



Annual Report

2003 - 2004



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June 2003 - June 2004



Society for Community Support for Primary Education in Balochistan

Compiled and Designed by:- Documentation and Research Section (SCSPEB)

Foreword

The report highlights the activities and achievements of SCSPEB during the period July 2003-June 2004. It encompasses the details of only those projects implemented during the reporting period.

SCSPEB is the only Non-Governmental Organization who had been working as active partner with the Provincial Education Department in uplifting the education status of Balochistan since 1993. SCSPEB has the privilege of being the only organization in Pakistan, which has been awarded UN Award in 2001 by UN System for promoting female education in Balochistan. SCSPEB owes to its credit of contributing 1100 Community Support Process (CSP) Schools to Education System thus increasing the number of girl's primary schools from 754 to 2300. Another major breakthrough, which the organization brought about, is in the enrolment status of particularly the girls. Over the course of these eleven years the enrolment has increased from 82,000 to 264,000+ and the literacy ratio enhanced from 1.5% to 9.8%.

The Community Support Process (CSP), Fellowship Schools, Parent Teacher School Management Committees (PTSMCs) and Education Quality Improvement Program (EQUIP) models not only led the organization to be recognized at national and international levels but also to emerge as a capacity building institution that could provide all sorts of technical assistance in the replication of the models. Moreover, the Organization has also worked in close collaboration with Government and had contributed in enhancing the capacities of Government Educational Officials.

At present SCSPEB is implementing programs focusing on Quality Education, Early Childhood Education, Community Girls Middle Schools and School and Community Water Environment Sanitation. Moreover, the Organization is also working towards Afghan Refugees Children Education through establishment of schools and enrolling children in new and old refugee camps of Balochistan.

Moreover, the organization is actively involved and contributes towards the activities of Education for All (EFA) and Education Sector Reforms (ESR). SCSPEB is the only NGO that worked with the Provincial EFA Unit to develop Provincial and Districts EFA Plans of Action.

Managing Director
SCSPEB

Acknowledgment

The SCSPEB Board and Management extend their heartiest thanks to all stakeholders who extended maximum support in the execution of the projects during the reporting period 2003-2004.

With much gratitude, we acknowledge the support of Education Officers at district level to implement the project in its true spirit. We would also like to submit our heartiest gratitude to Federal Minister of Education Mrs. Zubaida Jalal, Provincial Minister for Education Mr. Abdul Wahid Siddiqui, Secretary Education Mr. Munir Ahmed Badini, Directors, Provincial EFA Unit and staff at Secretariat and Directorate levels for the support and advise in demonstrating the projects and acknowledging the efforts of SCSPEB as part of provincial efforts.

We also like to appreciate the role of District Government specially the Nazims, Naib Nazims and DCOs who extended full support for educational activities in their districts.

It is not possible to ignore the efforts of committees and children who remained the part of the activities in true sense; therefore we are also indebted to Community Members, PTSMC Members, parents, teachers and children.

We also acknowledge the support of the USAID (through AKFP and ESRA), UNICEF, UNHCR, and Development In Literacy (DIL), which remained during the project both in financial and technical terms and expect to remain in future.

The support of SCSPEB Board also remained remarkable through out the period and helped the Organization to work professionally. We are very much thankful to all and expect the same in future.

We wish all the best and expect the same qualitative work in future.

Kamal Hassan Siddiqui
President SCSPEB

List of Acronyms

ADEO	Assistant District Education Officers
AREP	Afghan Refugees Education Project
BOC	Bureau of Curriculum
CBO	Community Based Organization
CGMS	Community Girls Middle School
CSP	Community Support Process
CTC	Child To Child
DCO	District Coordination Officer
DEO	District Education Officer
DIL	Development In Literacy
EC	Education Council
ECE	Early Childhood Education
EDO	Executive District Officer
EG	Education Group
ESR	Education Sector Reforms
EFA	Education for All
EFO	Education Field Officer
FLAAHE	Focus Local Area Approach for Hygiene Education
FEG	Female Education Group
HP	Hand Pump
HPCT	Hand Pump Caretaker Training
MEG	Male Education Group
MIS	Management Information System
LC	Learning Coordinator
PEC	Parents Education Committee
PITE	Provincial Institute for Teachers Education
PTSMC	Parents Teacher School Management Committees
RCC	Releasing Confidence and Creativity
OEP	Quality Education Program
TRC	Teacher Resource Centre
UC	Union Council
VEC	Village Education Committee
WES	Water, Environment and Sanitation
WVEC	Women Village Education Committee

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Releasing Confidence and Creativity (RCC)

(An Early Childhood
Education Program)

Releasing Confidence and Creativity (RCC)

In December 2002, Society for Community Support for Primary Education in Balochistan (SCSPEB) with the financial assistance of USAID and technical support of Aga Khan Foundation took an initiative of implementing an Early Childhood Education (ECE) Program entitled as Releasing Confidence and Creativity (RCC). The Program was pilot tested in five districts of Balochistan namely Mastung, Chaghi, Pishin, Ziarat and Killa Abdullah through a cluster-based approach focusing six clusters and targeting 50 Government Girls Schools.

The Project was designed with a view to provide well-trained local ECE teacher to each of the targeted schools to initiate RCC Class in a separate room (within the premises of existing school building), well equipped with low cost learning material and enrolling 25-30 children of ages 3-5 with major emphasis on girls.

The encouraging results of the first phase led to the expansion of the second phase (April 2004) of the Project to 30 more schools (focusing boys schools as well) in two additional districts Lasbela and Loralai.

The interventions undertaken by the Project are broadly categorized in the following thrust areas:

Capacity Building



Capacity building was considered to be the hub of the whole RCC Process. As ECE was a new concept to be implemented therefore for the smooth functioning of the process capacity building was sought for all the stakeholders including teachers, lead teachers, Education Field Officials, SCSPEB ECE facilitators and PTSMCs.

Initially the Teacher Resource Centre (TRC) Karachi delivered a 9 days (45 hours) intensive training to 6 lead teachers and 98 teachers (ECE and regular) as well as 5 education officials and 4 SCSPEB ECE facilitators regarding ECE concepts and teaching techniques. Apart from the scheduled training continuous classroom support was provided to ECE teachers through the lead teachers and the ECE Facilitators. Moreover, the ECE Facilitators during their regular field visits identified the hard areas and organized two refresher trainings of 3 and 7 days for ECE, regular and lead teachers.



Case Study

Bilal Ahmed, now a 4 years old boy living in Baloch Colony a village in Mastung District (Balochistan) used to be a very lively child two years back. An unforgettable incident took place in front of his eyes, which totally changed his behavior. The screams of his mother and younger brother when they caught fire echoed in his ears for a couple of months. The unbearable loss of a younger brother's companionship at this early age made him inconsolable. After the incident he became very quite and timid. His mother used to be very worried about the changed behavior of Bilal and tried every possible way to make him again a lively boy.

With the initiation of RCC Class in Baloch Colony Govt. Primary School Bilal's mother found another possible way, which might change his attitude. Bilal was enrolled in RCC class but in the initial three months he used to sit quiet in the class and didn't participate in any activities.

Ms. Shahida RCC class teacher made a lot of efforts to involve Bilal in class activities but during the first three months she was unable to bring about any change in his behavior. Ultimately she met with his mother to discuss his performance and get some information about his attitude.

The meeting with Bilal's mother helped Ms. Shahida to bring Bilal back to life. Knowing Bilal's case history she started

Releasing Confidence and Creativity (RCC)



In order to have a proper venue for trainings and meetings of ECE teachers in each cluster resource centres had been established. These centres are established in the premises of one of the Government schools of the cluster and well equipped with all required material (including RCC Kit). Apart from this the ECE cluster teachers had also decorated these centres with their own developed material. Thus in each centre the material developed also reflects and promotes the culture and crafts of the area.

The Project also placed equal emphasis on the capacity enhancement of Education Field Officials (EFOs) so as to seek their support in monitoring and mentoring process. In this context DOEs, Lcs, representatives of Elementary colleges and project supervisors/staff were provided training on the monitoring and mentoring techniques involved in ECE.



The role of the Parents Teacher School Management Committees (PTSMCs) cannot be ignored in the effective implementation of project activities. Therefore, considering the fact the formation of the PTSMCs through a well-defined process was initiated for each school. The formed PTSMCs were capacitated on their roles and responsibilities towards school, community and district education department.

Moreover, the PTSMCs were assigned the task of financial affairs of the school (Managing Teacher Salaries & Construction Funds) therefore in order to equip them with the skills financial management training was imparted to PTSMCs for the effective management of funds and other resources of school.

A two-days Baseline data collection, Monitoring & Evaluation Workshop was conducted by the Sindh Education Foundation in Quetta. Moreover, (three days) training was organized for SCSPEB ECE staff for the collection of baseline data (Child Assessment, Family Profile, Classroom Observation, School Profile). The data was collected twice a year and computerized.



treating him accordingly by paying extra attention and consoling him. Gradually she observed that Bilal started showing interest in getting along with other classmates, participating in class activities and working in Learning Corners (Ghoushas).

Ms. Shahida kept on paying special attention to Bilal and now his attitude has been altogether changed. He is the most active child in the class and always leads in-group work. Bilal's mother is very contented with the change in her son's behavior she says that he has learnt life skills after being enrolled in RCC Class. Now he keeps himself neat and clean and also advocates other family members to practice the same. Moreover, she says that Bilal has become confident in expressing himself and accepting challenges.

Ms. Shahida says that the RCC teaching techniques had made it possible for her to deal with Bilal's case. Through child-centered teaching approach she was able to Bilal receptive to school.

It has been very fortunate that Bilal had been enrolled in the RCC Class, which helped him in restoring his shattered confidence. Bilal's mother is very grateful to the RCC Program and especially to Ms. Shahida for her concerted efforts. But she fears that Bilal being a very sensitive child after promotion to the next class may not participate with the same enthusiasm as the environment of other class would be quite different from the RCC Class.

Releasing Confidence and Creativity (RCC)

Improving Teaching and Learning Environment of School



As it was a pre-requisite that a separate room must be provided to RCC Class in order to create conducive learning environment. Therefore with the support of the PTSMC members 46 kacha classrooms were constructed within the premises of the focused schools. However, in four schools rooms already existed but needed repair work. These rooms were taken over though formal notification of Education Field Official (EFOs) and were repaired under the project with the support of the PTSMCs members.



Basic school and learning material was provided to each of these classes that includes Steel Almira, Teacher Chair, Plastic Sheets, Learning Corner & students Tables, Attendance, Admission and visitors registers, Soft & White boards. RCC Kit being developed by SCSPEB containing 33 different items such as puzzles, alphabets, numbers and other learning materials was distributed in each school. Moreover, some promotional material provided by Sindh Education Foundation (SEF) was also distributed in the targeted schools.

In order to have a track record of a child's performance child profile of each student was developed, maintained by the RCC teachers at school level and was subsequently computerized at office level. The child profile proved to be an effective tool for the teachers as well as the parents to assess child's performance over the period of time.



To enhance children confidence level and promote extra-curricular activities five-district level school competition were conducted in which the students of private schools also participated along with RCC students. The results of the competitions revealed that the confidence level of RCC children were more.

(RCC Child Profile Folder)

Releasing Confidence and Creativity (RCC)

Enhancing Community Involvement



Community involvement was considered as an essential thrust area of the project. The role of the communities was envisaged in terms of ensuring enrolment and retention of students, construction of room for RCC Class, teacher's attendance and release of salary, generating resources and conducting performance reviews.

