development of ADE bridging program for in- service Primary/ Elementary Teachers
- Development of Module for Pre- service Teachers Training in Pashtu for AREP
- Conduction of 5 days AREP Teacher Training Program in Muslim Bagh
- Attended 2 days Training of Trainers conducted by Save the children
- Preparation and submission of session Plan on ECE Training
- Teacher Trainers team attended one day workshop on Art of Mobilization & Report Writing at SCSPEB
- SCSPEB jointly with SAHE engaged in the research on Voice of Teachers (VoT):
 - ◉ SCSPEB researchers attended a training on conduction of Quantitative Survey
 - ◉ Conducted Quantitative Survey "Voice of Teachers" in 3 focused Districts of Balochistan
 - ◉ SCSPEB researcher attended a training on conduction of Qualitative Survey
 - ◉ Completion of Qualitative Survey "Voice of Teachers" in 3 focused districts of Balochistan
- Conducted interviews with Educationists to collect primary data for development of Education Watch Report for Pakistan.



SCSPEB News

- SCSPEB annual progress review held from 17th-19th Feb, 2014 to assess the space of implementation of the projects and discuss the weaknesses, strengths and challenges.
- Celebration of the sacred event of Melad-un-Nabi on 26th Feb, 2014 with great respect and reverence.
- A meeting regarding enrolment campaign 2014 was held with Donor/INGOs/NGOs towards Implementation of Balochistan Education Sector Plan (BESP)
- Managing Director SCSPEB participated in a meeting with Gordon Brown regarding "Unfinished Education Agenda, The Way Forward" chaired by Prime Minister of Pakistan
- During the Quarter SCSPEB coordinated External Audits of BEP & AREP Projects.
- SCSPEB entered into a partnership with BSP to develop skilled labor in Gawadar and Lasbela districts.
- SCSPEB Annual Day celebrated on 22nd March, 2014 to attribute the contributions of staff members in achieving the SCSPEB set objectives with the strong enthusiasm and dedication.
- SCSPEB contribution jointly with PGGGA for the celebration of International Women Day, organized by Women Development Department GoB.



Case Study: Training moulds the behavior

Children's early years of school are a period in which cognitive, affective and social processes are constructed and transformed very rapidly. Therefore it is considered that a well trained teacher may be provided to the children but unfortunately our public sector education lacks such teachers. Therefore the school becomes dull and un-attractive place for the young children. We have lack of trained resources. This limits the level of knowledge imparted to the students and restricts the students' ability to access existing knowledge and generate new ideas.

Ms. Samina Bashir, is an ECE Teacher in Government Girls High School PAF Base Quetta. She acquired her secondary level education from the same school and got PTC training from Government Girls Elementary College Jinnah Town Quetta. PTC training is a highly theory oriented program and dedicates a few days for practical teaching in the school. Therefore the graduates of PTC experience problems when they start teaching independently. Ms. Samina was appointed as teacher at PAF high school Quetta where she taught primary classes. She was promoted to Mujahida Montessori Fizaiya (PAF) School, where she assigned a Montessori class because the management thought that as a trained teacher she will be very helpful to teach the young children. She had no mentoring support in the school and she had to devise her own method of teaching the children. She told that she had heard about play way method of teaching but did not precisely know what the method was. Therefore she could not properly synchronize learning and playing.

The Head Mistress Government Girls high School PAF Base assigned her ECE class which had recently been introduced in the school under the Balochistan Education Program (BEP), intervention. The SCSPEB was the implementing agency. To introduce ECE in the school the SCSPEB provided a separate room, Teaching and learning material and also arranged training for ECE teachers before the establishment of ECE class in the school. Ms. Samina also participated in the 10 days training on ECE teaching techniques. Since she had already experience of teaching the young children therefore she had a lot to share with the master trainers and her co-trainees. She, during a meeting with the SCSPEB team, told that she had for the first time learned how to teach the young siblings. She used the practices which were shared with her during training. She developed six learning corners in the class room and used them very skillfully for independent learning of the children. It created very conducive environment for the children. She is feeling very comfortable with the children who now come to school willingly and happily and respond to the teacher to her satisfaction. The parents are happy and the colleagues too.

One of the teaching staff of Government Girls High School PAF Base Mrs. Samina Naz was watching interestingly Ms. Samina working in the classroom. She was much impressed by her behavior towards the children. She has a handicapped daughter who was reluctant to go to school due to her weakness. The teacher asked Ms. Samina if she could send her daughter Hoorya Rafhan to ECE class. Ms. Samina told that during her training she was also oriented on concept and need of inclusive education. She assured that the daughter will not feel alienated in the class. She also told that the ECE classroom has been structured to facilitate the handicaps also. Mrs. Samina Naz took a sigh of relief and assigned her daughter to Ms. Samina, who took it as a challenge. She arranged an environment in the class where Hoorya felt quite at home and very soon she took part in all the activities like a normal child. The girl was a very brilliant student who was being spoilt at home.

Ms. Samina is a model for her colleagues in the school who respect her and are happy to learn from her.

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