



## Balochistan Education Program (BEP)

The education is one of the challenging indicators in 120 developing countries and unfortunately Pakistan ranks 113<sup>th</sup> among them in Education Development Index according to GMR 2012. Pakistan obviously is lagging far behind with only 56% literacy rate and a big gap among the genders. Balochistan is even more vulnerable as having only 42% literate population. The rural areas are highly marginalized where literacy rate among male is 58% and female 22%. The province has tested several innovative models to address the educational challenges. However these models were not replicated at scale, to contribute significantly, in the improvement of the provincial educational scenario. Yet untiring efforts are being made to achieve the objective of qualitative universal education in the province.

The Balochistan Education Program (BEP) is one of the holistic innovative models addressing the educational challenges through community participation. The project was financially supported by Embassy of the kingdom of the Netherlands (EKN) through Save the Children International in collaboration with the Government of Balochistan. It was a landmark project with its impacts reaching thousands of children studying in public schools of Balochistan. The project was implemented during 2009-14 through a consortium of three implementing partners i.e. Society for Community Strengthening and Promotion of Education, Balochistan (SCSPEB), Innovative Development Organization (IDO) and Society for Empowering Human Resource (SEHER).

The project focused 340 schools with the holistic approach to increase access particularly for girls and providing them with opportunities for transitioning into higher classes while improving the quality education, school health & nutrition and the resources allocation and planning systems in three districts namely Quetta, Killah Abdullah and Mastung. With its foremost focus on expanding and improving education in the province, 25 primary schools were upgraded to middle level and 10 middle schools to high level. The project established ECE centers in 105 schools and provided missing facilities to 200 schools along with range of other activities for capacity building, child protection, education management information system, teaching learning material (DRR kits, Sports material) and school health facilities.

Balochistan Education Program adopted community participation approach through formation of Parent Teacher School Management Committees (PTSMCs) in all focused schools. The PTSMCs were exposed to two days capacity building training before they embarked on their obligation of school management. The PTSMCs were intensively involved in enrolment campaign and developing School Expansion Plan (SEP/SIP) for which they were given orientation. These plans were used for development activities in the schools. The PTSMCs carried out all the repairs, provision of missing facilities and construction of classrooms at all levels. They demonstrated their interest and commitment in supervision of construction and repair works. The quality of the work they carried out was quite high and appreciated by the officials of education department and the communities.

There was a general complaint from the school heads and the teachers' that the configuration of school buildings did not respond to the education needs and the weather requirements. Therefore new models of school buildings and rooms were developed with the support of consultants. These models not only commensurate with the needs but are also cost effective, in some cases cost was 25% less than government standard cost, without compromising on quality. The ECE rooms were designed in accordance with the requirements of curriculum which demands establishment of six learning areas and attached washroom for the children.

Quite a large number of existing teachers complained their posting at long distances from home and reaching school was a challenge for them. It was therefore decided that the new teachers will be hired from the Union council where the school was located. The posts were advertised and qualified



candidates were selected on merit, with the support of the Director Secondary Education. It solved a number of problems including the punctuality and regularity of the teachers and it demonstrated a good model for other schools. The new teachers were imparted training before they were deployed in the classrooms. The ECE teachers were exposed to the teaching techniques required at ECE level and the middle and high school teachers were imparted training in Maths, Science and English. It helped improve quality of instruction and learning outcomes of the children.

The main aim of the project was to improve enrolment in the schools. Therefore a campaign was launched to bring such children to middle/high school who had left their education for want of access. Efforts were also made to enroll as many children of 4+ age in the ECE class, as possible. To achieve this objective the parents were approached at their threshold, meetings were held with notables and clergy, walks for a cause were held and media was used to improve the enrolment. These efforts resulted in enrolment of about 105509 new students.

Balochistan Education Management Information System (BEMIS) has been functioning since 1993 and has been collecting data regularly but some gaps had marred its importance. The project supported the BEMIS in its three focused districts. The DEMIS were provided new equipment and furniture and the staff was imparted training in analyzing the data and then synthesizing it with the provincial data. It provided a good guiding model for improvement in other districts and eventually the central hub of the BEMIS, which has now started revisiting its whole system to do away with the gaps.

Poor health and hygiene environment in schools are the main reasons of drop out of children. Therefore the BEP focused on improvement to save the children from leaving the schools. Child friendly focused health education program in all the focused schools was started. In order to assess the situation a comprehensive SHN baseline survey was conducted. It also helped in finding out the

knowledge attitude and practices of the communities with reference to SHN and then based on it preparing a program to address the issues. The program included development of 14 manuals on child focused health education for teachers. These manuals helped the teachers to understand the issues including safe drinking water hand washing, diarrhea + domestic hygiene, worms, flies, cough and cold, iodine, hearing, vision, malaria, dengue fever etc. Community members were given awareness regarding SHN and it produced positive results. The parents not only demonstrated better cleanliness at their homes but readily accepted different types of vaccination and welcomed deworming campaign.