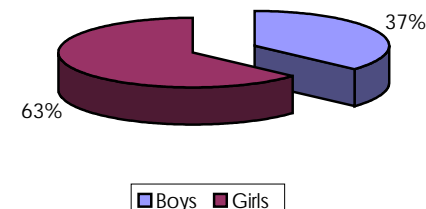
In order to have active involvement of community Parent Teacher School Management Committees (PTSMCs) in all focused schools were formed and capacitated. The capacity building package of PTSMCs focused on their roles and responsibilities (towards school, community and district education department), awareness about ECE concept, participatory monitoring and management, financial management and annual performance reviews. Having being acquainted with the mentioned skills and techniques the performance of the PTSMCs had been remained worth mentioning during the first phase of the project.

The contribution of the PTSMCs in enrollment and retention of the students could be assessed from the fact that round about 1530 students were enrolled in the focused RCC schools and it was observed that the drop out ratio was negligible. The table below mentions the enrolment status of students of each cluster gender wise.

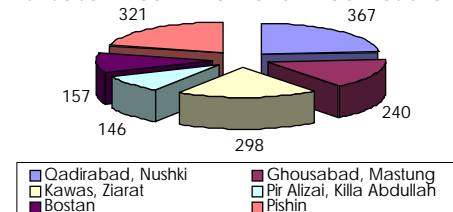
Enrolment Status

S.#	Clusters	Boys	Girls	Total
1.	Qadirabad, Nushki	193	174	367
2.	Ghousabad, Mastung	101	139	240
3.	Kawas, Ziarat	126	172	298
4.	Pir Alizai, Killa Abdullah	52	94	146
5.	Bostan	47	110	157
6.	Pishin	43	278	321
Total		562	967	1529

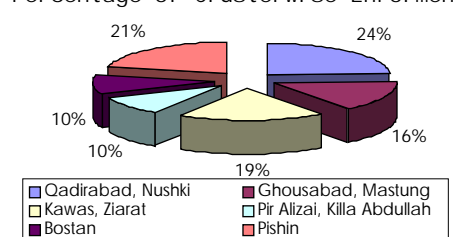
Enrolment Status Gender wise



Clusterwise Enrolment Distribution



Percentage of Clusterwise Enrolment



Releasing Confidence and Creativity (RCC)



The parents were convinced and motivated to have regular interaction with school to assess their child performance. In this context the ECE teachers held regular monthly meetings with the parents and shared children performance during the month and kept record of all the meetings.

The bank account of each school was opened in the name of the PTSMCs and all the funds regarding the RCC classroom construction and ECE teacher's salaries were transferred in their accounts. The committee members apart from effective utilization of funds also contributed in cash and kind in the construction of the rooms and other support required for RCC Class. The PTSMCs maintained record of all expenditures incurred during the construction process and were also involved in the management of teacher's salaries.

Moreover, the PTSMC members paid regular visits to schools so as to ensure teacher and students attendance and quality education. The members being equipped with the skill and being supported by the ECE facilitators conducted Annual Performance Review. The activity of APR was conducted in 15 schools.

Developing Government Ownership



For the sustainability and ownership of the program it seemed important that equal understanding must be developed with the Government right from the district to the provincial level. Keeping this in view apart from orientation and awareness raising capacity building activities were also undertaken for district government and educational officials to effectively support RCC and take the lessons to scale.

Apart from the provincial level efforts had been made to have recognition of the program at federal level as well. In this context the honourable Federal Minister for Education Mrs. Zubaida Jalal was the chief guest of the inaugural ceremony of RCC Program at Kawas Cluster (Ziarat).

Releasing Confidence and Creativity (RCC)

SCSPEB facilitated Sindh Education Foundation in the organization of a provincial level workshop for local government under the GoP devolution plan in which the District, Tehsil and UC Nazmeen, EFOs, Lead Teachers, Regular Teachers and PTSMCs from five districts participated.



The EFOs of the five districts extended their maximum support to the program in term of provision of space and monitoring. In four schools the EFOs had allocated a separate room for RCC Class through a formal notification. Moreover, EFOs issued letters and provided space for the cluster resource centers established one in each cluster in the schools focused under RCC. The field teams hold regular meetings with district nazims and EFOs to share plans and progress of the project.

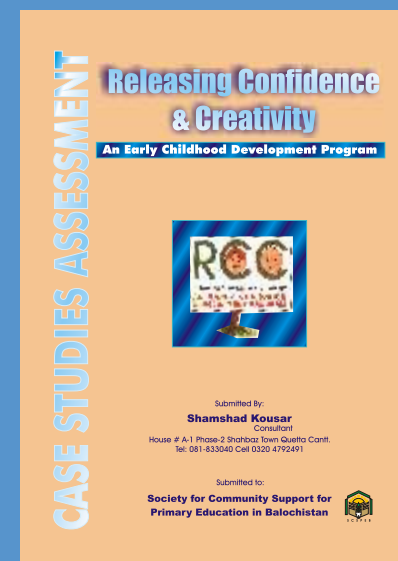
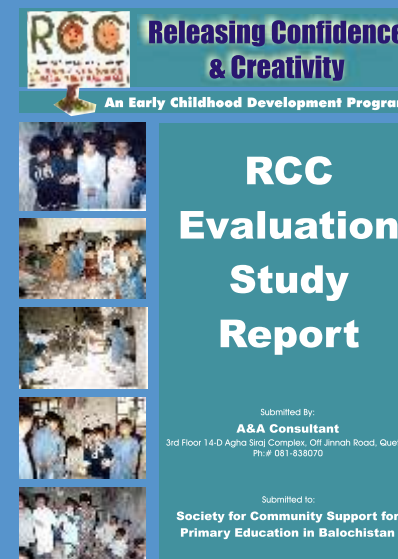
Being equipped with the monitoring and mentoring techniques involved in ECE the EFOs monitored RCC schools on regular basis and actively participated in related activities. At many instances it has been found that EFOs has also supported the ECE teachers in the teaching and development of learning materials.

Learning Dissemination



On the completion of first phase an Evaluative Study was conducted with the view to assess the effectiveness of the interventions, identify the gap areas and disseminate learning. A third party including people from the education department conducted the study. The study revealed that first phase of the program was a success and was well conceived by all the stakeholders, which was evident from their active participation. The study highlighted the challenges regarding the sustainability and expansion of the program and provided recommendations to encounter them.

Apart from the evaluative study another effort to disseminate learning was done through the collection and documentation of the case studies. The case studies were collected from all six clusters



Releasing Confidence and Creativity (RCC)

Highlighting the role and contributions made by all the stakeholders to make the program a success.

The case studies and the evaluative study had been circulated to all the RCC partners and had been made the part of publications so as to disseminate and share learning at mass.

Influencing Policy

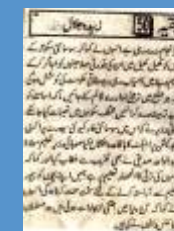


A Provincial level seminar was organized on "ECE Policy Implications and Sustainability". The seminar brought all the stakeholders right from the grassroots to the decision making level to join head to discuss and provide recommendations to address the policy and sustainability issues. The challenges highlighted in the seminar were:

- Children below 5 years of age cannot be promoted or enrolled in class I as per government admission policy and subsequently a child must be 14+ when registering for matriculation examination.
- Place of RCC Class in the presence of existing Kaachi Class and the future of RCC teacher
- How to utilize the services of Lead Teacher a well-trained local resource after the project period.
- Absence of ECE environment in higher grades of primary section of schools
- ECE being not the part of regular teacher training programs of BoC and PITE.

To address the above-mentioned issues the following recommendations had been put forwarded by the participants to Government for consideration:

- The government must modify the age policy governing the entire formal education cycle.
- Kaachi class may be declared as ECE class and the curriculum of RCC be adopted for learning at kaachi class. Class one curriculum may be modified in the light of the competencies already



Zubaida inaugurates ECE programme at a Ziarat school

By the Special Correspondent

Zubaida, District Education Officer, Ziarat, inaugurated the Early Childhood Education (ECE) programme at Government Primary School, Ziarat, on Tuesday.

The inauguration of the ECE programme was held in the presence of the District Education Officer, Ziarat, and the District Education Officer, Ziarat, and the District Education Officer, Ziarat.

The District Education Officer, Ziarat, said that the ECE programme was a very important step towards the development of the young children of the area. He said that the programme would help the children to develop their basic skills and prepare them for the next level of education.

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Releasing Confidence and Creativity (RCC)



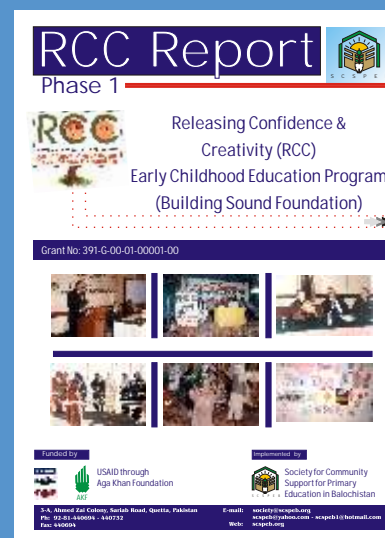
acquired by a child in ECE class and the required competencies for class one.

- In the second phase of the Program the Lead Teacher capacities should be further enhanced through trainings. Moreover, they may be motivated provided with the opportunities to enhance their professional qualifications so that at the end of the program their services could be hired by the training institutes.
- The Federal and Provincial Government must pool in resources to expand ECE environment at least to grade V with special emphasis on the capacity building of teachers, PTSMC members, Education Field Officials and District Elected Bodies.
- ECE training module must be made part of regular training of BOC, PITE and PTC training. Formal resource centre in PITE must be established to impart training to ECE teachers, maintaining documentation on resources developed and data bank.

Visitors Remarks

The number of visitors from different organizations visited RCC schools and appreciated the efforts of SCSPEB and especially teachers in creating such an extra-ordinary environment for the children. Following are their remarks that were noted down by the teams:

- It is a pleasure visiting the RCC classroom today. The difference that the teacher has made in the children is quite impressive. I would encourage the school to keep working in the effective manner that they are. The support from the community is also very appreciable. USAID is proud to be working with such a good school.
(Ms. Savera Hayyat, Program Management Specialist, USAID)
- The class teacher is taking keen interest in teaching the students. ECE class was inspected and checked the activities. Small children are taking interest in activities framed by their teacher. It is advised to keep it up.
(Director Schools, Balochistan)
- It was so nice to come here to see and listen to the active and confident children to see all nice things they have made, the beautiful garden, the creative teacher. Good luck with your future work
(Britt Marie Klang Vastergatan 19, 53152 Lidkoping, Sweden)





Quality Education Program (QEP)

Quality Education Program (QEP)

The concept of Quality Education Program (QEP) is an adaptation of Education Quality Improvement Program (EQUIP) one of the successful models of teachers training demonstrated by SCSPEB. QEP is funded under ESRA grants.

The Quality Education Program (QEP) seeks to address the prevalent problem, that the existing system of teacher capacity building has not been effective in producing an improvement in the quality of education in Balochistan. A great number of teachers are trained every year; the trainings themselves are often not need based. Moreover, the system of monitoring and support to teachers appears to lack efficiency and a systematic nature.

As a result, the main goal of the Quality Education Program is to enhance existing teacher capacity to provide quality education. The program also seeks to create an efficient system of training, monitoring and support, which is interlinked with and supports the existing government system.

