



**June 2024**

# Annual Report



*Society for Community Strengthening and  
Promotion of Education, Balochistan  
(SCSPEB)*

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## Cover Sheet:

<b>Name of Organization</b>	<b>Society for Community Strengthening and Promotion of Education, Balochistan SCSPEB UN-AWARDED 2001</b>
<b>Year of Establishment</b>	1992
<b>Detail of Registration</b>	Registered under Societies Act, 1860 on March 22, 1993 vide # 672. Recently with the change of registration law we have registered under Balochistan Registration & Regularity Authority (BCRA) with registration No: BCRA-114277.
<b>PCP certification status</b>	Certified by PCP vide certification # PCP-R4/2023/0093 in 2023
<b>MoU status with Economic Affair Division</b>	SCSPEB signed MoU with EAD for its Afghan Refugee Education Project (AREP).
<b>Income Tax Exemption</b>	Approval 2 36 (c).
<b>Contact Person persons</b>	Mr. Irfan Ahmed Awan, Managing Director, SCSPEB
<b>Board of Directors</b>	Ms. Sonia Sahar, President Begum Azmat Hassan Baloch, Vice President Prof: Dr. Ijaz Ahmed, General Secretary Mr. Mahfooz Ali Khan, Finance Secretary Mr. Kamal Hassan Siddiqui, Executive Committee Member Dr. Ruquiya Saeed Hashmi, Member Sardar Raza Muhammad Barrech, Member
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## **SCSPEB Overview:**

The Society for Community Support for Primary Education in Balochistan (SCSPEB) seeks to promote human development by utilizing community mobilization strategies to establish government-community partnerships. Society realizes that promoting education as a whole especially that for girls requires support from all stakeholders: parents, community, schools, education department and local government. It is only through the active interest and sense of shared responsibility of such stakeholders that access to quality of education can be ensured.

Over the years, Society has used this aim and vision in its work. In 2001, SCSPEB had been awarded with the prestigious UN Award, from the UN Systems in Pakistan, for its inspirational contribution to promoting female education in the remote and far flung areas of Balochistan. Society is the only organization in Pakistan to have been awarded with this great honour.

SCSPEB is a pioneer NGO supporting the Government of Balochistan since year 1993 in its efforts for providing access to rural communities, particularly female, to quality education at their thresholds. The SCSPEB assisted the Government in opening of Girls Primary Schools in 1400 villages with the support of local communities under Community Support Process (CSP). This model has been internationally acknowledged and widely used in a couple of countries. SCSPEB also took lead in introduction of Early Childhood Education in 100 schools of 7 districts and took part in curriculum development of this segment of education. we also successfully demonstrated up-gradation of 10 government girls' primary schools to middle level in districts of Mastung, Pishin and Ziarat through an economical model beside introduction of classes IX and X in three schools.

SCSPEB is not only an active part of think tank on education in the province but it has provided consultative services in development of Education for All Plan, Early Childhood Education Plan, National Action Plan and Balochistan Education Sector Plan 2013-18. The Education Sector Plan has been recognized at all levels as a road map for promotion of education in the province.

Capacity building of teachers is another milestone which the SCSPEB has been working on for the last two decades. The SCSPEB has conducted a research study on analysis of Annual Matriculation Result 2014 for Balochistan. The study has shown very good results in terms of quantitative. SCSPEB also partnered with Society for Advancement of Education in conduction of study on Non-Formal Basic Education in Balochistan. The organization has honored to develop District Education Development Plans 2016-21 for all districts of Balochistan. SCSPEB has also developed Balochistan Education Sector Plan 2021-25.

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## **Projects Summary**

As Education plays a vital role in the development of human beings and considered one of the major and important components of protection. SCSPEB is working on education since 1992.

SCSPEB has implemented many successful models in the field of education programs in the entire province. During the year 2023-2024 SCSPEB has implemented following projects/activities:

1. Afghan Refugees Education Program (AREP)
2. Increasing equitable access to safe, protective, and inclusive learning opportunities for flood-affected children and adolescents in Pakistan (Education Cannot Wait-Flood Response 2022)
3. ECHO funded project “Integrated Multi-Sectoral Flood Relief and Early Recovery in Sindh and Baluchistan” (ACTED)
4. Prime Minister’s Youth Skill Development Program (PMYSDP) Phase IV
5. Development of Mechanism for Formative & Summative Assessment
6. ALP Middle Tech Project