It was observed that science subject was taught through lecture method and the students were encouraged to memorize the concepts instead of understanding. It lost the whole objective and value of the subject. In order to make it a living and purposeful the project renovated the laboratories provided equipment and chemicals and the teachers were capacitated to teach the subject through all the practicalities. It improved the classroom teaching and understanding of the students. Computer science is an integral part of curriculum at secondary level and the students particularly girls take much interest in the subject. However computer, like science, was taught simply through lectures and reading the textbooks and rote memorization. The project took a notice of the situation and provided computers with accessories, renovated the class rooms and imparted training to teachers. It helped to make the subject much more interesting for the students who had hands on practice learning and can now use computer for their benefit.

The BEP provided a very good model which addressed the access, retention and quality education besides involvement of communities to empower them take care of education of their children. The project chipped in Balochistan Education Sector Plan and supplemented to achieve its objectives.

# Activities and Achievements

## Afghan Refugees Education Project

- Regular meetings were held with Teachers, SMCs (M/F), Community worker (M/F), Community members (M/F) and UNHCR IPs to reduce absenteeism of students, Conduction of Midterm Examination, Eid holidays and summer vacations, Construction of Toilet, provision of missing facilities in Schools and other school related issues in both camps.
- Paid regular monitoring visits during Mid Term Examination, papers checking and result preparation in both Camps.
- Commencement of Grade-11 in Muslim Bagh Camp with 2 newly appointed teachers and 09 students.
- Training Need Assessment has been conducted to identify grey areas of deficiencies for upcoming Teacher Training.
- Computer Center has been functionalized in School No.75 in Mohammad Khail.
- Construction of additional room for secondary classes and 8 toilets is under progress in both camps
- Participation in Participatory Need Assessment-PNA Conducted by UNHCR
- Uniforms distribution in all schools/HBGCs of both camps however Bags and solar-lamp distribution is in progress





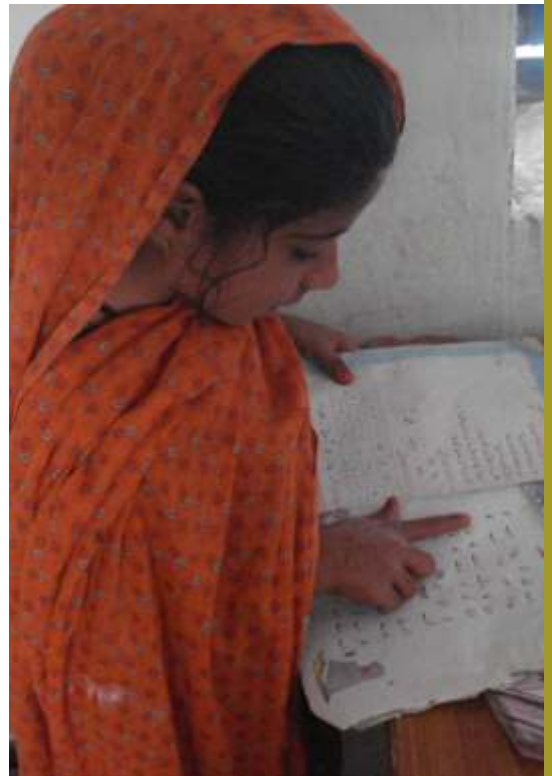
## Plural Business Partnership for Peace

- Household data from 69 houses of 5 village was collected in District Lasbela
- Hold meetings with stakeholders i.e. National Trade Union Federation, Mine Workers, Mine Owners & Alert;
- Focused group discussions with communities of Jamali Ghot, Noor Mohammad Ghot, Khano Goth & Baryal Ghot where 154 community members participated;
- 4 Workshops on "The role of marble mine in promoting peaceful economic development in Lasbela" was conducted at Hub & Karachi;
- SCSPEB participated in Conflict Sensitive Business Practices (CSBP) Training conducted by the London school of economics at Karachi;



## Balochistan Education Program

- The WATSAN Facilities was provided in 33 schools and roof screeding in 28 schools of Quetta and Killa Abdullah Districts.
- Quarterly cluster based follow up sessions for middle and secondary teachers of up-graded schools and ECE teachers were conducted in both districts.
- Regular school monitoring visits were paid by SCSPEB to assess and analyze the change in school environment through improved teaching practices.
- 22 ECE/Grade I-II teachers of district Quetta were trained on ECE teaching techniques
- Conducted Quarterly Performance Review-QPR with Schools' PTSMCs.
- DRR Plans were up-dated during DRR sessions in 24 schools.
- Students hearing and visioning powers Screening tests sessions were organized in 87 schools of both districts
- "CFHE and De-warming" Orientations Session were held with four schools.
- Organized Health & Hygiene (H&H) follow-up sessions at all Primary sections of focused schools
- Celebrated Literacy day where 245 teachers & mother and 445 students participated in the Event.
- PTSMCs annual performance sharing seminar held in boy scouts head quarter to evaluate their performance in the schools,
- Celebrate Global Hand washing day in a secondary schools of Quetta where total 58 teachers, PTSMCs and 381 students participated