The Project is implemented in Lasbela and Loralai districts of Balochistan focusing about 1100 primary school teachers 89 lead teachers and 45 Learning Coordinators.

The Project strategy is based on cluster-based approach where through mapping 44 clusters have been formed in Lasbela and 45 clusters in Loralai districts. Each cluster consists of 10-12 teachers within distance of 15 km from cluster centre. Each cluster had been placed under a lead teacher who is selected from among the cluster teachers on performance basis. The main thrust of the project sphere of activities could be broadly categorized as capacity building, resources for teaching and learning, enhancing community involvement, strengthening government system and influencing policy.

Capacity Building



Before going into the exercise of capacitating the teachers it was felt extremely necessary that training needs assessment must be carried out so that the training being imparted should not be conventional. Tools for training needs assessment of teachers were developed; pilot tested and administered in schools (male/female) of Lasbela and Loralai districts. Based on the findings of the needs assessment, training package of 7 days was developed concentrating on the areas of classroom management, lesson planning, school



Quality Education Program (QEP)

record maintenance, preparation and use of AV aids, interaction with community and teaching of Science, Math, Urdu and Social Studies.



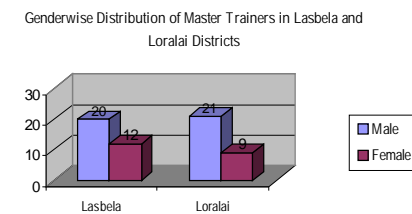
To create a reservoir of professionally developed individual at district level, 30 resource persons/master trainers in Loralai and 32 in Lasbela were selected through mutual consultation of Executive District Officer (Education) and Principal College of Elementary Education based on set criteria. (The table provides the details)

Summary of Master Trainers			
District	Male	Female	Total
Lasbela	20	12	32
Loralai	21	9	30
Total	41	21	62

Mostly the resource persons included teachers of Elementary colleges, head teachers and subject specialists. Since the master trainers had vast experience therefore, only a two days workshop was organized in which they were oriented about the objectives of training and methodology to be adopted.

522 primary teachers in Lasbela district and 522 primary teachers in Loralai were capacitated through a participatory cum activity-based method where the teacher was encouraged to reflect on his/her own thinking regarding a given theme/skill, then give a brief orientation and to rethink and come up with his learning and vision.

The following table represents the total number of primary teachers trained gender wise. The pie chart reflects the percentage of teacher's trained gender wise.



Acknowledgement

It gives me great pleasure to acknowledge with gratitude the courtesy and assistance extended by the

PRINCIPAL

Government College of Elementary Education

Loralai

in the Successful Completion of Primary School Teachers Training during the Months of May - June 2004.

He afforded every possible cooperation which helped to create a very conducive atmosphere for the teachers under training.

All the success of the training owes him to great extent.

It is a hope that the existing institutional

Courtesy and cooperation will continue in future as well

Irfan Ahmed Awan
Managing Director
SCSPEB

Quality Education Program (QEP)



Summary of Primary Teacher Trained

Districts	Male Teachers	Female Teachers	Total
Lasbela	317	205	522
Loralai	322	200	522
Total	639	405	1044

Right from the first day due emphasis was placed on evaluation of the participants with the objectives to assess the learning of each individual participant and identify the potential candidate to be selected as future lead teacher. For this purpose an evaluation sheet was placed in each training centre where at the end of the day the performance of the participants was marked.

Based on the results of the evaluation sheet 45 in Loralai and 44 lead teacher in Lasbela were selected. The role of lead teacher is to visit the schools of their respective cluster and provide support to teachers to meet their classroom problems. Moreover, the lead teachers conduct training workshops for their cluster teachers at the end of each month.

Summary of Lead Teachers

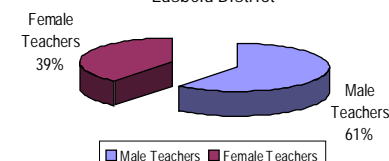
District	Male	Female	Total
Lasbela	26	18	44
Loralai	26	19	45
Total	52	37	89

Opinion of participants

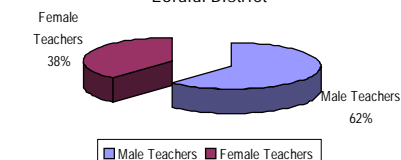
First day

- We know the competence of local Master Trainers They cannot resolve our professional problems.
- We have undergone a lot of trainings. They are purposeless activities.

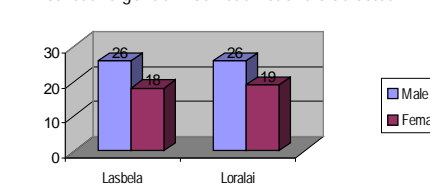
Genderwise Percentage of Teachers Trained in Lasbela District



Genderwise Percentage of Teachers Trained in Loralai District



District and genderwise Lead Teachers Selected



Quality Education Program (QEP)



- Trainings are usually based on long lectures and the teachers are not provided opportunities to enhance their competence during training.
- We have full command over the content areas therefore we will not get anything out of the training.
- It is very difficult for us to use teaching techniques in the classroom settings imparted during the training.
- Nothing productive can come out through a 7 days short training.

Last day

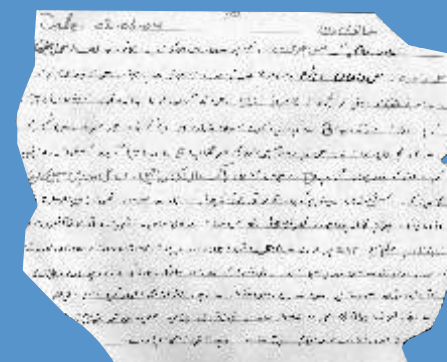
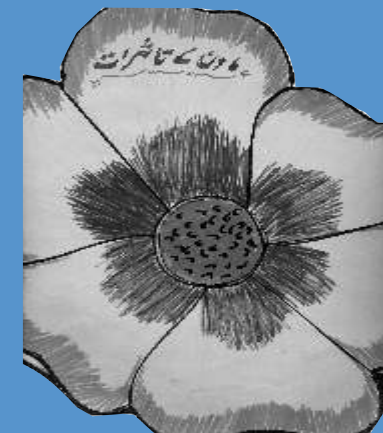


- Local master trainers were very competent and were aware of our actual teaching problems.
- The training was participatory, practical and group work presentation created confidence in us.
- Teachers were for the first time provided opportunity to prepare their own lesson plans and present them.
- We got confidence that teaching resources can be collected/prepared locally, which can be used for making teaching effective.
- We were never provided training on school record in past. This training has helped us to solve our problem of how to prepare school record.
- We were not aware of the importance of the linkages between the community and school. Through the training we have learned how to involve community to resolve school problems.
- Such type of training may be organized frequently and duration may be increased.



Resources for Teaching and Learning

Apart from the lead teacher support the program also provides other mediums of support to teachers through use of radio to provide latest development in education and responding to the queries made by the teachers regarding their professional problems.



Quality Education Program (QEP)

An agreement was signed with Radio Pakistan Loralai for the period July - December 2004. Under the agreement 26 programs of 15 minutes each will be broadcasted for teachers. So far three of the Programs have been recorded. The Radio Pakistan Loralai has extended maximum support by charging subsidized rates and broadcasting the programs in prime time. However, this activity cannot be started in Lasbela district due to the non-existence of radio station.



The Program also encourages the use of Teachers Resource Centres (TRCs) established by Bureau of Curriculum and Extension Centre. Knowing the fact that the teachers are not being fully aware of these resource centres an hour was allocated in the first phase training package on the importance, usage and development of linkages with TRCs.

Enhancing Community Involvement

The Program is committed to enhance existing community involvement in monitoring and support of the school through PTSMCs. Experience shows that teachers resist and do not encourage PTSMCs involvement in schools. To encounter this perception of teachers, PTSMCs was included as one of the topics of training contents. At the end of session the teachers were convinced and motivated that through community involvement most of the school problems could easily be resolved. The PTSMCs monitor and support school through frequent regular school visits and share findings through quarterly and annual performance reviews.

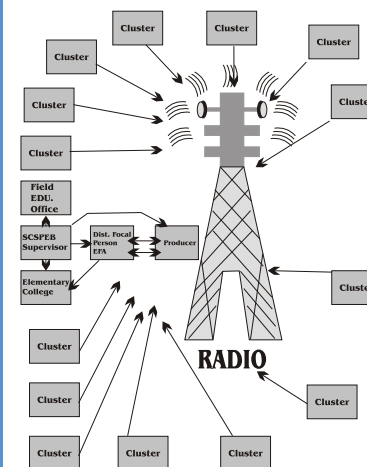


Strengthening Government System

The Program supports the government system by enhancing links between Education Field Officials and teachers by strengthening the role of learning coordinator who serves as a bridge between the two. Each cluster is being placed under a lead teacher who through classroom support and monitoring visit keep a record of the cluster



Teacher Distance Learning Mode



Quality Education Program (QEP)



Schools and provide feedback to the Learning Coordinators. Hence the introduction of the lead teacher facilitates the learning coordinator to provide regular report of the schools of which otherwise is not possible for him alone.

Moreover, the flow of information from teacher to EFO through lead teacher and LC creates the linkage between Education Field Officers and Bureau of Curriculum and Extension Centre and Elementary Colleges of Education for need based training.

Influencing Policy



The Project places emphasis on policy influence so as to sustain interventions beyond project period. It is envisaged that an effective and efficient monitoring and evaluation system would be in place at the end of the project. That is why the introduction and selection of lead teacher is done with the due consultation and notification of the Education District Officer (EDO) so as to have its recognition and acceptance as a regular part of the supervision and support system.

Moreover, the institution of Learning Coordinator (LC) is considered to be the pivotal point of the monitoring and support system therefore due consideration is placed to make it effective and efficient. The lead teacher is an effective channel of support to LC in fulfilling their roles and responsibilities.

In order to revive the institution of Learning Coordinator a Policy Workshop was organized in Loralai District on "The Importance and Role of Learning Coordinator". It was the first time that a workshop had been exclusively organized for LCs and in which all the stakeholders were encouraged to sit together to recognize their importance and provide recommendations to resolve their problems.



Quality Education Program (QEP)

The workshop proved to be very fruitful and provided very practical suggestion and recommendations (refer to box) for revitalization of the institution of Learning Coordinator. The recommendation had been forwarded to Secretary Education for consideration and necessary actions.



- The number of schools assigned to LCs should not exceed 10 and the learning coordinators should not be obligated to travel more than 15 km in the cluster.
- The LCs may be authorized to sanction 2 days casual leave to the teachers
- The officers should hold monthly meetings with LCs and take them into confidence while making the posting transfer of teachers and site selection for opening of new schools.
- The LCs may be provided transport, and paid POL and repair of motorcycle charges besides TA/DA up to Rs 3000/- PM.
- The PTSMCs should be re-activated and the LCs may be authorized to report on the functioning of PTSMCs
- All LCs beyond 50 years age may be posted as Head Teachers and position of LCs may be filled with the teachers having younger age.
- Lack of monitoring of performance creates inactivity amongst the Lcs
- Number of learning coordinators may be increased so that every block of 10-15 schools has one LC.
- Female LCs may be facilitated with transport, enabling them to visit their respective schools regularly.

ردیف	موضوع	تقریر	مقرر	تاریخ
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ردیف	موضوع	تقریر	مقرر	تاریخ
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Community Girls Middle School Project (CGMS)

Community Girls Middle School Project

The idea of Community Girls Middle Schools (CGMS) is perceived from the fact that the middle schools are not adequate in numbers to provide access to the primary passed girls and the existing government resources are not enough to fill this gap. Therefore, a need for an innovative and sustainable model was required which could provide middle education facility to the primary pass girls of the rural areas through the joint support and supervision of the Government and Community.