## Afghan Refugees Education Project (AREP)

Donor / Project Duration	Focused Area	Target	Total Staff	Work Audit / Monitoring
<b>UNHCR</b>  <b>Jan- Dec,2023</b>  <b>Jan-Dec, 2024</b>	10 refugee villages (RVs) of Malgagai, Mohammad Khail, Surkhab, Saranan, Zar Karez, Katwai, Ghazgai Minara, Chaghi, Posti & Leji Karez) in the five focused Districts (Quetta, Pishin, Killa Saifullah, Loralai and Chagai) of Balochistan.	improving the quality of education for 20,500 school going-aged refugee children (male: 12,710 and female: 7790).  The program focuses on improved service delivery through 35 conventional schools (inclusive of secondary schools), 7 Satellites, 5 Home Based Girls Centres-HBGCs, 11 Computer Centres, and 9 Resource Centres.	1 Project Manager, 1 Assistant Project Manager, 8 Education Supervisors, 1 M&E Officer, 1 Information Assistants, 3 Field Assistants, 1 Finance Officer, 1 Accounts Assistant, 1 Com & Doc Officer, 1 Program Associate, Computer Instructor	Monthly/Quarterly review meetings are conducted. Financial verifications/ audit are conducted.

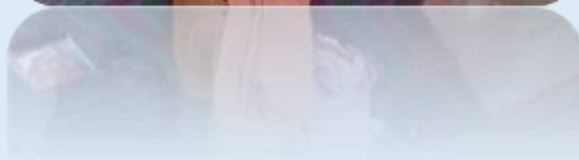
The Afghan Refugee Education Project (AREP) has effectively implemented a comprehensive range of educational interventions aimed at enhancing the learning environment and opportunities for Afghan refugee students in Balochistan. This report delineates the key activities and achievements of AREP from July 2023 to June 2024, focusing on teacher retention and training, student enrollment and performance, resource distribution, infrastructure maintenance, community engagement, and other critical areas.



### **Teacher Retention and Capacity Building:**

AREP prioritized the retention and professional development of qualified educators to ensure high-quality teaching across refugee schools:

- **Teacher Retention:** AREP successfully retained 537 teachers (147 females and 390 males) out of a target of 566. To address remaining vacancies, new teachers were recruited on merit from July 2023 to June 2024 in three rounds of recruitment, following all established procedures.
- **Professional Development:** A comprehensive 20-day training program was conducted for 547 teachers in July-August 2023, covering vital topics such as Early Childhood Education, ICT integration, Disaster Risk Reduction, and inclusive education.
- **Specialized Trainings:** Additional training sessions included:
  - A 5-day program in October 2023 for 210 teachers on assessment and paper setting, conducted by the Balochistan Assessment and Examination Commission (BAEC).
  - A 10-day refresher course on the Pakistani curriculum from December 20-29, 2023, attended by 534 teachers.
  - A 10-day Science training for grades 9-12 in December 2023, focusing on Physics, Chemistry, and Biology, with 190 teachers participating.
  - Management training for 190 head and senior teachers in December 2023, covering leadership, academic management, and community engagement.
- **Training Needs Assessment (TNA):** Conducted by PITE, Balochistan, resulting in a subsequent 15-day training program for a random sample of 150 teachers (76 males and 74 females) from all 10 Refugee Villages (RVs).
- **SABAQ Sessions:** One-day e-learning sessions were held for 118 teachers across various refugee villages.
- **Code of conduct session:** A one-day code of conduct session was organized for SCSPEB and AREP staff on March 8, 2024.



### **Student Enrollment and Performance**

AREP demonstrated a strong commitment to improving access to education through targeted enrollment initiatives and academic support:

- **Enrollment Campaign:** In October 2023, a focused enrollment campaign in three summer zone refugee villages resulted in the registration of 698 new students (375 boys and 323 girls) in Katchi classes. A successful enrollment campaign from February 15 to April 15, 2024, included community and teachers' meetings, door-to-door visits, and walks in refugee villages, enrolling 2,627 children (1,457 boys, 1,190 girls) in seven winter zone refugee villages.
- **Examinations and Results:**
  - Mid-term exams conducted from July 20 to August 7, 2023, achieved a 93% pass rate among 17,205 participating students.
  - Annual exams in December 2023 for winter zone RVs recorded 13,800 passers out of 14,681 participants, indicating high academic achievement.
- **Board Examination and Transportation Coordination:**
  - Transportation was facilitated for 881 students (317 in 9th grade and 564 in 8th grade) for BBISE and BAEC exams, with BAEC announcing an 84% pass rate for AREP refugee students in class 8.