## Teacher Training Wing

- Completion of a Module on Rubrics for Assessing student learning out-comes
- Completion of Pashtu Module on " Classroom Management" for pre service Training of potential teachers (AREP)
- Questions developed to prepare candidates for "National Testing Service " for appointment in the area of English Grammar, Mathematics, General Knowledge and Science
- Conduction of 5 days Teachers training for ECE, 1 & 2 for BEP School teachers , District Quetta
- Monitoring of BEP focused schools in Quetta and Killah Abdullah districts
- Development of Guide in Mathematic for ECE teachers
- Completion of 7 days capacity building of AREP teachers in the areas of English, Maths & Science in the Camps of Muslim Bagh & Mohammad Khail
- Development of Module "Teaching of Maths" for Classes 1 - 6 in Pashtu for refugee teachers
- Development of Procurement Policy for Education Department.
- Comments on Draft Rules of Balochistan Compulsory Education. Act, 2014.



## SCSPEB News

- Managing Director SCSPEB Inaugurated fully equipped computer Center with solar system on July 24, 2014, established in Mohammad Khail Camp under Afghan Refugee Project.
- SCSPEB annual audit for the year 2013-14 completed
- BEP close-out plan is developed and being implemented
- Capacity Building of SCSPEB Staff through conduction of In home training programs:
  - o Community Participation (Expectations & Practices), Compulsory Education Act/Article 25 A
  - o Community Mobilization, Reporting and SDP/SEP
  - o Dashboard Reporting and IT Techniques
- SCSPEB Human Resource Development center is in process of formal registration by Trade Testing Board
- SCSPEB participated in a Proposal writing training held by UNOCHA
- SCSPEB participated in celebration of International Literacy day organized by department of Non Formal Education (NFE)
- Chairman Taleem foundation visited SCSPEB Office on 19th Sep, 2014
- School and child profiling of ECE schools focused under BEP is in process.
- PTSMS Annual Performance Sharing Seminar, a mega event, held in the month of Sep, 2014

## Success Story

Amin Abad-Hashmi Town is situated in UC Shaden Zai, tehsil Chiltan Town; district Quetta at a distance of 6 km from GPO Quetta. It is surrounded by Sardar bahadur Khan University in the North, Jabl-e-noor in the west, A-one City & Hazara Town in the East and Hazara Graveyard in the South. Hashmi town has mixed population but majority belongs to Hazara (Percians), Baloch, and Marri families. Majority of population is quite conscious and much aware of importance of education but facing access issue of middle schooling especially for their girls. There were two girls' primary schools "GGPS Amin Abad" located in the same community and "GGPS Killi Keiyazai" which is at a distance of 2 Km from said community. There is no girls' middle school in the town however two girls high schools "GGHS Hazara town and GGHS Livestock" which are situated at distance of 2-3km away from the town and the parents were not ready to send their daughters to GGPS Killi Keiyazai due to their tribal taboos. Demonstrating their interest towards Education the SCSPEB in 2010 under BEP through a regular community based approach involved community to address the issue and found the solution to accommodate 20-30 students who pass out from primary school each year and therefore decided to upgrade GGPS Amin Abad to middle level with the approval of government as an input of the program intervention.

Parent Teacher School Management Committee (PTSMC) a group of community formulated as a management body to link the community, school and also the education department into a bond which is strengthened by collective goodwill for students and education. The PTSMC members' capacities build on their roles and responsibilities. They were also involved in financial issues and accounts were opened to carry out the financial transaction. They developed a school development plan (SDP) which highlighted the prioritized needs of the school reference to its up-gradation issue.

The SCSPEB based on SDP, worked out for the room and toilet construction plan within the available space. Following the plan and approved layout, 3 class rooms and 2 bathrooms for up-graded classes and boundary wall was constructed in a space available in the school. The SCSPEB also worked with the education department for reallocation 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. The SCSPEB arranged appointment of 4 new teachers including 2 SST (G), 1 SST (Sci), 1 JET will be regularized by the government once the program period is passed. Moreover, the program has also facilitated trainings for new and existing teachers on various contents including child focused health education, child protection, child rights and positive disciplining, child friendly teaching and disaster risk reduction. The teachers and student awareness rising sessions for child focused health are also being conducted. Mothers, teachers and girls were capacitated on specific health issues to adolescent girls. The school was provided furniture, disaster risk reduction (DRR) material, sports kits and school health and nutrition (SHN) kit. The PTSMC proved a great change agent in the area. In year 2012 the school was formally notified as upgraded middle school. The school was focused in 2010 with the enrolment of 399 students and 14 teachers. The number of students has risen to 614 till 2014 out of which 120 are studying in middle section. Apart from the up grading school to middle level, the school was renovated and provided with missing facilities like bore repairing, glass fixing, flooring, and other repairing work. Retention, transition and enrolment 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 the SCSPEB proved that such initiatives are the demand of our society to minimize the imbalance between Primary - Middle level of education which causes exclusion of many children each year.

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