In April 2003 SCSPEB with the support of Development In Literacy (DIL) initiated the pilot project of Community Girls Middle Schools in three districts (Mastung, Pishin and Ziarat) of Balochistan through the establishment/initiation of 10 Community Girls Middle Schools. The schools were started in the existing government primary schools where separate classrooms were provided for the middle classes through the support of the community and government. Each of the middle school not only serves the particular village in which it had been established but at the same time also addresses the needs of the primary pass girls of 3 to 5 feeding schools of nearly 30 to 50 villages. Before the establishment of the schools an intense activity of cluster identification was done. In this context 60 clusters were identified in four districts (Pishin, Mastung, Ziarat and Quetta) out of which only 10 clusters were found to be potential and selected for school establishment. Quetta district had also been approached but did not matured due to several reasons dropped because the identified clusters were not fulfilling the set criteria.

The below mentioned heading broadly categorize the sphere of the Project activities and achievements during the reporting period:

Establishing and Strengthening Community Participation



Community participation is the essence of the whole process of school opening. Therefore, before processing school Education Council (EC) of each school had been formed. The Education Council consists of five to seven members. The formation of Education Council is basically a three-step process. The process initiates with the formation of Village Education Committee (VEC) of each of the feeding and feeder schools in a general community meeting. The VEC includes five to seven members. The VEC along with the schoolteacher form the Parent Teacher School Management Committee (PTSMC). The PTSMC consists of two parents (selected from the VEC) and the teacher of the school as its member. The PTSMCs of all the feeding and feeder schools of the cluster form Education Council for the Middle

Case Study

Mahjabeen is an 18 years old girl who lives in a village called Neeli in District Pishin. Six years ago she passed sixth grade from Government Girls High School Bostan (Pishin), which was at a distance of 7 km from her home. But unfortunately she was withdrawn from school as it was not possible for her parents to send a grown up to a school, which was very far from their house. Mahjabeen always wished and had a faith that she would get an opportunity to continue her education.

The establishment of Community Girls Middle Munzaki Bostan (four miles away from Neeli) turned Mahjabeen wish into reality and now she had an opportunity to continue her education but when she told her father that she wanted to go to school, he (her father) bluntly refused. SCSPEB teams approached her father and tried to convince him to send his daughter to school but he was not at all ready to send her to school.

Mahjabeen had the idea that if the other four girls in her neighbourhood join school then might be her father allow her to go to school. She persuaded the other girls to convince their parents to allow them to join school. When Mahjabeen told her father that other girls of the village had got the permission to join school her father allowed her to go to school.

Community Girls Middle School Project



School through an electoral process in which one parent from each of the PTSMCs becomes its members.

The Education Council with the mutual consultation of the Education Committee selects the site (an existing primary school) for opening school. Moreover, the Education council also plays an active role in the process of teacher selection, particularly to ensure transparency of the process during conduction of the test and verification of documents.

Once the school had been processed the Education Council (EC) takes over the responsibility of its effective functioning. In this regard the bank account of the school is opened in which teachers salary and other funds generated by the community for the school are deposited. The EC members verifying teacher attendance and manage the payment of teachers salary and maintain the record of the funds utilized.



In order to perform their role in effective manner training for the Education Council members were organized. The main objectives of the training were coordination development among teachers, Education Council and community so that financial matters, school administration, standard of education and participation of parents regarding schools can be judged.

It was a challenging task to convince the communities to send adult girls to school. Therefore, a strong and continuous mobilization campaign through the EC launched to motivate the parents to send their daughters to school and to extend support to teacher and school. As a result of the mobilization campaign so far 233 girls had been enrolled and a continuous increase in enrolment had been observed (refer to the table)



Mahjabeen along with the other four girls joined CGMS Munzaki. In the beginning Mahjabeen's father insisted a lot that she should be enrolled in class seventh other wise he won't allow her to school. Mahjabeen knew that if she gets enrolled in class seventh then the parents of other girls might not let them to school. So she convinced her father that it would be better for her to repeat class sixth along with her fellows. After being enrolled she along with her fellows started attending school regularly. The only problem they faced was that the way to school was not safe, as they had to cross through stream and cave to reach school. After few months she and her fellows motivated their parents to arrange a conveyance for them. Considering the level of interest of these young girls their parents agreed to pay Rs. 200 per month per student for the vehicle to drop them to school.

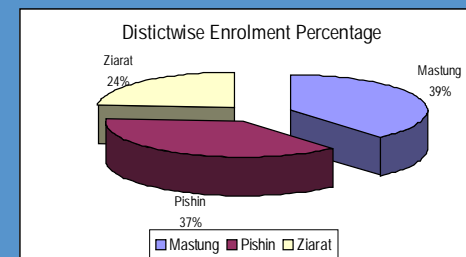
Another thing which further enhanced Mahjabeen's interest in studies is that schoolteacher Ms. Nargis Habib was her class fellow when she used to study in Government Girls High School Bostan. She (Nargis) completed her Matriculation and got the opportunity to be appointed as teacher in Community Girls Middle School Munzaki. Now Mahjabeen also thinks that like Nargis one day she would also become a teacher.

Community Girls Middle School Project



School wise Enrolment Status			
S.#	District	Schools	Enrolment
1.	Mastung	CGMS Karaiz Noor Muhammad	38
2.		CGMS Ghunja Doori	26
3.		CGMS Kurasani	23
4.	Pishin	CGMS Manzaki Bostan	21
5.		CGMS Lumran	15
6.		CGMS Hecakalzai	35
7.		CGMS Kach Rode Malazai	13
8.	Ziarat	CGMS Sharah Kawas	21
9.		CGMS Ahmadoon	15
10.		CGMS Werchoom	18
Total			225

The communities had also become very receptive in promoting the school. Moreover, contributions had been made in cash as well as in kind in shape of provision of space and rooms for middle school and through provision of some reading writing materials.



Capacity Building



As newly appointed local teachers had not been exposed to teaching and had no certified trainings therefore it became imperative that a strong training package focusing on content areas, teaching methodologies, record keeping and classroom management should be designed for the teachers. Therefore, as soon as after being appointed as teacher an initial intense residential training of seven to ten days training was imparted. After this initial training continuous classroom support was provided to the teachers and further training needs were assessed. Based on the need assessment another training package of ten days was developed. The training was residential and focused about 20 teachers. The master trainer pays continuous visits to schools and provides classroom support and refresher training to teachers and helps them to resolve problems encountered in teaching or school management.

The follow up of the trainings revealed that the teachers had become quite confident in managing the schools. The teachers had prepared the timetables and teach accordingly five hour a day. Moreover, they have also maintained the attendance record and stock register and update them regularly.

SCSPEB, SWYO launch Dil Middle Project in Dilsora

QUETTA (City Desk) The Tehsil Government, Karachi would extend full support to the local organizations for provision of basic facilities to the people of area.

This was stated by the Naib Nazim, Tehsil Karachi, Sajid Hader, Peshawar, while addressing a function arranged by the Social Welfare Youth Organisation (SWYO), Quetta District, under 'Dil Middle Education Project' being implemented by the Society for Democratic Support for Primary Education in Balochistan (SDSPEB).

The project is being launched at the existing Girls Primary School, in the area with 6th class and one of the two wings of middle standard would be completed within the next two years, he added.

The members of SDSPEB and SWYO along with the elite of the area community seated in honorarium Council with Abdul Malik, Abdullah Shah Tahir, Habibullah, Mohammad Tahir and Malik Nazimuddin Sumra as its members.

The President, SWYO, Asimullah Shah Tahir paying the efforts of SDSPEB said that the Society is rendering services for promoting all primary education all over Balochistan. It has more than 2000 members Balochistan with community participation.

For particulars he cited the services of Mr. Iqbal Khan, Managing Director, SDSPEB, Shikhar Ahmed, Board of Foreman Member, SDSPEB, Mohammad Asim, President, Seed Kanashid, M. Aul and Tanvir Ahmad.

Others who spoke on the occasion included Qazi Khan Fakir, Abdul Hameed Fakir, Habibullah and Malik Fakirullah.

Community Girls Middle School Project

Provision of Teaching and Learning Resources



In order to provide conducive educational environment teaching and learning resources were provided to the focused schools. The material included teachers table, chair, cupboard, blackboard and tals. Apart from this reading and writing material i.e. course books, notebooks, school bags, geometry boxes and pencils etc were distributed among students to encourage them to attend schools.



The teachers were capacitated to keep stock record. The teachers had maintained in this regard stock registers and whenever material is distributed the record of each item is entered in the register.

Attendance registers had also been provided to schools and the teachers were instructed how to maintain the register. Moreover, file covers and file board has been provided and the teacher were told how to use these file covers for keeping certificates, letters and mail etc.

Coordination with District Government and Education Officials



For the effective functioning of the school and its sustainability it is imperative to develop a strong coordination with the District Education Department. Therefore the EDOs and DOEs are continuously involved in the process. The EFOs played a key role in selection and testing process of teachers. Moreover, from time-to-time meetings are conducted with District Nazims and EFOs to share the school situation, current progress and future plans so as to seek their support.

It has been observed that the EFOs had been very supportive and extends their utmost support to school and teachers. The EFOs pay monitoring visits to the schools and assess the teachers and students performances. Apart from this the DOEs had supported the EC members in bank account opening and had issued letter to the bank managers for the same.



Cluster Profile

Location: _____ District: _____

Name of Cluster: _____

Name of EFO: _____

Name of DO: _____

Name of Nazim: _____

Name of Teacher: _____

Name of Student: _____

Name of School: _____

Name of Village: _____

Name of Block: _____

Name of District: _____

Name of State: _____

Name of Country: _____

No.	Name	Age	Sex	Religion	Marital Status	Education	Occupation	Income	Assets	Liabilities	Notes
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Student Portfolio

Personal Information

Name: _____

Age: _____

Sex: _____

Religion: _____

Marital Status: _____

Education: _____

Occupation: _____

Income: _____

Assets: _____

Liabilities: _____

Notes: _____

Signature: _____

Date: _____



Water and Environment Sanitation (WES)

Water and Environment Sanitation (WES)

SCSPEB has intervened in the environment and sanitation sector some six years back under the Primary Environmental Care in Girls Primary Schools (PECGPS) Project. It focused on school sanitation, provision of safe sources of drinking water to the schools and communities as well as sanitation facilities in districts Lasbela, Khuzdar, Zhob, Loralai, Musakhail and Sibi. After that another component of the same project, Sanitation Acceleration was started in district Zhob.

The new component of the project under the name of WES Tehsil Package in five union councils in district Pishin and six union councils in district Khuzdar was initiated in the year 2002 and continued till the end of the year 2003. The project designed with a multi-sectoral approach for the promotion of water, environment and sanitation activities.

However, from January 2004 the project was renamed as School and Community WES focussing schools and communities in district Khuzdar. The main thrust of the project is to develop a self-help approach through the collaboration of communities, donors and government line departments. Therefore, the strategy devised for the project is to advocate and mobilize communities towards sanitation and hygiene practices. Provision of services how to them to improve environmental conditions and ultimately capacitate them to sustain and rehabilitate the available services.