#### **Provision of Resources:**

AREP ensured the timely distribution of essential resources to support teaching and learning:

- **Textbooks and Supplies:** At the start of the 2024 academic year, AREP distributed textbooks, stationery, school bags, and uniforms to all schools in the seven winter zone refugee villages. Similar activities were conducted in August 2023 for three summer zone refugee villages.
- **Digital Tools:** In early 2024, 566 tablets were distributed to teachers to enhance digital learning and ICT integration in classrooms.
- **Transportation Allowance for Girls:** To promote girls' education, AREP provided monthly transportation allowances of PKR 1,500 for enrolled girls in secondary grades (9-12) and an additional PKR 1,000 for girls in grades 6-8 in all ten refugee villages.
- **Management Materials:** School management materials, Early Childhood Education (ECE) desks, and classroom rugs were supplied to all schools.
- **Stipend disbursement:** Disbursed stipends for teaching and non-teaching staff from July to June.



#### **Infrastructure Maintenance and Upgrades:**

AREP prioritized maintaining safe and functional school environments:



- **Facility Assessments:** Comprehensive assessments of water facilities, washrooms, solar fans, and classroom conditions were conducted across 35 schools in 10 refugee villages, with necessary repairs executed promptly.
- **Response to Weather Damage:** AREP assessed and reported infrastructure damage due to extreme weather, coordinating repairs in collaboration with UNHCR.
- **Tree Plantation:** Continued tree plantation campaigns in all refugee villages to maintain a clean and green environment.
- **Computer Lab Upgrades:** Upgraded seven computer labs with new Dell computers in schools located in Surkhab, M.Khail, Saranan, Loralai, and Chagai refugee villages.

### **Community Engagement and Special Events:**

AREP actively engaged the community through various events aimed at fostering a supportive educational environment:

- **World Teachers' Day:** Celebrated on October 5, 2023, with participation from teachers, head teachers, and SMC members to emphasize the importance of educators.
- **Global Handwashing Day:** Held on October 14, 2023, across all refugee villages, focusing on hygiene awareness through practical demonstrations and provision of soaps.
- **International Women's Day and World Refugee Day:** Celebrated in all refugee schools with speeches, debates, poster competitions, and awareness sessions on education, gender equality, and refugee rights.
- **16-Day Activism:** From November 25 to December 10, 2023, addressed gender-based violence with meetings in all 10 refugee villages.
- **GBV, CP, and PSEA Sessions:** Educational workshops included 140 sessions on Gender-Based Violence (GBV), Protection from Sexual Exploitation and Abuse (PSEA), and Child Protection (CP) across all 10 RVs for various stakeholders. Sessions covered principles, child rights, needs of disabled children, prevention of bullying, and enforcement of a ban on corporal punishment. GBV sessions focused on concepts, forms, manifestations, and solutions, including referral pathways for victims. Prevention and response strategies for Sexual Exploitation and Abuse were also discussed.



- **Annual School Competitions:** Competitions held in all schools included various sports and academic events, alongside celebrations of annual exam results.

- **SMC, EC, and WSMC Sessions:** Two-day sessions for Education Committees (EC), School Management Committees (SMCs), and Women's School Management Committees (WSMCs) were conducted in all ten refugee villages to equip community members for effective school monitoring.



### **Accelerated Learning and Adult Literacy Centers:**

To address the needs of over-aged students and adults, AREP established learning centers offering alternative educational opportunities:

- **Accelerated Learning Centers (ALCs):** Five ALCs were established in Chagai RVs, enrolling 159 students aged 9-14 who had missed formal schooling. Two additional centers were later established in Saranan and Surkhab to further increase enrollment.
- **Adult Literacy Centers:** Six centers were opened in Saranan and Surkhab RVs, enrolling 120 individuals aged 17-24, including young parents of school-going children. These centers were staffed by trained school teachers and followed approved non-formal education curricula.



### **Curriculum Transition and Quality Assurance:**

AREP successfully facilitated the transition from the Afghan to the Pakistani curriculum, aligning with national educational standards:

- **Teacher Training on New Curriculum:** Multiple training sessions, including assessments and management courses, were conducted to familiarize teachers with the new Pakistani curricula.
- **Monitoring of Teaching Quality:** Post-training assessments were executed to evaluate teachers' effectiveness, identifying areas requiring further capacity building, particularly in English, Urdu, and Science.

### **Health and Hygiene Initiatives:**

Promoting student health and hygiene was integral to AREP's approach:

- **Health Sessions:** Regular sessions on personal hygiene were conducted, targeting students and teachers to underscore the importance of cleanliness in preventing illness.
- **Water Trucking Services:** AREP ensured the provision of clean water to schools, particularly where access to water remains a critical issue.

#### **Stakeholder Coordination and Governance:**

Effective coordination with key stakeholders facilitated the smooth implementation of AREP's initiatives:

- **Regular Coordination Meetings:** AREP participated in all coordination meetings with UNHCR, local education authorities, and community representatives, aligning project activities with broader educational goals.
- **Community Involvement:** AREP's field teams conducted 130 meetings with teachers and 110 meetings with SMCs, WSMCs, and Education Committees, addressing both academic and administrative matters.



#### **Monitoring and Evaluation:**

AREP's robust monitoring framework enabled ongoing evaluation and enhancement of project activities:

- **Performance Assessments:** Regular assessments of teacher performance and student outcomes guided future training and support initiatives.
- **Feedback Mechanisms:** AREP incorporated feedback from teachers, students, and community members to refine its approaches and amplify the impact of its interventions.

The Afghan Refugee Education Project has achieved significant success in its mission to provide quality education to Afghan refugees in Balochistan. Through comprehensive teacher training, strategic resource distribution, proactive community engagement, and continuous monitoring, AREP has made substantial strides in enhancing educational access and outcomes for refugee children. As AREP advances, it remains steadfast in its commitment to fostering an inclusive, supportive, and high-quality educational environment for all refugee students.

## ECHO funded project “Integrated Multi-Sectoral Flood Relief and early Recovery in Sindh and Balochistan”

Name of Project	Donor / Project Funding	Project Duration	Focused Area	Target	Total Staff	Work Audit
“Integrated Multi-Sectoral Flood Relief and early Recovery in Sindh and Balochistan”	ACTED  Funding : 31.19 million	Project start date: 01-12-2022 Project end date: 31-08-2023 Project end date (revised): 15-1-2024	Naseerabad	28 Temporary Learning Centers are opened under this project in Naseerabad district	Project Manager, 2 Training Officers, 1 Social Organizer 1 Child protection Assistant 1 Program Associate	Regular program review and monitoring visits are conducted.

The SCSPEB in partnership with ACTED under the ECHO funded project entitled “Integrated Multi-Sectoral Flood Relief and early Recovery in Sindh and Balochistan” in district Naseerabad. The project aims to support quality education outcomes for flood affected girls and boys in district Naseerabad, Balochistan. The duration of the project will be of 12 months starting from December, 2022, which is later extended till January 15, 2024. The progress of the project is as under:

- Multiple coordination meetings were held with DOE, DEO, DHO, (male & female), for sharing project objectives, plans, progress and issues.

Tools were developed and baseline conducted as per below detail:

### Establishment of Temporary Learning Spaces (TLS):

- 28 TLS were established in District Naseerabad
- Intervention 1, 9 TLS (age group 5 to 16, established for 3 months matured in May)
- Intervention 2, 10 ALPs (age group 5 to 11, established for 8 months matured in October)
- Intervention 3, 9 Catch-up classes (age group 11 to 16, established for 2 months, matured in May)
- Conducted safety audit of selected 9 Catch-up, 9 TLS & 10 ALPs
- 16 tent installed with temporary wash facilities for Temporary Learning Spaces on need base
- 5 schools were focused under rehabilitation

### Staff Hiring:

- After proper advertisement and selected with the close coordination of District Education Office
- Appointment 28 teachers (9 TLC Teachers, 10 ALP Teachers, 9 Catch-up Classes Teachers)





### **Enrollment campaign, Enrollment and Profiling:**

- Back to School Enrollment Campaigns were conducted for OOSC in Naseerabad district, announcement through loudspeaker for enrollment, banner display in Community and on Local Transport
- Advocacy Session were conducted with Community members for enrollment
- Through campaigns identified 916 OOSC (405 girls & 511 boys) and 393 children (165 girls & 228 boys) who discontinued school
- Total number of students in TLS is 1307 out of which 680 were girls and 627 boys
- Identified, registered and enrolled 1307 children in ALP(422), TLS (481) & Catch-up Classes (404)
- Profiled 1307 children in 28 TLS (Girls-680, Boys-627, total: 1307)

### **Curriculum:**

- Provided 511 sets of Package A English, Urdu, Math Books for ALP students

### **Child Club Formation:**

- Child clubs formed in 15 Schools + 2 Villages ALPs
- Formed Child Club in Focused Government Schools.
- Role and responsibilities of Child Club were to help the teachers regarding School Affairs, to Identify the out of School and discontinue Children, to Mobilize the out of School Children's Parents Enroll their Children in the School with the help of teachers, to Insure the Students Attendance through mobilization of their parents, to maintain the School Discipline, to help out the teachers in conduction of co-curricular Activities, to maintain the Cleanliness of the School, to Share their experiences and problems with each other's and find out the Solutions, to Conduct Monthly Meeting and regularly engaged in the activities at school level.