The following head consolidate the interventions and achievements undertaken:

Sensitization and Social Mobilization



Sensitization and orientation seminars were held at district and tehsil levels in which the elected representatives, councilors, Nazims, Naib Nazims, line department officials; CBO members, spark and media representatives were oriented on the approach of the Project. The data collected under the baseline survey was shared with the stakeholders. The facts and figures of their union councils and villages were put in front. The efficiencies and deficiencies of the union councils were shared with the view to consider them during their next budget planning. The facilities of the area and basic necessities of the region were also discussed with participants.



Water Environment & SANITATION



Water and Environment Sanitation (WES)



Sanitation weeks were organized in which activities were held at school, community and government levels. The weeks were observed with the objectives to mobilize people for promotion of sanitation. In this context employees of B&R and Municipal Corporation of both districts were involved including the trade unions, tajar union of the cities. Nazim, naib nazims of the tehsils and UC nazims actively participated in the activities during the week. The TMOs, TOs, DOs and supervisors of municipal committee were key actors in the promotion of practical movement. The print media through greater coverage in the newspapers and magazines further promoted the activities undertaken during the sanitation weeks.



Walks and meetings were organized in which apart from the local communities members district elected bodies and government official were also involved. The tractors collected the garbage and dumped it out side of the towns.

The outcomes of the sanitation week were very encouraging. The Nazims, Govt officials and the people showed great interest. The houses, shops and public places were given attention and all were cleaned with the pledge that healthy atmosphere would always be maintained for the health of the residents of the focused areas.



School competitions were held in which students through tableau, role-plays, speeches, mushaira and debates focused on importance of health and hygiene. The principals, head teachers, teachers and PTSMC members took part in the function held at school level.

Child clubs were formed in 40 schools with the objectives to sustain the process of hygiene at school and village level and raise funds for sanitation at school level. Child clubs have imparted knowledge for healthy atmosphere regarding cleanliness, use of pure drinking water and use of latrines. Reactivation and formation of PTSMC/VECs were also done to involve these communal groups for the promotion of



Water and Environment Sanitation (WES)



sanitation and raise funds for the provision of WES facilities at school and village level.

Seminars on proper water usage were organized in the activity areas in which female councilors; local NGOs, CBOs, farmers, agriculture, irrigation and other departments participated actively

Capacity Building



Under capacity building various training were imparted to stakeholders considering their role and place in community. Focus Local Area Approach for Hygiene Education (FLAAHE) trainings were imparted to male and female members with the objectives to solve the problems of the lack of facilities of water and sanitation at local level, uplift the socio economic conditions of the people by providing them the proper support of health education and prevention and to change people behavior positively. A total of 2904 males and 4271 females were capacitated through 80 trainings. The trainings have developed a sense of awareness among the masses which could be observed from the fact that people had become conscious about the cleanliness of their surrounding and give preference to the construction of latrines in their homes and schools.



To ensure the availability of mason at local level for the construction of latrine and operation of handpumps 62 people in the targeted UCs were capacitated in masonry through practical demonstration by constructing PLFL and VIP latrines. Moreover, the community sparks; teachers and students were also provided Handpump Caretaker (HPCT) trainings for the effective use, operation and maintenance of hand pumps.



To promote self-help approach for hygiene and environmental hazards prevention 60 teachers in Pishin and 71 teachers in Khuzdar were trained on basic health and hygiene education and its



Water and Environment Sanitation (WES)



Promotion through Child-To-Child (CTC) Approach. The trained teachers successfully applied the imparted knowledge at school and community level for maintaining cleanliness. As a result the students were observed neat and clean and latrines of schools became functional.

Students particularly the members of already formed child clubs (20 child clubs were formed in Pishin and 20 in Khuzdar District) were given trainings on health and hygiene and were oriented about precautionary measures for health care (refer to table). As a result the children have learned a lot about hygienic practices, prevention against diseases. Now they are conversant about the use of latrines and are very cautious about their personal hygiene.

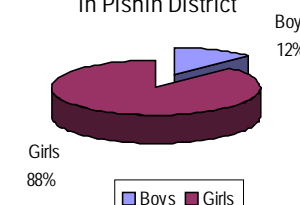


Summary of students capacitated			
District	Boys	Girls	Total
Pishin	63	445	508
Khuzdar	793	980	1773
Total	856	1425	2281

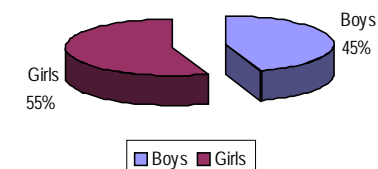
In order to involve the elected representatives in the promotion and provision of basic needs and facilities to the community/especially regarding water and sanitation the nazims and councilors of the focused UCs were provided trainings on Participatory Rural Approach (PRA) with the consideration that they would be able to identify the needs and priorities of the population and plan the matter on actual basis with proper follow ups. In this regard total 120 elected representatives in Pishin and Khuzdar districts were capacitated through six trainings.



Genderwise percentage of students capacitated in Pishin District



Genderwise percentage of students capacitated in Khuzdar District



Water and Environment Sanitation (WES)

Service Delivery



The service delivery component of the project is based on new installations and rehabilitations of existing ones. In this regard 28 hand pumps were installed in Khuzdar districts and 12 handpumps were rehabilitated. 38 schools latrines in Khuzdar and 125 in Pishin were identified to be non-functional and need to be rehabilitated. Material for rehabilitation was provided and as a result 30 school latrines in Khuzdar and 110 in Pishin Districts were made functional.



Apart from the above provisions schools, which had severe water shortage, were provided with water tanks and were linked with the nearby water supply so as to provide safe and clean drinking water to teacher and students. 15 water tanks were installed in Khuzdar and 18 in Pishin districts were installed with the support of the PTSMC members.

For promotion of a clean environment dustbins had been installed in schools, streets and public places and people were motivated to make best use of them in order to keep the surroundings clean.



Water and Environment Sanitation (WES)

Monitoring and Assessment



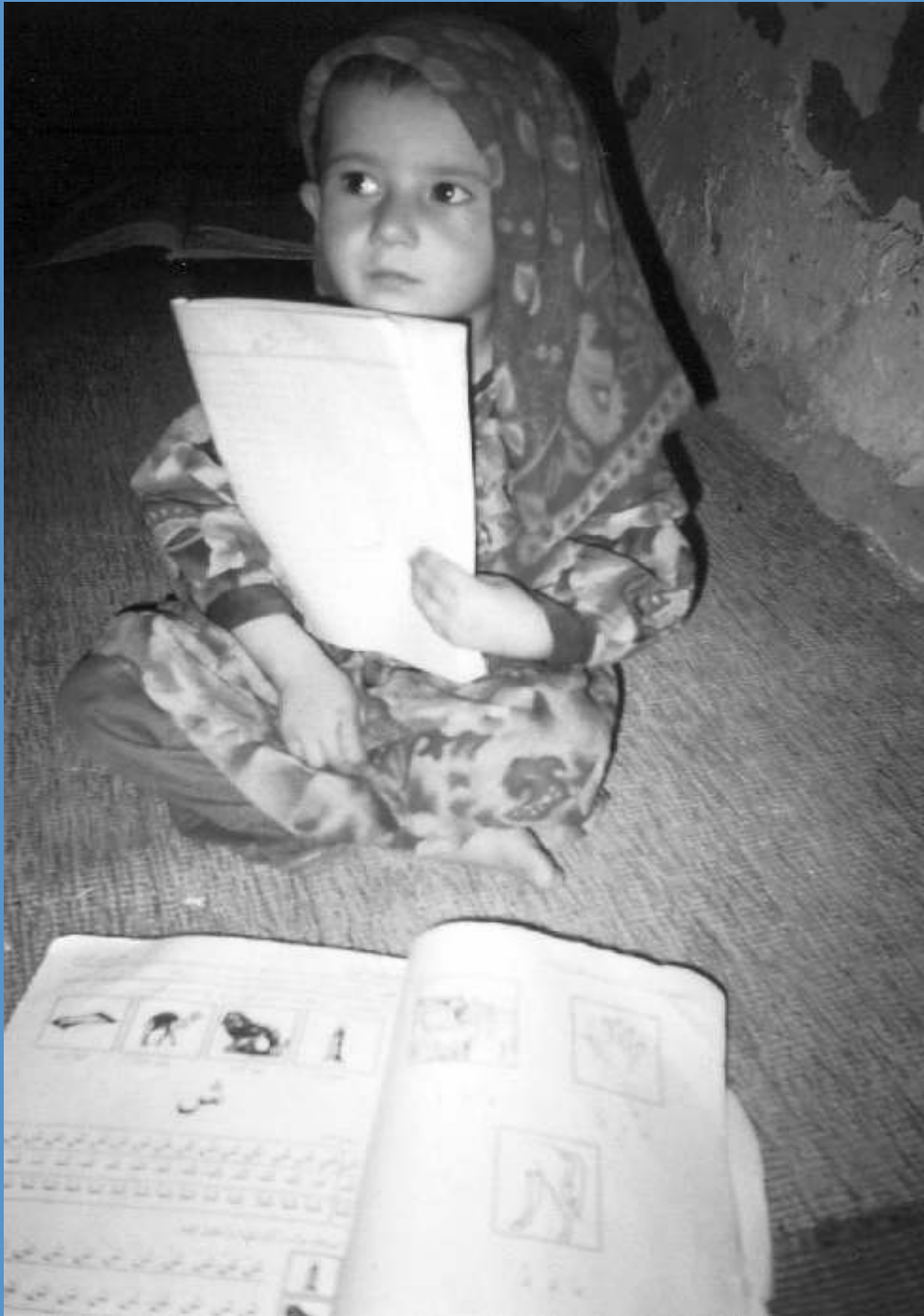
Monitoring and assessment had been placed at high priorities and given due consideration in the project strategy. Initially a baseline survey conducted so as to know the existing situation of water and sanitation in the targeted areas and provide information to stakeholders to seek their support for promotion of sanitation.

Stakeholders to seek their support for promotion of sanitation. Management Information System had been developed and analysis had been disseminated among the elected representatives for consideration in their planning.

A continuous assessment of the effects of intervention is made. The assessment results had revealed that as result of the provision of water and latrines facilities an increase in enrollment had been observed. The training imparted to teachers and students on health and hygiene had brought about an immense change in them and had made them conscious about their personal hygiene and cleanliness of their surroundings.

Moreover, local resources had been capacitated to monitor and take care of the installations and rehabilitate when required. The provision of clean and safe drinking water and better sanitation facilities had reduced the chances of affected with the common diseases.





Afghan Refugees Education Project (AREP)

Afghan Refugees Education Project (AREP)

Due to social and political unrest, war and tribal conflicts that occurred in Afghanistan over the last two decades, a significant number of Afghans have crossed the border and settled in Pakistan as refugees. After the September 11, 2001 incident and the subsequent bombardment of Afghanistan, a substantial number of new caseloads crossed the border and settled in new camps, namely Mohammed Khail, Roghani, Landi Karez, and Dara.

Afghan Refugees Education Project started in 2002 with the assistance of UNICEF in new camps. Society for Community Support for Primary Education in Balochistan (SCSPEB) was selected as an implementing partner for AREP; later on financial assistance was taken over by UNHCR in 2003. The Project is being implemented in all the new camps namely Mohammad Khail/Latif Abad, Landi Karez, Roghani, Dara I and Dara II and one old camp namely Muslim Bagh Camp of Balochistan.