### **PTSMCs Formation, Visits & Meetings:**

- Formed/ strengthened 13 PTSMC (Male and Female) to ensure community engagement
- Each SMC group consist 26 members (11 Male Members and 15 Females)
- Role and responsibilities of PTSMC were to Insure the Teacher Attendance,
- to Insure the Students Attendance, to Enroll the out of School Children in the School, to Solve the School Related Issues, to Protect School building and Other basic facilities of the School and to give the Suggestions for the improvement of education
- Endorsement of 13 committees from local education office
- Monthly meetings were conducted with PTSMC



### **Teachers trained**



- 52 teachers are being trained, out of which 28 are TLS teachers and 24 are Government teachers
- For Capacity Building, Conducted 4 Days Teachers Training of 52 teachers (28 TLS and 24 Govt. Teachers) on:
  - Multi-Grade teaching and activity based learning, Safe Grading, Child Protection, Education in Emergencies
  - Mental Health Psychosocial Support (MHPSS) and Gender Equality
  - Build Capacity of 155 Government Teachers under the Refresher training.
  - Conducted One Day PTSMC Role & Responsibilities and Problem Solving Training for 279 SMCs (161 Female & 118 Male)



#### **One Day PTSMC Training On Disaster Risk Reduction (DRR):**

- Conducted DRR Training With 12 PTSMCS which include 312 SMC members (187 female & 132 male)
- Contents of the Training Given Below:
  - What is disaster, kinds of disaster, percussions before flood and monsoon rains, percussions during the flood and monsoon rains, percussions after the flood and monsoon rains, percussions during the very hot weather and detail of organizations and Govt. programs for disaster relief

#### **Supplies and Learning Material Distribution:**

- Provided TLS Classroom Materials (Supplies: tent with temporary washroom, chair, table, steel Almirah, White board with stand, Board Marker, Dust bin, Mat sheet, Cooler, Glass, Towel, Tissue roll, Student & teacher attendance register, Stock register, Visitor book, Bucket, Soap, charts, in 28 TLCs)
- Provided Fire Extinguisher along with spray, stand, bucket and blanket) in 28 TLCs.
- Provided Sports material ( Sports kit with bag, Carrom board, bat, wicket, tennis ball, badminton racket, net & shuttlecock, Ludo, football, skipping rope, Frisbee and hula hoop in 28 TLCs.
- 1232 School Bags with Stationary distributed among the TLCs Students.
- 1805 School Bags with Stationary distributed among the 1805 Government School Students
- Provided Stationary in 12 Government focused Schools.
- Provided Teaching and Learning kit in 12 Government Schools focused under the project. Material consist: Urdu Alphabets Cut Out, Flash Cards Urdu, English Alphabets Cut Out, Flash Cards English, Flash Cards Math, Geometrical Shapes (Set), Number Cut Out, Addition Concepts with lady bug puzzle & tree Chart, Even number concept block & Subtraction addition concept Block, Ascending /descending concept 4 vehicles 1 block 1-100 numbers, Home Appliances Set, Doctor Set, Airport Set, Fire Station Set, Place value concept set, Means of transport with Picture set, Fruit Set, Vegetable Set, Animal Set, Sea Animals, Pet Animals, Birds, Wild Animals Pictures on Blocks(4 sided) 9 Pieces wooden with plastic Bag,



Parts of Body, parts of animal body, Parts of Plants and Cultural Charts, Fun with sound with animals, Natural Habitats books

### **Sports Gala:**

- Conducted 2 Days Art and Debate Competition among the Students of 12 focused Schools
- Conducted 2 Days Sports Gala with 180 Students and SMC Members of 12 focused schools following games were part of Sports Gala: Running, Rope Skipping, Pulling and Pushing Rope, Frisbee, Cricket, Frog Jumping

### **Days Celebrated and School Competition:**

- Days Celebration includes Pakistan Day, Independence Day, World's Literacy Day, Global Hand Washing Day, Salam Teaches' Day, Quaid Day, Iqbal Day, Disability Day etc. by Speeches by Teachers and Students, Tableaus', Chart and Card Preparation

### **Seminar & Study Tour:**

- Conducted 1 Day Linkages Development Seminar of 55 participants (District Education Official, parents, SMC member, teachers) at District Level
- Arranged 4 days Study Tour of 42 members (district Education Officials, Teachers & SMCs of focused schools) in Quetta.



## Education Cannot Wait (ECW)

Name of Project	Donor / Project Funding	Project Duration	Focused Area	Target	Total Staff	Work Audit
<b>Increasing equitable access to safe, protective, and inclusive learning opportunities for flood-affected children and adolescents in Pakistan (Education Cannot Wait-Flood Response 2022)</b>  <b>Education Cannot Wait (ECW)</b>	Acted, IRC  <b>Funding:</b> 48.8 Million	<b>Project start date:</b> 01-12-2022  <b>Project End Date:</b> 31-08-2023  <b>No cost Extension</b> 31-12-2023	Jaffarabad Sohbat pur Naseerabad Awaran (After extension Awaran district is not included)	The Project will focus 28 Government schools in four flood affected districts of Balochistan Jaffarabad, Sohbatpur, Naseerabad & Awaran and open 28 temporary Learning Centers Jaffarabad (8), Sohbatpur (8), Naseerabad (8) & Awaran (4) around focused schools. The project aims to enroll 17,500 OOSC children in TLCs and schools.	Project Manager, 2 Training Officers, 2 Education supervisors 2 Social Organizer 2 Child protection Assisstant 1 Meal Officer 1 Program Associate	Regular program review and monitoring visits are conducted.

The SCSPEB is implementing the project where organization seeks to achieve the objectives by selecting 28 government schools damaged due to recent flood with the help of Education Department and opening of 28 temporary Learning centers, providing psychosocial support to children, MHPSS training, GBV support, co-curricular activities and back to school campaign in the targeted schools in

Jaffarabad, Naseerabad, Sohbat Pur & Awaran districts of Balochistan. Following activities carried out under the project:

### **Coordination Meetings**

- Multiple coordination meetings were held with DOE, DEO, DHO, IRC official, (male & female), for sharing project objectives, plans, progress and issues.
- Tools were developed and baseline conducted as per below detail:



### **Venue Selection & CFS Establishment:**

- Identification of CFS venue (preferably voluntary provision of CFS venue) in consultation with community and BED, conduct safety audit of selected 28 venues

### **CFS Establishment and CFS material procurement:**

- Establishment of CFSs and purchase request initiated for procurement of CFS Materials (fixtures, furniture, white wash etc.) at all 28 TLS centers

### **Staff Hiring:**

- Advertisement for hiring of CFS teachers all four district
- 56 CSF Teachers were taken onboard (teachers' salaries) and started classes
- 28 teachers hired as support teachers for government schools

### **Enrollment:**

- Identification and enrollment of 3064 (CFS) children whereas Target was to enroll 3080 students in 28 TLS centers of all four districts
- Profiling of 3080 (CFS) children students completed in all CFS centers of all four districts
- Conducted village/ camp profiling as per SOP target and completed 28 village profiling
- Identification of 14420 OSCs/ children with discontinued schooling (for govt. schools) - through back to school campaign
- 28 School identified of partial functioning/closed potential schools in consultation with BED

### **Enrollment Campaign:**

- 8 Enrollment Campaigns were conducted under this project

### **Community Awareness sessions**

- 4 Community Awareness events /Back-to-school and enrollment campaign on importance of education completed at all 4 districts
- Conducted need based 6 community broad base meetings per district regarding importance of education
- 13 Community mobilization session were conducted

### **Teachers, community, official trained**

- 418 Govt. teachers and 84 are Temporary Learning Spaces (TLS) teachers are being trained on Multi-Grade Teaching (MGT), Child Protection (CP), Safeguarding (SG)



- 2- Days govt. teachers /support teachers training on Education in Emergency (EIE),health screening etc. completed
- 1 Day SMCs training on MHPSS, CP & Safeguarding, 28 sessions in total conducted
- 38 Female teachers were trained on MHM
- 18 District Education Officers trained on MHPSS, Child Protection and Safeguarding
- 130 Parent Teacher Schools Management Committees (PTSMCs) members were trained on role and responsibilities, MHPSS, Child Protection, Safeguarding
- Distributed 500 MHPSS Handouts to focus schools
- 28 Orientation to community, students, teachers on safeguarding and accountability system in all four districts
- Accountability, Safe-Guarding banner with hotline/SMS no. displayed at 28 targeted school/ CFS
- 84 sessions on MHPSS capacity building session for 1- Day teachers (CFS, Govt. support)