Previously Save the Children managed the Muslim Bagh Camp. Therefore, before taking over of the camp feasibility study was conducted by SCSPEB teams to explore the possibilities of taking over and the working mechanism of schools management of Save the Children. In this regard a team visited all the RVs and HBGS of Muslims Bagh camps and explored the working mechanisms of the Save the Children. Team also inspected the assessment procedure of schools and conducted formal meetings with teachers, community elders and Parent Teacher Associations (male and females).

The interventions under the project had been broadly categorized under the following heads:

Community Participation



The establishment of camp schools and motivating the parents to enrol their children to school seemed a difficult task particularly regarding circumstances under which the refugees surviving. In order to make educational interventions successful it became imperative to involve the communities in the process so as to seek their support. To ensure community participation in camp schools Education Groups (EG) have been formed for each school. Thus a total of 57 Female and 59 Male EGs had been formed. The role of these groups to facilitate in the process of school establishment, motivate parents to send their children to school (particularly the girls), resolve school problems, ensure teachers and students attendance.

Afghan Refugee Project



Afghan Refugees Education Project (AREP)



As a result of the active involvement of the Education Groups 12,358 children have been enrolled in 69 schools of Chaman, M.Khail & Latif Abad and Muslim Bagh Camps. Where girls constitute 4,168 and boys constitute 8,190 of the total enrollment. In terms of percentage girls participation rate is 33 % and boys participation rate is 67% (the table provides the details of camp wise enrolment).

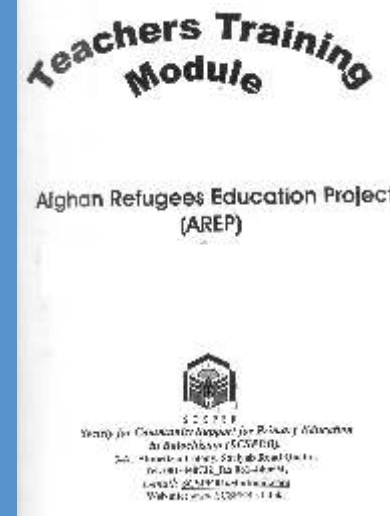
Camp-wise Enrolment Status

Camp Name	Girls	Boys	Total
Roghani	371	1068	1439
Dara II	505	1250	1755
Dara I	381	1142	1523
Landi Karez	469	1398	1867
M.Khail/Latif Abad	1579	2790	4369
Muslim Bagh	495	909	1404
Total	3800	8557	12358

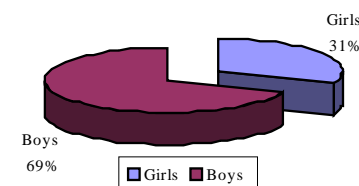
(As of June 30th 2004)

All the schools of Chaman and Mohammad Khail Camps are till grade III while in Muslim Bagh camp grade 4 and onwards classes are being taught. Moreover, all the schools had been working in two shifts.

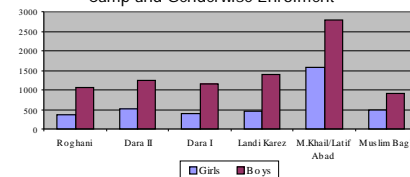
In order to ensure the effective functioning of the schools EG members conduct period schools visits to assess school performance and identify problems. Accordingly the EG members conduct need based meetings with AREP field teams and share their finding regarding new students registration, enrolment, retention, drop out, Parents participation, students and teachers assessments and availability of material. During the meetings the EG members along with the field teams discuss and resolve problems through the support of elders and other community members.



Gender wise Enrolment in Camp Schools



Camp and Genderwise Enrolment



Afghan Refugees Education Project (AREP)

Capacity Building



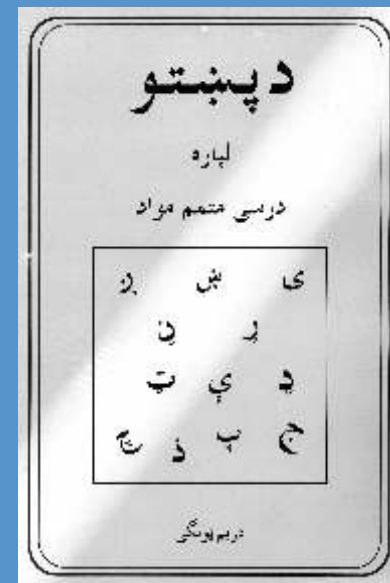
The capacity building component of the Project focussed the Education Groups members as well as the teachers. Trainings were organized to strengthen them so that they could effectively fulfil their responsibilities. The master trainer teams of AREP provided these trainings in Pashto and Dari languages.

Three-phase training was provided to EG members. Considering the traditional norms separate trainings were organized for male and female members. The training package focussed on how to conduct school visits, assess students and teachers attendance and performance, motivate and enhance parent's involvement, resolve school problems and contribute in the promotion of education.



In order to improve the teaching skills of the teachers to create a child friendly environment in schools and impart quality education cluster based trainings were organized. The trainings sessions were bilingual (Pashto as well as in Dari) with a participatory approach focussing on group work and practical demonstration.

The master trainer teams of AREP imparted these training through a need based developed training package. The contents of the training package included child friendly schooling, pedagogical skills, curriculum knowledge, lesson planning, classroom management, record keeping, joyful learning, child assessment and Afghan Basic Competence (ABC). The table provides the details of the trainings camp as well as gender wise (refer to table).



(Pashto Text Book for Class 3)



(Page of Pashto Text Book for Class 3)

Afghan Refugees Education Project (AREP)



Camp Name	Male	Female	Total
Roghani	16	Nil	16
Dara II	16	Nil	16
Dara I	13	2	15
Landi Karez	16	Nil	16
M.Khail & Latif Abad	47	2	49
Muslim Bagh	24	11	35
Total	132	15	147

Apart from these trainings the AREP master trainer teams conducted frequent follow up visits of the schools and provided classroom support to the teachers. Moreover, the teams also held frequent combined and periodic meetings with teachers to discuss and resolve school performance and problems.

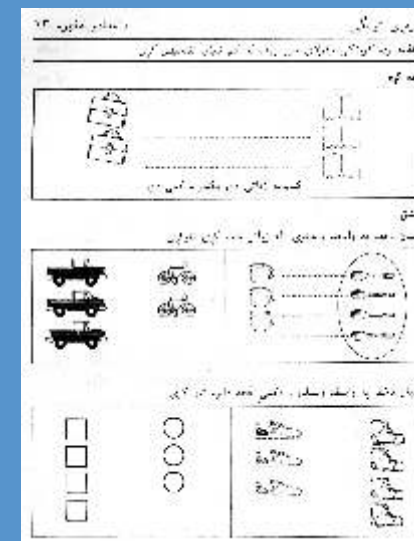
Provision of Teaching, Learning and other Materials



Considering the socio-economic conditions of the refugee's provision of schooling and other material to the children was felt extremely important to ensure their participation in schools. In this regard the material distributed had been categorized as study material and no-food material. The study material included books, copies, rubber, sharpeners, pencils, slates, slatees, crayon Sticks, charts, permanent markers and school kits. Whereas the non-food material included shoes, footballs, balls, shawls, baby suits, kitchen sets and school uniforms. The AREP field teams along with the active participation of the EG members distributed the material in all schools. The objectives of involving the EG members in the distribution process was to ensure their participation as a representative of school and transparency of the process. The following table provides the details of the major school supply, reading and writing material items distributed in camps during the year 2003 200



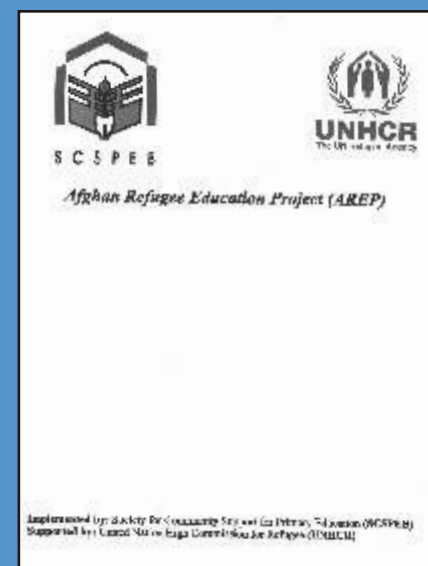
(Mathematic Text Book for Class 1)



(Page of Mathematic Text Book for Class 1)

Afghan Refugees Education Project (AREP)

Material	Distributed in M. Khail	Distributed in M. Bagh	Distributed in Chaman	Total
School Supply Material				
Black Board	25		33	58
Mat Sheet	151			151
Attend. Books	108	60	61	229
Visit Book	49	12	18	79
Stock Register	49	12	8	69
Students Register	73	12	26	111
Reading and Writing Material				
Pashtu Books	12040	1255	17510	30805
Dari Books	6966			6966
Slate	4979	551	8164	13694
Slaty	31300	164	30100	61564
Note book	43622	11755	60002	115379
Pencil	59919	2872	43457	106248
Rubber	22391	1306	24880	48577
Sharpners	25069	2864	28240	56173
Urdu Books		118		118
English		168		168
Separay		535		535



(Student Copy)

Afghan Refugees Education Project (AREP)

Monitoring and Assessment



Monitoring and assessment had been given due consideration so as to ensure effective functioning of schools and provision of quality education. In this regard monitoring and assessment of the teachers as well as students had been conducted periodically through the Education Groups and AREP field teams.

The Education Groups and parents conduct school visits and hold meetings with the teachers regarding the students attendance, performance and other school related problems. The EG members try their best to resolve school problems on their own. Moreover, the EG members also hold meetings with field teams and share matters regarding material distribution, students/teachers attendance, parents participation, students enrolment and seek their support in resolving problems.



Apart from the EG members the field teams also conduct school visits and hold meetings with teachers so as to assess attendance, registration, drop out and performance of students. Moreover, the teams also assess teacher capacity regarding teaching skills, classroom management and school administration and provide required support.

Coordination Development



In order to have an integrated approach a strong coordination was developed with all the stakeholders/partners working in the camps. In this regard coordination meetings were held which were categorized as Sectoral Committee meetings, NGOs meetings, camp and provincial level coordination meetings.

[illegible]

Afghan Refugees Education Project (AREP)



The Sectoral Committee formed in each camp consisted of the membership of elders, EG members & teachers. The committee work in collaboration with the field teams to carry out educational activities and resolve school related problems. The teams conducted 36 Sectoral Committee meetings in Chaman and Mohammad Khail & Latif Abad camp. During these meetings, team presented an overview of the project, its aims and objectives, targets, achievements, material distributed, training of EGs / FEGs and their function at camp level. Moreover, plans were also shared and discussions were held on school related problems with the members of Sectoral Committee and possible solutions were expedited.

In addition to the sectoral meetings, NGOs meetings at camp and provincial level were also held with the objectives to share the progress and difficulties in the implementation of the project.

(School Assessment Form - REF.)

Name _____

Date _____

Page No. _____

Q.No.	Ans.	Q.No.	Ans.
1		6	
2		7	
3		8	
4		9	
5		10	
6		11	
7		12	
8		13	
9		14	
10		15	
11		16	
12		17	
13		18	
14		19	
15		20	

Total Marks _____

Score _____

[illegible]



An overarching view of SCSPEB

An overarching view of SCSPEB

The organizational structure of SCSPEB is such that apart from projects being implemented there are different sections, which provide continuous support to programs and are keenly involved in exploiting new opportunities for developing and strengthening organizational resources and its linkages with the stakeholders. The sections are named as Information, Documentation and Research, Monitoring and Evaluation and Human Resource Section. Therefore, in addition to the project activities being undertaken organizations other activities are broadly categorized under the following heads:

SCSPEB Resource Pool

The models being implemented by the Organization covers a diverse range of programs catering the needs of different stakeholders. For the effective implementation of these programs it is equally important that technical expertise of the required quality must be available. Therefore, considering the need of the program and to prove it self to be one of the leading organizations in the field of education in Balochistan a rich resource pool of master trainers had been developed and continuous efforts are made to further strengthen and equip them with the latest techniques. The expertise of the resource pool are categorized under the following heads:

Early Childhood Education/Development

As the organization has intervened in the field of ECE therefore it became imperative to have a team that could effectively transform the learning at grassroots level. In this context a strong team of ECE facilitators and master trainers exist which had been provided several trainings on concepts and teaching techniques of ECE and ECD. These trainings had been acquired through several institutions such as Teachers Resource Centres (TRC) Karachi and Aga Khan University Human Development Program (HDP). As a result of these trainings the organization has expertise, rich literature and modules to provide all sort of technical support in the relevant field.

Classroom Management, Teaching skills and mentoring techniques

To ensure quality education teachers training is an essential component of most of our projects. Therefore, in order to strengthening the teachers trainer teams trainings on classroom management, teaching skills and mentoring techniques organized to equip the teams with the latest know how. Apart from the trainings conducted at office level the teams had also been provided with the opportunity to acquire trainings from other institutes.



An overarching view of SCSPEB

Development of teaching and learning resources

As it is an age of learner centred teaching therefore, Audio Visual (AV) Aids occupies a significant place in today's teaching. Considering the importance of these resources the master trainer had also been acquainted with the skills how to develop learning material from local resources. To trickle down the skills to the beneficiaries, material development had always been remained on the portfolio of trainings. The material developed by the trainees during the training sessions had be preserved and made part of SCSPEB Resource Centre.

Community participation

The strength and sustainability of project depends on community participation. Therefore, community participation has always remained as one of the thrust areas of each project. No doubt SCSPEB has rich experience in community participation but seeking and enhancing the capacities of communities towards new models needs more training. In this regard from time to time training workshops are organized in which reflections on the training imparted to community members are made and improvements in existing modules and new modules developed accordingly.

Environment, Sanitation and health & hygiene Education

SCSPEB has also addressed the environmental and sanitation conditions of the schools and communities. In this regard expertise has been developed to provide environment, sanitation and health and hygiene education to community members and students. Various training modules and kits had been developed and stakeholders at grassroots level had been capacitated on them.

Afghan Refugees Education

Moving a step ahead SCSPEB has also developed its expertise in the field of refugees education. In this regard SCSPEB master trainers team possesses expertises in the Afghan Curriculum, which is continuously being involved in capacitating refugees teachers with teaching techniques in Pashto and Dari Languages. Moreover, the skills of the master trainers not only confined to capacitating teachers but have also been extended to mobilize and organize refugee's communities to ensure their participation in educational activities.



An overarching view of SCSPEB

Studies and Surveys

Fellowship Program sustainability study

The Fellowship Program was initiated by SCSPEB in 1994 in urban and rural areas of Balochistan. The program was based on building community's capacity, so after three years of funding, community will be self reliant and skillful to carry on the activities of schools and will independently operate them. Therefore, the major purpose of the research was to discover the fate of the Urban Fellowship Schools and to observe if the program sustained after the support of BEF being withdrawn from these schools.

RCC Project Evaluative Study

Considering the completion of the first phase of Releasing Confidence and Creativity Project and the subsequent extension of the Project for following two years an evaluative/summative study was undertaken in order to assess and evaluate the effectiveness of the interventions undertaken and highlight the learning and gap areas. The study was conducted through a third party but the Documentation and Research Section extended its maximum support in the study. The study had been compiled and its findings had been shared with all RCC partners.

Adult Literacy Survey

Adult literacy survey was conducted under the ESRA Literacy component. The objectives of the survey were to collect information regarding the population dynamics and the literacy status. The survey was conducted in two districts i.e. Killa Saifullah and Chaghi.

Adolescent Health Life Skills (AHLS) Survey

SCSPEB in collaboration with World Population Foundation (WPF) conducted a need assessment survey to assess the Adolescent Health Life Skills of school going youths (AHLS). The survey was based on focus group discussions to take the views of teachers and students on the need for LS with the objectives to develop a manual, which could be taught in schools as well as the feasibility of its use by the teachers.



Report

Adolescent Health Life Skills (AHLS) Survey

(Mustung and Pishin Districts)

S.A. Ahmed Zai Colony, Sarhad Road, Quetta, Pakistan
 Tel: 031-444000 - 444752
 Fax: 444000
 E-mail: society@scspeb.org
 society@scspeb.com - scspeb@bnet.com
 Web: scspeb.org

An overarching view of SCSPEB

SCSPEB Update and Brochures

SCSPEB Update

SCSPEB Update is a regular quarterly publication providing insights about the organization's progress and performance during the quarter. The essential features of each issue includes details about one of the SCSPEB Projects being implemented, summary of quarterly performance of all projects, SCSPEB news and policy seminars/ papers etc. The Update is circulated almost among all the stakeholders with the view to keep them in touch with the progress of the Organization.

Brochures

Brochures are an effective means of introducing a project/program. Considering the significance of brochures apart from SCSPEB own brochures separate brochures of each project had been designed. The Brochures provides details regarding the basis of the project, its objectives, conceptual model and the expected outcomes.

Case studies

Case studies are of great value in assessing the strengths and weaknesses of the project. Therefore special emphasis had been placed on the collection and compilation of case studies. The objectives of documenting and publishing these studies are to create mass awareness among the stakeholders and disseminate learnings. The project teams as well as the schoolteachers are encouraged to document case studies pertaining to their schools and communities.

Apart from the documentation of the case studies by the teams and teachers the Documentation and Research Section has also collected case studies by acquiring the services of consultant. The collected case studies had been compiled in a publication and disseminated among the partners. Moreover, the section is also working to have a regular publication of case studies under various projects being implemented on bi-annual basis.

At present the case studies are given coverage in quarterly SCSPEB Update but to make it a separate and exclusive feature with wider circulation efforts are underway.



An overarching view of SCSPEB

Material/Manuals and Modules

Being a capacity building Organization much emphasis is placed on the development of training materials. In this regard one of the important areas on the portfolio of the Documentation and Research Section is the development, compilation and refinement of modules and manuals. Following heads define the material developed during the reporting period:

Participatory Monitoring

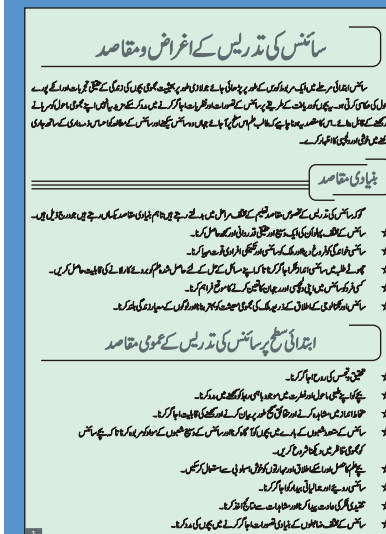
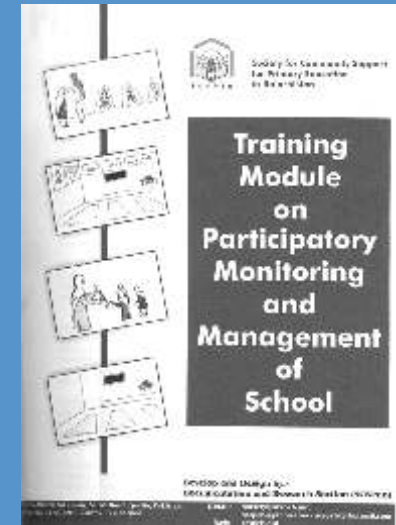
The W/VEC/PTSMCs had been empowered to monitor the school activities and extend support in resolving problems at local level. The Participatory Monitoring module suggests a pictorial monitoring and reporting technique through which the committees can prepare his/her record of observations. The model focuses on monitoring of teachers and student's attendance, cleanliness conditions of school and students, discipline, presence and conditions of physical conditions of schools.

Subject Content Areas

Often it has been observed that teachers face difficulty to teach the content of social studies, mathematics and science through activity based learning. Considering this weakness of the teachers and based on practical experiences modules had been developed of the mentioned subjects, which provide guidance to the teachers how to teach concepts through activities.

Internships Program

Apart from the internal resource pool development SCSPEB has also taken the initiative of contributing in the development of the national and international resource pool. The driving force for designing internship program is based on two main factors. Firstly, the graduates passing from our universities (particularly social sector) have very few opportunities where they can apply their learned concepts into practice. Through the internships the fresh graduates along with academic qualification would also have some work experience as well. Secondly some students from International Universities showed their keen interest to get associated with Organization for their research work. SCSPEB has initiated its internship program for both national and international students. In this context an intern from Carleton University, Canada had been fully supported by the Organization in the conduction of a research study.



An overarching view of SCSPEB

Up-gradation of LAN Environment

SCSPEB though already had been working in LAN environment but it used to be DOS based. In the reporting year the LAN has been enhanced and switched to Windows environment.

SCSPEB Website and Registration on Domain

SCSPEB has uploaded its website for an easy access to its history, objectives, programs implemented, awards received and achievements etc. It provides all necessary information in brief to have an overview of SCSPEB efforts in the field of education. Moreover, the Organization has also registered its domain for easy and efficient correspondence and is continuously updated on quarterly basis.

Database Developed

Database development has been a regular feature of SCSPEB's activities to record its projects' as well as administrative activities. In this continuation Information Section developed need base questionnaires/forms and Softwares to record the activities and provide support to the management in terms of provision of reports and analysis for decisions making. In this regard following databases/Softwares were developed:

Afghan Refugees Education Project

The Software covers all the activities like School profile, Teachers' Biographical information, Education Groups (EG/FEG) formation (for male and female), school monitoring, material distribution (teaching and learning), EG/FEG meetings, teacher training, new admissions and attendance percentage of the students.

Quality Education Project

This software has provision to record and report the focused activities of QEP. The software focuses on recording activities of school survey, cluster formation, teacher profile, need assessment and capacity building of teachers, identification, recruitment and capacity building of Lead Teachers, PTSMC formation/restructuring and capacity building.



An overarching view of SCSPEB

Community Girls Middle Schools (CGMS)

This software caters the need of updating CGMS project activities such as schools survey, feeder schools and CGMS schools profile, potential teacher's identification, test and recruitment, village profile, cluster formation, VEC, WVEC, PTSMC and EC formation and their capacity building, opening of bank account for the CGMS, material distribution to CGMS and monitoring of feeder schools and CGMS.

Releasing Confidence and Creativity

Under this project two Softwares/databases were designed. One of the databases was designed to record the data collected during the baseline survey for RCC intervention and the other was for updating the regular RCC activities after intervention.