#### **Child club formation:**

- 36 Child clubs formed and 36 orientation sessions on role (3-4 clubs consisting minimum 4 members each) for CFS and govt. schools
- Work Plan developed for 36 child clubs of all four districts, and regular activities (for CFS and govt. schools)

#### **SMC visits and meetings:**

- Need based SMC conducted visits & meeting with parents regarding awareness about child protection issues, referral pathways etc.
- Formed/ reactivated 28 SMCs in targeted schools through community meetings
- Endorsement of 28 committees from local education office target at all four district
- Members of PTSMCs conducted need base visit to schools and conduct meeting with parents regarding awareness about child protection issues, referral pathways etc.
- Monthly meetings were conducted with PTSMC



#### **Referral pathway:**

- Identified referral pathways & connected stakeholders and achieved at all 4 districts
- Updated information on referral pathways displaced in 28 targeted schools

#### **Hygiene kit distribution:**

- 3080 Hygiene kit distributed to Implementing partner for distribution in all CFS

#### **Dignity kit distribution:**

- 1400 dignity kits distributed to Implementing partner for distribution in all CFS



### **Supplies distribution:**

- Distributed and record keeping of supplies (for govt. students) at all 28 Govt. schools of all districts
- All CFS were provided with materials (4 plastic mats, Water Container, Water Cooler with glass, Towel with soap, First Aid Kit, Flag, Bucket with mug, Blackboard with stand and dusters)
- 17500 learning supplies distributed in TLS and Government schools
- 17500 School Bags distributed in TLS and Government Schools of all districts
- ECE Material provided to 28 CFS centers
- School in a box Kit provided to 28 CFS centers
- Information Education and Communication (IEC) material distributed in all focus schools



### **Furniture distribution:**

- Furniture includes Teacher Table, Chair – 2 Nos and 1 Almirah distributed in all 28 TLS centers

### **Sports material distribution & School competition:**

- Sports material distributed at all 28 TLS centers
- 7 Inter school competition conducted, following games were part of Sports Gala: Running, Rope Skipping, Pulling and Pushing Rope, Frisbee, Cricket, Frog Jumping

### **Child protection Committee formation:**

- 24 Child Protection Committee formed in all four district
- Establishment of child protection network at community level formed of various groups completed

### **Health Screening conduction:**

- Health screening conducted at all 28 TLS centers of all districts
- 1615 TLS students' Health Screening conducted at all districts
- Hearing fork, visioning chart, weight machine provided to 28 CFS centers



### **case identification and devices distribution:**

- Provided specialized Assistance to Children with specific needs in all four districts (assistive devices to CWD, referral cases, health screening, etc.)
- 32 Child protection cases identified
- 7 assistive devices distributed to CWD, referral cases, health screening



**Days Celebrated and School Competition:**

- Days Celebration includes Pakistan Day, Independence Day, World's Literacy Day, Global Hand Washing Day, Salam Teaches' Day, Quaid Day, Iqbal Day, Disability Day etc. by Speeches by Teachers and Students, Tableaus', Chart and Card Preparation

**Solar plates and fan installation**

- 28 TLS centers equipped with 56 solar fans

**Students' transition**

- 2561 students transited into Government schools in all four districts

**Project landmarks**

- Facilitated 295 students for B-Forms of TLS (Naseerabad 102, Jaffarabad 83, Sohbatpur 110)
- 4500 pledge forms signed by Community members, parents and individuals
- 2 defunct school reactivated under the project (GGPS Qambroo, Awaran and GBPS Mehar Ali, Sohbatpur)
- 8 schools rehabilitated under SIP
- Head Teachers endorsed the distribution of material to schools
- DEOs were kind to issue the completion certificate
- All the material handed over to the focused government schools at the end of the project

## Prime Minister's Youth Skill Development Program Phase IV:

Donor / Project Funding	Project Duration	Focused Area	Target	Total Staff	Work Audit
<b>NAVTTC Skill for All (Phase 4) program,</b>	NAVTTC Project start date: 22-06-2022 Project end date: 22-11-2023	1.Fashion designing/Dress making 2. Beauty Therapy hair styling and skin care 3. Graphic Designing 4. Advanced Welding	to enable people to be self-sufficient by learning skills	Project Manager Principal 4 Instructor 4 Instructor Assistant	Regular program review and monitoring visits are conducted.