The first software was designed to computerize school profile, school monitoring, teacher profile and her capacity building, VEC and WVEC formation, PTSMC formation and capacity building, each student's profile and individual assessment on monthly basis

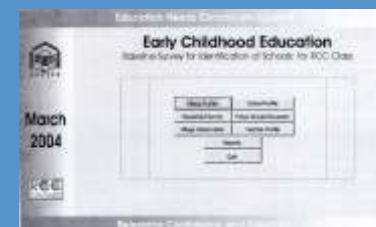
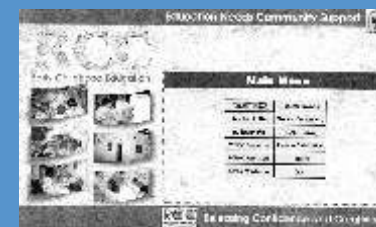
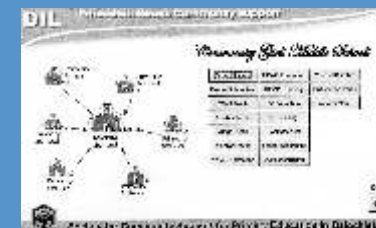
To replicate the RCC learning in two more districts namely Loralai and Lasbela a baseline survey was conducted to record the data and looking into the feasibility of replication an other software was designed which focuses on village profile, potential teachers' identification, her test and recruitment and household survey containing data regarding children and families.

CVs database

This software was designed with an aim to facilitate the Human Resource (HR) Section in sorting out the received CVs and to minimize the burden during test and interview process by categorizing the candidates with respect to their qualification, language proficiency and experience.

Addresses Database

Addresses database is designed to keep a profile of organizations and their officials who have a contact with us. This software has facilitated in correspondence and easy access to the contact number and addresses of the organizations and their officials.



An overarching view of SCSPEB

Vehicle Management

The aim to design Vehicle management was to facilitate Admin. Section in keeping an update record of vehicles, their maintenance and consumption of fuel keeping in view the mileage covered.

Monitoring and Evaluation

Though every project or program has a monitoring system incorporated within its design but still need was felt that another eye must also be in place that could monitor and evaluate performance of the projects with a broader perspective. In other words the objectives of establishing M& E was to compare the achievements of the projects against their objectives on one hand and on the other hand to critically evaluate them against the overall organizational goal and objectives.

The M & E Section conduct periodic review of progress reports of projects and makes field visits to critically evaluate performance. Based on the findings M & E Sections submits reports and hold meetings with the teams to improve performance.

Assessment form for the training

Sl. No.	Assessment criteria	Sufficient days allotted	Insufficient days allotted	Insufficient days allotted
1.	Days allotted for the Training	✓	✓	✓
2.	Daily time allotted for the training	✓	✓	✓
3.	Master Trainers command on the subject	V. Good	Good	Fair
4.	Teaching technique of the master trainer	V. Good	Good	Fair
5.	Communication skills of the master trainers	V. Good	Good	Fair
6.	Level of response of master trainer to questions	V. Good	Good	Fair
7.	Sitting Arrangement	V. Good	Good	Fair
8.	Level of democratic environment in the training session	Free to talk	Slight hesitation	Restriction
9.	Stationery material used during the training	Sufficient	Fair	Insufficient
10.	Refreshment & Lunch served on time	On time	Slightly late	Late
11.	Facilitators role during the training	Very Supportive	Supportive	Not supportive

Assessment form for the training

Sl. No.	Assessment criteria	V. Good	Good	Fair
12.	Sitting Arrangement	✓	✓	✓
13.	Strength of participants	✓	✓	✓
14.	Venue of the training	Well accommodating	Accommodating	Space was less
15.	The training completed as per scheduled time	On time	Earlier than the scheduled time	Late
16.	Training was helpful in enhancing the existing teaching skills & would lead to quality teaching	Very much helpful	Fairly helpful	Not helpful
17.	After training do you feel that this training was really needed	Very much	To some extent	No
18.	DSA paid was equivalent as compared to the DSA paid by the Government	Equal to Govt	Less than Govt	Higher than Govt

Name _____
 Designation _____
 Organizations Name _____
 District _____
 Complete Address _____
 Signature _____

For Office Use Only
 Grading of the workshop

1	2	3	4	5	6	7	8	9	10
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Reported by: _____

Finance Section

Finance Section

The financial management and transparency is one of the key factors for the existence and sustainability of an organization. The SCSPEB has put its best efforts to make the financial system transparent and effective. The credit goes to the SCSPEB Finance Department who with their hard work and devotion had made it true for the Organization to be a transparent Organization. The transparency of the Finance Department is not only appreciated within the Organization but various checks and controls proves that we are trying our level best and putting ours efforts to make the financial management more effective. The Finance Section of SCSPEB is almost computerized with having well-developed accounting software for record management of its accounts records.

The Organization conducts it regular annual audits by M/S Rahman Iqbal Umar Iftikhar Chartered Accountants. The copy of the audited report for the financial year 2003 2004 is attached.

Beside the Organization's Annual Audit various donor organizations had audited their funds. The details are mentioned below to share the efforts of the Organization, specially the Finance Department, SCSPEB which not only engaged in management of the funds but also involved in the monitoring and evaluation activities in both directions; to donors and to the project activities. The following detail shows the activities, which indicates the spectacular achievement shown by Finance Department, along with regular work the Donors audit have been conducted and accounts very much appreciated.

- 1- The Agha Khan Foundation (AKF) had conducted the audit for the period (Dec'02 to September '03) for the accounts rise for RCC Project (USAID funded). The audit was organized by Grants and Review Board the audit team visited the office for a period of one week.
 - 2- ESRA had audited twice, first through their internal audit for the period Sep'03 to March '04 and than through Grant Thornton Audit for the same period.
 - 3- Development in Literacy (DIL) have also audited their accounts for the period April 2003 to March 2004 through Anjum Asim Shahid Rahman Chartered Accountants
 - 4- Quarterly Audits of Accounts by UNHCR before releasing the next trunch of the funds for Afghan Refugees Education Project
 - 5- Quarterly Audits of Accounts by Unicef before releasing the next advance request for the Water Environment and Sanitation (WES) Project Khuzdar.
 - 6- Periodic closing done on monthly and quarterly basis.
-

Finance Section

**RAHMAN
IQBAL
UMAR IFTIKHAR**
CHARTERED ACCOUNTANTS

Formerly Habib Basit Umar Iftikhar & Co., Chartered Accountants

F-6, Institution of Engineers
Zang Hoon Road, Quetta
Phone: (081) 832346-832346
E-mail: bhul@paknet.com.pk

AUDITOR'S REPORT

We have audited the accompanying Balance Sheet, Revenue Accounts and related Notes To the Accounts of **Society for Community Support for Primary Education in Blochistan (SCSPFB)**, for the year ended **June 30, 2004**. These financial statement are responsibility of organization's management, our responsibility is to express an opinion on these accounts on our audit.

We conduct our audit in accordance with the international standards on auditing, those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statement are free of material misstatement. An audit includes examining on test basis, evidence support the amount and disclosure in the financial statement. An audit also includes assessing the accounting principles used and significant estimates made by the management, as well as evaluating the overall financial statement presentation. We believe that our audit provides reasonable basis for our opinion.

In our opinion, the Balance Sheet, Revenue Accounts and the related Notes to the Accounts of **Society For Community Support for Primary Education in Blochistan (SCSPFB)** for the year ended **June 30, 2004** gives a true and fair view of state of organization's affairs.


CHARTERED ACCOUNTANTS

OTHER OFFICES:
33, Maharrat House, 11, Chundrigar Road, Karachi, (021) 231-4373
42-44, Road, Lahore
85-2, Mariani Field, Ferozpur, (099) 270-970
17-63, Bani Chaudhry, Clifton, Karachi, 507-9324

Mr. Muhammad Asif F.C.A.
Mr. T. Siddiqui F.C.A.
Iqbal Yousuf F.C.A.
Hameed ur Rashid F.C.A.
Ilkhar Ali Khan F.C.A.

Finance Section

SOCIETY FOR COMMUNITY SUPPORT FOR PRIMARY EDUCATION IN BALUCHISTAN
BALANCE SHEET
AS ON JUNE 30, 2004

CONSOLIDATED											
SCSPEB Support	Endowment	WES UNICEF	AREP UNHCR	RCC AKF	DIL	VETLP Rotary Int.	QEP ESRA	AHLSP WPF	Total	Total	
2004 RUPEES									2004 RUPEES	2003 RUPEES	
FINANCED BY:											
General Fund	7,734,291	5,052,606	213,822	-	23,453	222,678	-	398,500	43,746	13,687,096	17,445,576
REPRESENTED BY:											
Operating Fixed Assets (Tangible)	38,696	357,425	-	-	-	-	-	398,500	-	793,591	397,091
CURRENT ASSETS											
Stores and Spares	-	-	-	-	-	-	-	-	-	-	-
Project Receivables	6,150,530	-	-	301,555	235,550	-	-	-	-	8,803,555	3,594,051
Investments	-	4,693,000	-	-	-	-	-	2,115,920	-	4,893,000	4,693,000
Advances and Other Receivables	570,174	-	-	-	-	-	-	-	-	570,174	-
Cash and Bank	973,921	2,181	421,989	27,341	217,584	668,388	-	2,404,717	43,746	4,959,967	9,503,026
	7,694,625	4,695,181	421,989	328,896	453,234	868,388	-	4,520,637	43,746	19,026,695	18,190,080
CURRENT LIABILITIES											
Accrued and Other Liabilities	-	-	208,167	328,896	429,781	545,710	-	4,520,637	-	6,133,191	1,140,595
Net Current Assets	7,694,625	4,695,181	213,822	-	23,453	222,678	-	-	43,746	12,893,505	17,049,485
	7,734,291	5,052,606	213,822	-	23,453	222,678	-	398,500	43,746	13,687,096	17,445,576

The annexed notes form an integral part of the balance sheet

President
SCSPEB Board

Finance Secretary
SCSPEB Board

Managing Director
SCSPEB

Manager Admin. & Finance
SCSPEB

Finance Section

SOCIETY FOR COMMUNITY SUPPORT FOR PRIMARY EDUCATION IN BALOCHISTAN
REVENUE ACCOUNT
FOR THE YEAR ENDED JUNE 30, 2004

CONSOLIDATED											
SCSPEB Support	Endowment	WES UNICEF	AREP UNHCR	RCC AKF	DIL	VETLP Rotary Int.	QEP ESRA	AHLSP WPF	Total	Total	
2004 RUPEES									2004 RUPEES	2003 RUPEES	
RECEIPTS											
Direct	-	-	2,175,402	16,257,267	3,752,605	2,319,711	1,882,715	6,345,980	285,000	33,028,794	29,875,868
Other	16,915,465	1,045,121	-	-	-	-	-	-	-	19,960,586	-
	16,915,465	1,045,121	2,175,492	16,257,267	3,752,605	2,319,711	1,882,715	6,345,980	285,000	52,989,380	29,875,868
EXPENDITURES											
Administrative Expenses	16,848,910	1,042,940	2,202,215	15,874,040	9,175,087	2,285,205	1,419,660	5,940,730	241,254	55,031,044	24,040,917
Financial Expenses	-	-	-	-	-	-	-	8,750	-	8,750	-
	16,848,910	1,042,940	2,202,215	15,874,040	9,175,087	2,285,205	1,419,660	5,949,480	241,254	55,039,794	24,040,917
Operating Surplus/(Deficit)	2,066,555	2,181	(26,723)	393,247	(5,422,479)	33,503	463,056	396,500	43,746	(2,050,414)	5,835,951
Other Income	-	-	-	-	-	-	-	-	-	-	10,500
Surplus/(Deficit) for the period	2,066,555	2,181	(26,723)	393,247	(5,422,479)	33,503	463,056	396,500	43,746	(2,050,414)	1,495,912

The annexed notes form an integral part of Revenue Account

President
SCSPEB

Finance Secretary
SCSPEB

Managing Director
SCSPEB

Manager Admin. Finance
SCSPEB

Publications