### Enrollment:

Total 120 students are enrolled under this project (Beauty therapy 40, Dress making 40, Graphic designing 20, Advanced Welding 20)

### Batches:

- Fashion designing/Dress making (2 batches)
- Beauty Therapy hair styling and skin care (2 batches)
- Graphic Designing (1 batch)
- Advanced Welding (1 batch)

### Time duration:

- Fashion designing/Dress making (3 months)
- Beauty Therapy hair styling and skin care (3 months)
- Graphic Designing (3 months)
- Advanced Welding (6 months)

### Class timing:

- Batch 1 (9 am to 1 pm)
- Batch 2 (1 pm to 5 pm)

### Monthly Assessment:

- Monthly assessment was conducted for all four trades

### Mid-term Assessment:

- Mid-term examination was conducted for all four trades

### Official visits:

- NAVTTC official has paid multiple visits time to time

### Independence Day Celebration:



- HRDC has celebrated 77<sup>th</sup> Independence day with NAVTTC official, competitions among students were design to promote new trainees afterwards certificates, trophy and cash prizes were distributed between position holders.

#### **Exhibition:**

- Exhibition of dress making trade was arranged to showcase new trainees' work at family park satellite town

#### **Final term Assessment:**

- Final-term examination was conducted for three trades (Fashion designing/ Dress making, Beauty Therapy hair styling and skin care and Graphic Designing)
- Final-term examination for Advanced Welding trade is still remaining as the trade duration is 6 months



#### **Other Achievements:**

- NAVTTC official has paid multiple visits time to time
- HRDC has celebrated 77<sup>th</sup> Independence day with NAVTTC official, competitions among students were design to promote new trainees afterwards certificates, trophy and cash prizes were distributed between position holders
- Exhibition of dress making trade was arranged to showcase new trainees' work at family park satellite town

## Development of Formative and Summative Assessment mechanisms

Donor / Project Funding	Project Duration	Focused Area	Target	Total Staff	Work Audit
development of Formative and Summative Assessment mechanisms	UNICEF	June 1, 2024 – April 15, 2025	20 districts of Balochistan	Implementing School Language study to improve formative and summative assessment mechanisms	Regular program review and monitoring visits are conducted.

### **Area of Work:**

- The assignment is part of the GPE funded Balochistan Student Learning Improvement Program which UNICEF is implementing in 20 districts of Balochistan.
- We are working on improve formative and summative assessment mechanisms

### **Meetings & Inception Report:**

- Attended Kick off meeting with UNICEF on June 11, 2024
- After conducted multiple online meetings with consultants,' conducted meeting with consultants (online) and in house staff to discuss Kick off meeting minutes, Inception report, evaluation tools and further strategies
- In person meeting is planned with BAEC and PPIU to discuss and address their queries in inception report
- The inception meeting is proposed in the 1st week of July with PPIU (Steering Committee) and BAEC where the draft inception report and plan could be shared



## ALP Middle Tech Project:

Donor Project Funding	Project Duration	Focused Area	Target	Total Staff	Work Audit
JICA	2-years	Quetta	2 centers with 56 enrolment	2 teachers	Regular program review and monitoring visits are conducted.

S.no	Center name	Registered	Girls	Boys	Total
1.	Killi Jaded Mehain Khanzai Qumbrani Road Siryab Quetta	Girls: 18 Boys: 8	18	8	26
2.	Killi Mirrni Abad Samungli road Quetta	18	0	18	18
<b>Total</b>		44	18	26	44

- Key achievements of the initiative include the appointment of two qualified teachers and the successful completion of teacher training programs conducted by JICA in Islamabad and Agha Khan in Karachi. Additionally, student books were secured from JICA Islamabad, and teachers' salaries are funded by JICA.
- The program administers per semester examinations through Allama Iqbal Open University, Islamabad, and offers courses in beautician skills, tailoring, and computer graphics. Regular monitoring is conducted by SCSPEB, and reading and writing materials have been provided by JICA.
- The duration of the courses is two years, covering a curriculum that includes English, Urdu, Math, and Islamiyat. The building housing the centers is owned by the community. The community society is responsible for monitoring the activities of the centers and generating reports for JICA to ensure timely salary disbursement

## Other Achievements:

- ✓ SCSPEB completed its 31 years of services in education sector.
- ✓ Acknowledgement of Partners, donors and honorable Board
- ✓ Successful completion of two Flood Relief Emergency projects

## SCSPEB Donor Agencies:

During the period SCSPEB worked with following donors:

