



Society for Community  
Support for Primary Education,  
Balochistan

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# Annual Report 2009 - 2010

# Acknowledgement



Thanks to almighty Allah, with his blessings we accomplished our task for bringing out SCSPEB with all the progress and achievements during the period, to play pivoting role in the community development in remote areas of Balochistan.

We greatly admire the intense and continue support of the teams and Project officers who made it possible to compile this report in qualitative way with their grass root experiences.

I am grateful for the support of Education officers at district level to implement the project in its true spirit; I wish to express a sense of gratitude to “Provincial Minister of Education”, “Directors of Education”, “District Education Officials” and staff at Directorate level for their full support, strength, help and advice for demonstrating the projects and acknowledging the efforts of SCSPEB at Provincial level.

Special thanks are directed to Committees and children who remained the part of these activities, we acknowledge the role of Community members, PTSMC members, WVEC Members, teachers and children for their support as they are the originator of the projects.

We are grateful to acknowledge the support of USAID, UNICEF, AKF, DIL, UNHCR, CIDA and ED-Links, Save the Children, EKN which remained during the project both in financial and technical terms and expect to remain in future.

Lastly, I offer my regards and blessings to all of those who supported me in any respect during the completion of this project.

We wish the best in future also.

**Irfan Ahmed Awan**  
Managing Director  
SCSPEB

# Foreword



The Society for Community Support for Primary Education in Balochistan (SCSPEB) a not-for-profit organization, has been working since 1993 it is pioneer in introducing Private-Public-Partnership for promotion of education in Balochistan particularly among the female of rural areas. The local communities have always been central to all the planning of the organization because through its studies and experience the SCSPEB has learned that the Government alone cannot achieve its objectives unless it registers confidence and cooperation of the local communities. For this the government has to empower the local communities. The SCSPEB through its various interventions has succeeded in creation of a culture, where the Government and other developmental partners cannot ignore the importance of the communities. Establishment of Girls primary schools in non inviting villages through community support process were a great breakthrough in a literacy starving province.

The 21st century started with an international acknowledgement of importance of education for poverty reduction, good governance, environmental Sustainability resulting in better life for people. The Millennium Developmental Goals 2000 was a Magnacart adopted by the world community to ensure a painless human race in the threshold century. Education for all set a road map for basic education. Pakistan committed to follow both MDGs and the EFA resolutions. These National commitments enhanced the responsibilities of the Government and all the developmental partners in the country. The SCSPEB reviewed all its planning and decided to play its role in helping the nation to stand its commitment. Therefore the SCSPEB embarked on and worked for such tasks which helped in attaining the MDGs and EFA goals. Introduction of Early Childhood Education, Demonstration of an economical model of CGMS, Promotion of adult literacy in remote areas, improvement of Quality Education in Middle and high schools in focused areas working in a consortium of Ed-Links, improvement of school environment, construction of additional class rooms, supporting the refugee hosting local communities are all directed towards the fulfillment of National commitment.

The annual report of the SCSPEB gives glimpses of performance of the organization without ignoring the challenges it faced during the report year. I take pride in presenting the instant report to the development loving individuals and organizations. I am hopeful that this report will provide useful information besides giving a picture of activities carried out to achieve the objectives of SCSPEB. The organization will welcome comments and queries for making a future report more useful and worthwhile.

**Dr. Ruquiya Hashmi**  
**President SCSPEB**

# List of Acronyms

ABC	Afghan Basic Competencies
ADEO	Assistant District Education Officers
BOC	Bureau of Curriculum
CBO	Community Based Organization
CSP	Community Support Process
DCO	District Coordination Officer
DDC	District Development Committee
DEO	District Education Officer
EDO	Executive District Officer
ESR	Education Sector Reforms
EDEO	Executive District Education Officer
EFA	Education for All
EFO	Education Field Officer
FCC	Female Community Council
FLAAHE	Focus Local Area Approach for Hygiene Education
FTT	Field Teacher Training
HP	Hand Pump
MIS	Management Information System
MCC	Male Community Council
OLOF	Optimum Level of Functioning
PCA	Project Cooperation Agreement
PEC	Primary Environmental Care/Parents Education Committee
PEIP	Primary Education Innovative Program
PTSMC	Parents Teacher School Management Committees
RCDC	Rural Community Development Council
REAS	Rapid Education Assessment Survey
SCOPE	Society for Community Organization and Promotion of Education
TIS	Tehsil Information System
TRC	Teacher Resource Centre
TTI	Teacher Training Institute
TMO	Tehsil Monitoring Officer.
TVO	Trust for Voluntary Organizations (TVO)
UC	Union Council
UCDC	Union Council Development Committee
VDC	Village Development Committee
VEC	Village Education Committee
WES	Water, Environment and Sanitation
WVEC	Women Village Education Committee

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# SCSPEB at a Glance

The Society for Community Support for Primary Education, Balochistan (SCSPEB) was established on March 22, 1993 with an aim to enhance community participation for sustainable development utilizing community mobilization strategies and striking strong partnership between Government and Communities, particularly for promotion of quality Education. The SCSPEB believes that development problem of Balochistan embedded in low literacy. Therefore the SCSPEB has on one side tried to create an awareness and demand for education especially female education and on the other hand has attracted the donors to pool their efforts to help the province promote education to adequate level. The organization takes pride in a measureable success in achieving the noble objective. It established 1550 girls primary schools in remote rural areas through a Community Support Process. It boosted female literacy by (200 %) this process was adopted by other three provinces in their interventions. Introduction of Parent Teacher School Management Committees helped in empowering the communities to manage their schools. SCSPEB was pioneer to introduce gender free Early Childhood Education (ECE) in 100 schools of Balochistan and this lead UNICEF and Save the Children to introduce ECE in 347 schools using the same model. SCSPEB also demonstrated economical non- Governmental models of Home schools and Fellowship School. Community Girls Middle/High Schools was yet another model which gave an idea of upgrading primary schools to middle level with minimal expenditure and provides excess to girls who otherwise were sitting at home after graduating Primary Education. Missing facilities in the schools enhance the dropout rate. The SCSPEB addressed this issue and completed the missing facilities in 900 schools. It was not only a support to the Government but also made schools places for attraction for the children and reducing the dropout rate. The SCSPEB has focused on capacity building of teachers and has imparted training to some 10,000+ teachers creating a child friendly, joyful learning environment and enhanced learning achievement level of the children. This is only a glimpse of the efforts, the organization has made in the development of the province.



# SCSPEB at a Glance

## Mission

The SCSPEB is working with a mission “To create partnerships between government and communities, in all social sectors, for a sustainable development of the province of Balochistan”

## SCSPEB Vision

Vision of the SCSPEB is “Social mobilization, capacity building, policy reformations, sustainable tiers between Govt, Community and quality education services at grass root level”

## SCSPEB Objectives

The SCSPEB is pursuing with the following Objectives:

- To extend and institutionalize private-public partnership throughout Balochistan focusing initially on female primary education
- To enhance the status and position of women especially in Balochistan with a view to eliminate gender disparities
- To be a training and development institute to support human resource development in all the social sectors
- To enable the regional NGOs/CBOs and other stakeholders of the civil society to become partners in the development
- To play an effective role in policy development and adaptation in social sectors focusing initially on Balochistan
- To address poverty alleviation issues in selected areas emphasizing on high yielding viable income generation activities and formation of capital at the local level



# SCSPEB Thematic Areas

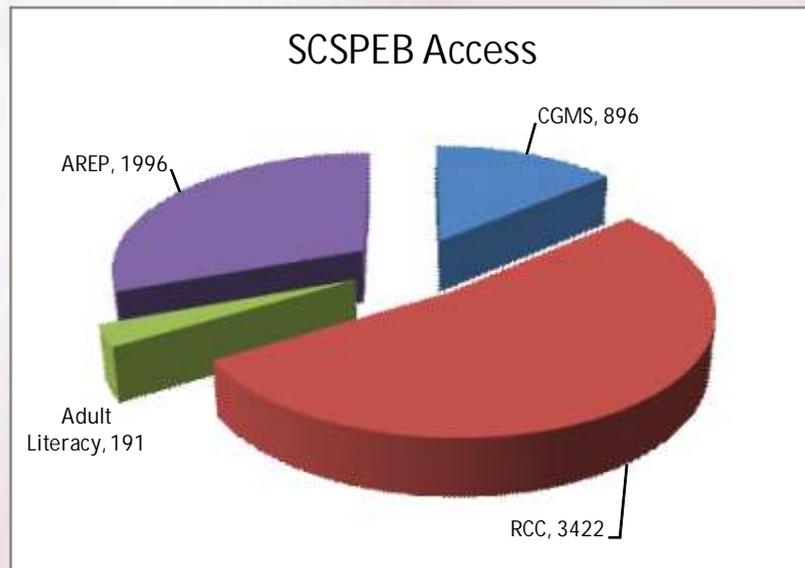
- Access
- Quality Education
- Community Participation
- Universal Primary Education
- Environmental Sustainability
- Poverty Alleviation
- Women Empowerment
- Partnership building amongst  
Government, NGOs and
- Communities Advocacy
- Human Resource  
Development

# SCSPEB Thematic Areas

## Access

Balochistan is a province lagging behind in Education. There are 9734 Primary schools for 32000 settlements. It means that there is only 1 school for 3 settlements. Same is the case with middle (773) and high (549) schools. The situation of girls education is worst. The SCSPEB took a cognizance of the situation and decided to join hands with the Government to open Girls Primary schools in rural areas, so that opened 1400 girls primary schools in the rural communities where female education was considered to be impossible. The success in this effort rested in the evolvement of the local communities in the management of the schools.

The SCSPEB embarked on provision of middle school education to the girls who were sitting at their homes after completion of primary education for want of a middle school at an accessible distance. For this purpose the SCSPEB in collaboration with the GOVT and financial support of Development in Literacy (DIL) focused 3 districts namely Mastung, Pishin and Ziarat to introduce Middle Classes in 10 GOVT girls Primary Schools. This success led the SCSPEB to introduce classes IX-X in 3 of the schools. The GOVT of Balochistan, financed department has sanctioned 59 posts of head teachers, teachers and supporting staff for these schools with effect from July 2010.

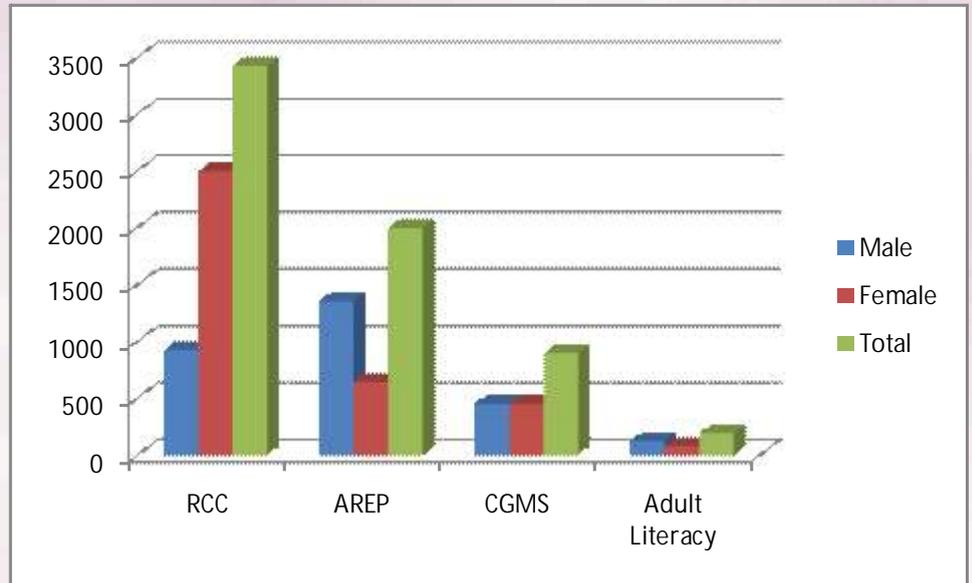


Early Child hood Education (ECE) is one of the highlighted strategies for achieving Universal Primary Education. The SCSPEB in collaboration with The Embassy of the kingdom of the Netherlands through AKF has introduced ECE classes in 90 Girls and 10 boys' schools. This intervention has provided an opportunity of pre-school education to 3422 children, 925 Boys and 2497 Girls, of 100 focused Schools.

# SCSPEB Thematic Areas

Balochistan is starved of high rate of illiteracy. Eradication of illiteracy is one of the objectives of MDGs. The SCSPEB started an Adult literacy program in Nauk Kundi a remote town of District Chaghi and established 4 literacy centers where appointed 2 literacy teachers for each center. This 4 months literacy program produced 191 neo literates who demonstrated their reading writing and numeracy skills.

After the post 9/11 Afghan war in 2001, SCSPEB established 69 camp schools but the number of schools soon got short to just 18 when thereafter heavy repatriation occurred. The project enrolled 1996 Afghan children in 18 schools of 2 camps of Afghan refugees in Balochistan. During the period the project access to 1353 male 643 female students, while directly or indirectly 146518 community members were benefited.



SCSPEB Access	Male	Female	Total
RCC	925	2497	3422
AREP	1353	643	1996
CGMS	448	448	896
Adult Literacy	121	77	191

Balochistan Education Program (BEP) this project is newly commenced in 1st quarter of the year 2010, the project aims to promote the public-private and community partnership to improve access to quality education for girls and boys, for the same purpose during the reporting period 47 schools were focused for ECE interventions, 68 schools for Missing facilities, 4 for up-gradation from Middle to High while 10 to up-grade from Primary to middle level.

In view of the above SCSPEB activities, over the period the SCSPEB have access to 16 districts namely Pishin, Killa Abdullah, Killa Saifullah, Lioralai, Kacchi, Sibi, Naseerabad, Khuzdar, Awaran, Punjgoor, Mastung, Ziarat, Bela, Noshki, Quetta and Kech to improve the access towards education, a contribution towards government commitments at world forums.

# SCSPEB Thematic Areas

## Quality Education

Article 42 of the Expanded Commentary on the Dakar Framework of Action further elaborates that 'a quality education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living'.

Quality is at the heart of education and what takes place in classrooms and other learning environments is fundamentally important for the future well-being of children, young people and adults. A quality education is one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living to strengthening the quality of education. Education has become a global agenda at all educational levels and more so at the primary level.



The quality of basic education is important not only for preparing individuals for the subsequent educational levels but to equip them with the requisite basic life skills. Quality education also ensures increased access.

SCSPEB is committed to bring improvement in quality of education and its commitment towards quality education has become significantly visible through various initiatives and interventions made by SCSPEB towards the quality of education and ensuring excellence, so that, the desired and measurable learning outcomes are achieved.

## Teachers Training

Teacher training is the crucial element in the achievement of the International goals of “Education for All” and “Millennium Development”.

Teachers are seen as the primary catalyst for delivering quality education. They comprise a largest work force in Pakistan, estimated at 1.5 million. SCSPEB teachers training cell mandated with undertaking such activities which may help improving the quality of education. The

During the period 1300 teachers and 12 Lead Teachers with Learning Coordinators trained on various topics to promote the Learning and quality of education.

## Class Room Environment

Quality education directly focuses classroom environment. SCSPEB focuses on classroom environment very carefully by considering the needs of the students and encourage them to make the classroom space their own, welcome their contributions to its decoration, and urge them to take responsibility for its maintenance. ECE class directly represents a unique learning environment encouraged to utilize learning areas, and not only the program provides a designed Katchi classroom, they also provided the classroom with rectangle and circle shaped tables (as opposed to individual desks/benches commonly found in government schools) to facilitate learning areas and group work. Teachers were trained and supported in making materials for use in the classroom, and community members/parents were also engaged in making low-cost, indigenous materials for use in the classroom, while CGM/HS schools proved to be a successful model for middle education



# SCSPEB Thematic Areas



## Provision of Missing Facilities

Provision of missing facilities to schools for safe learning environment is the contribution towards the Quality Education. SCSPEB provided missing facilities e.g. Boundary wall, Water & Sanitation, Lavatory, White wash and other minor repairs to 133 schools of 8 districts of Balochistan.

## Community Participation

Community participation is one of the primary focuses of the organizations and SCSPEB increased the community involvement at school level for the promotion of education in their communities and to solve the school related issues, for the same PTSMCs, WVECs, ECs and VECs were formed to encourage community to participate and to improve quality education through the community involvement. During the reporting period 61 PTSMCs were formed and/reactivated after the conduction of community meeting.

To build strong coordination among the committees and schools 155 meetings with PTSMCs, 160 with WVECs and 92 with ECs & VECs and EFOs were held to promote the quality education.



## Universal Primary Education

While commitment to attaining universal enrolment is essential, improving and sustaining the quality of basic education is equally important in ensuring effective learning outcomes. In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly, providing relevant content in an accessible and appealing format.

The international agreement on the 2015 target date for achieving Universal Primary Education (UPE) in all countries specially in Pakistan require commitment and political will from all levels of government. Toward

Universal Primary Education SCSPEB offers a rigorous set of interventions; CGMS project contributes in terms of establishing girls middle schools and enrolling primary passed girls back therein who stayed drop-out before the establishment of 10 middle schools in District Mastung, Ziarat and Pishin.

AREP contributes towards the increased enrollment of Afghan refugees residing in Afghan refugees camps of Balochistan. The project focused 18 schools where 1996 (1353+643) students have been enrolled.

# SCSPEB Thematic Areas

## Environmental Sustainability

“Environmental Sustainability” is one of the Millennium Development Goals.

At least 1.1 billion people lack access to safe water and 2.6 billion lack access to basic sanitation, resulting in the deaths of 3900 children per day. There is need for the existing education system to address sustainability concerns, public awareness and understanding initiatives and training programs to address specific social, environmental sustainability.

SCSPEB always emphasis on the environment issues, according to the research study 30% child could be prevented from diarrhea through the functionalized lavatory

system for the same, in most of the focused schools where lavatory were not functional due to lack of water and other reasons were made functionalized, boundary walls/repair & maintenance were provided to schools under RAHA & RCC projects to ensure the sustainable learning environment. Health and hygiene awareness is one of the important components for the healthy learning environmental for the same purpose 21 secessions were held with the communities of District Quetta & Pishin.

A training session was conducted on “Water Conservation and Development” by the IUCN organization to raise the awareness amongst SCSPEB participants regarding the Global warming Issues.

## Poverty Alleviation

In terms of the economic and social statistics, Balochistan is the most undeveloped province of Pakistan, where the poverty ratio is 33.48% (Rural 35.26%, Urban 27.67%) which is much higher than other provinces of Pakistan. It is noticed that poverty in rural areas is higher than urban areas; one of the reason of this is the literacy condition in far flung areas of the province.

Focusing EFA Objective and Millennium Development Goals “To Eradicate the Extreme Poverty and Hunger”, Government of Pakistan has adopted a number of strategies and polices like Poverty Reduction Strategy Paper (PRSP). SCSPEB has been working in almost all districts and directly focuses the rural areas of Balochistan for the promotion of education in order to minimize poverty gap since 1993, 1864 members of the community were provided opportunities to get employment and contribute in the economic/financial welfare of their families & the community.

Following are the projects which contribute in poverty alleviation through jobs opportunities to community members as teacher in different programs for contributing family workers in total employment, over the period 47 males/117 females were appointed / retained as a teacher and lead teachers, under RCC, AREP & Adult Literacy projects. And 164 are regularly serving on monthly pay scale under so & so projects.

Education indirectly address the step towards poverty elevation, during the education provision of School supplies, uniforms, bags, Learning material/Materials for low & no cost material development, text books, health & hygiene kits, First Aid box and other incentives like Fee concession at school and hospital level under AREP, RCC, BEP, project is one of the best steps to control poverty through educating.

Skill development of teachers and community members on “First Aid & Life Skills” to literacy learner during the period and “Health & hygiene”, “low and no cost material development”, “Book binding”, “Pillow making” and “Candle making” during the project period and the communities are still getting benefits in cash/savings and financially supporting to their families and child health & education.



# SCSPEB Thematic Areas

## Women Empowerment

Women have been regarded as fragile part of the society but they can play a very important role for the betterment of the society. This fragile part has proved her dominating on many occasions in the history. Education is likely the single most important factor in improving a woman's life; the more schooling she has, the brighter her future. Educating women is also advantageous to society. There is a positive correlation between education enrolment rates of girls and GNP per capita.

Keeping in view the same importance of girl education SCSPEB emphasis on female education and during the period enrolled 4036 female students under RCC, AREP, CGM/HS and trained 1300 female teachers' capacities were enhanced under RCC and ED-Links. WVECs were formed to increase the mother's role in the schools activities as well as increase community participation.



## Partnership building amongst Government, NGOs and Communities

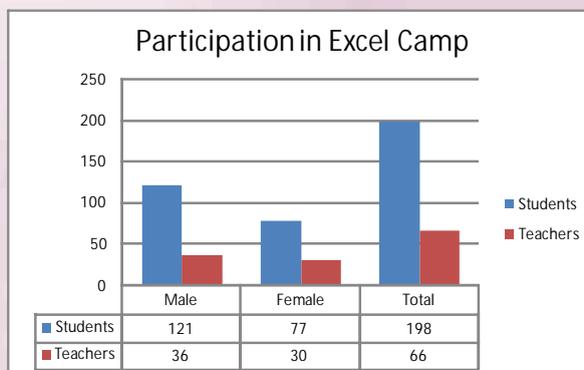
The SCSPEB believes that development efforts can succeed in achieving their outcomes if all the stakeholders work in coordinated manners. Therefore SCSPEB tried to develop a chain of Government, Communities, Parents, NGOs and the donors. It works in consortium with sister organizations. It takes the government into confidence before embarking on any intervention. The Balochistan Education program funded by the EKN in collaboration with Save the Children-UK is a good example. The project aims at introduction of ECE classes in 47 schools, providing missing facilities in 68 schools, up gradation of 10 primary and 4 middle schools in Quetta, Mastung and killah Abdullah districts. This project is being implemented by the consortium of 3 local NGOs and the SCSPEB is one of the partners. The SCSPEB has developed / re-activate the PTSMCs engaged the Government and communities and shares its experience, with the partners. In this way the SCSPEB is building a bridge between all the stakeholders. It helped enhancing the level of confidence among all the supports and the beneficiaries all are working cooperatively, whole heartedly and with great interest yielding good results.

## Advocacy

The Ed LINKS is making verity of interventions to achieve its objectives. One of the interventions to improve the learning environment by engaging students in hands-on activities through holding six-day EXCEL camp from Oct 12th-17th 2009.

The objective of the excel camp was to transform the students into curious explorers, strengthen their ability to work in teams and improve collaborative learning, develop leadership skills and bridging of learning gaps between schools, teachers and community,

## Excel Camp



inquiry based learning and building self esteem. The camp covered four basic subjects "Mathematics", "Science", "English" and "Information Technology".

198 students (121 male and 77 female) and 66 teachers (36 male and 30 female) actively participated in the Excel camp activity from the projected districts i.e. Pishin Killa Abdullah, Killa Saifullah Loralai, Kacchi, Sibi, Naseerabad, Khuzdar, Awaran, Punjgoor and Kech.

## Human Resource Development

Human Resource Development (HRD) is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training & career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development.

The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work. Most of the staff received thorough trainings on their area of work and related aspects.

Office staff capacity build on these areas “Data Management, Child Protection, classroom environment, Social Mobilization techniques, Child friendly school concept, Early childhood curriculum material development, Girls guide training, Learning disabilities, Child behaviour problem, Child Assessment and Development”

SCSPEB has well defined recruitment policy and the vacant positions are filled with competent candidates. Now the SCSPEB new hires start as interns. SCSPEB also provides its staff with some medical facilities as Medical Insurance for them and their children, furthermore the staff members also get one month extra salary as Eid bonus.



# SCSPEB Field of Specialization

Ever since its inception, in year 1992, the SCSPEB has focused on its attentions on promotion of Education through the Community involvement. The SCSPEB has had observed that Education particularly female education in the province has been neglected for various reasons. Therefore there is a large gap between the male and female education in the province. This state of affairs has affected the literacy rate very badly. The development in the Province has also been retarded mainly due to low literacy rate. Due to this reason the SCSPEB decided to concentrate on the promotion of education in the rural areas of the province.

In order to address the problem the SCSPEB carried out a situation analysis and found that there were some myths which hindered the education department in promotion of female education in spite of their will. It was thought that the parents are not willing to send their daughters to school. The local norms and the religious clergy was against secular education, therefore establishment of schools in the villages was not an easy task. The female candidates for appointment as teachers in the rural areas were not available therefore it was not possible to establish schools and if some teachers become available they started pressing for their transfer to the urban areas. Since the rural parents did not count the girls as a financial factor in their economy, therefore they did not feel the need of education of their daughters.

The SCSPEB carried out an opinion survey of the communities and found that the parents were ready to send their daughters for education if a school was provided in the village and a female teacher was appointed.

The SCSPEB found that the promotion of education in the rural areas was possible and could become easy if the local communities and the parents were involved in the establishment of schools from the very beginning. The SCSPEB therefore introduced a new mechanism renowned as Community Support Process (CSP) under this process the communities indicated their need for a school for their daughters. The SCSPEB carried out household survey of the community to assess the potential children for schooling. In order to manage the school Parent Teachers Management Committee (PTSMCs) of elected members was established. this PTSMCs identified a local educated girl for appointment as teacher. The community provided a building to house the schools at initial stage. It also donated a land covering an area of 5000 sq-m for construction of school building. The PTSMCs were responsible for enrolment, regularity and punctuality of the children in the school. It was mandated to resolve the day to day problems of the school.

Under the CSP 1800 girls primary schools were opened in the rural areas. It helped increasing the girl enrolment from 82000 in 1992 to 405989 in 2010.

The SCSPEB very successfully introduced ECE in 100 schools of 7 districts which became a model for further expansion. The organization like UNICEF, Save the Children and the others have adopted this model for their interventions. Likewise the SCSPEB introduced community Girls Middle School Model for Promotion of middle School education. This model has also become popular among other organizations.

The SCSPEB has worked on capacity building of teachers for improving instruction in the class room and PTSMCs for management of schools.

The SCSPEB feels pride in having expertise in education and community mobilization for promotion of Education in the Province.

## Case Study

District Ziarat is renowned across the country for its fruits (Cherries, Apple, Apricot...etc) and is known internationally for its Juniper reserves. It is the second biggest reserve where some trees have already lived thousands of years of life. It is a hilly and sparsely populated area dwelled by orthodox people who are proud of their traditions. Education particularly female education is a very new concept in the district the Government is making efforts to promote female primary education in the district. Response in the remote areas is bleak and discouraging, one can say. Government Girls Primary School Chaleez Khalil was focused for ECE interventions in 2006. A parent Teacher Management Committee was also formulated to facilitate the school caring out its management. However the low enrolment and high dropout remained a problem throughout.

The SCSPEB made this school a focused of its ECE interventions. The SCSPEB studied the environment of the school and the community at large. The study revealed that the mothers did not understand the importance and need of education of their daughters. Therefore many of them discouraged their daughters going schools while the others never demonstrated their interest. The SCSPEB introduced a Women Village Education Committee (WVEC) which consisted of such mothers and Grandmothers whose daughters have gone to school or they were a potential candidate for admission. The SCSPEB team held a series of meeting with the WVEC and discussed with them the importance and need of education of girls particularly in the light of the teachings of Islam. The SCSPEB teams also encouraged the teachers to start her teaching with the messages of Islam.

The WVEC started working initially, on a very low profile but with the passage of time they realized that their daughters ought to go to school. The members pledged that they will try firstly that their own daughters should be admitted and made punctual in the school and secondly they convinced the mothers of out of school girls to send their daughters to school. They also decided that one of the members, particularly the Grandmothers will spent some time with the teacher and the children in the school and thus provide them a homely atmosphere.

The result of the interest of the WVEC was that the enrolment in ECE class rose from 20 girls to 35 with the positive effort to the punctuality. The support of the elderly women also helped the teacher to pay more attention towards children which is resulted in improvement in learning. Now the school which was struggling for its existence has survived and gives a good model to replicate in other schools.

The WVEC has become so active that it coordinated with the Lady Health worker of the area and requested her to visit the school as and when she finds time. This visit has helped in the improvement of the health of the children. The LHW examine the children and advises the mothers for the care of their children. She has pointed out the children who had vision and hearing problems. Their treatment and provision of glasses has changed the life of the children with the efficiency.

The SCSPEB has proved that it believes "communities have potential to manage their affairs" is true.

# SCSPEB Contribution during the Year 2009-10

- Balochistan Education Project
- Rehabilitation of Refugee Affected Hosting Areas
- Basic Literacy and Skill Development Program
- Releasing Confidence & Creativity (RCC) an Early Childhood Education Project
- Afghan Refugees Education Projects (AREP)
- Community Girls Middle Schools Project (CGMS)
- Links to Learning: Education Support to Pakistan (ED-LINKS)

## Balochistan Education Project (BEP)

The SCSPEB strives to improve the quality of basic education by ensuring better early learning environments for young children; increasing access to education; keeping children in school longer; and raising levels of academic achievement. For the same purpose SCSPEB signed a project with SC-UK. SCSPEB is being in the consortium of 3 organizations namely “SEHER, IDO & SCSPEB” to ensure the effective implementation through cross learning amongst partner NGOs.

The project aims to promote public-private and community partnership to improve access to quality education for girls and boys. The project components are:

- Establishment of ECE centers in Quetta & Killah Abdullah Districts.
- Up gradation of primary schools in Quetta & Killah Abdullah Districts.
- Up gradation of Middle Schools in Quetta & Killah Abdullah Districts.
- Provision of missing facilities.
- ECE teachers training.

The first 9 months focusing district Quetta for the project interventions. The activities under different objectives were properly started in the month of April, 2010. The project focus 47 schools for ECE interventions, 10 for up-gradation from Primary to Middle, 4 from middle to high, while 68 schools for provision of missing facilities to stimulate the development of the young child.



## Rehabilitation of Refugee Affected Hosting Areas (RAHA)

Rehabilitation of Refugees Affected Hosting Areas (RAHA) project was initiated in the last quarter of year 2009 in order to facilitate the local communities; affected by or still hosting, refugees in the Province of Balochistan.

SCSPEB with the financial support of UNHCR implemented the short term project in District Quetta & Pishin. The project addressed all the educational requirements of Afghan Refugees Hosting areas of the stated districts. The areas focused under the project were “provision of water & sanitation facilities, development of infrastructure, provision of teaching & learning material and formation & capacity building of PTSMCs.

During the project life 3 meetings with Education Department and 114 consultative meetings were conducted, 48 PTSMCs were formed, 21 health & hygiene sessions were conducted, 53 schools were rehabilitated through construction of boundary walls, lavatory & water facilities and construction of other damaged areas of the project, provision of school supplies to 93 schools and lab equipment to 10 High schools of both Districts.



## Basic Literacy and Skill Development Program (BLSDP)

After a very successful launch of an Adult Literacy project in Kech and Gawadar districts SCSPEB joined hands with TTC in its exploration venture through the provision of education and employable skills through literacy, Life skills, vocational/technical skills; the TCC was being responsible for vocational/ technical skills training. For the same purpose 4 centers were established of which one was for Ladies. Literacy Facilitators were imparted intensive, hands on practice training and were capacitated to teach in the class room through andragogic approach.

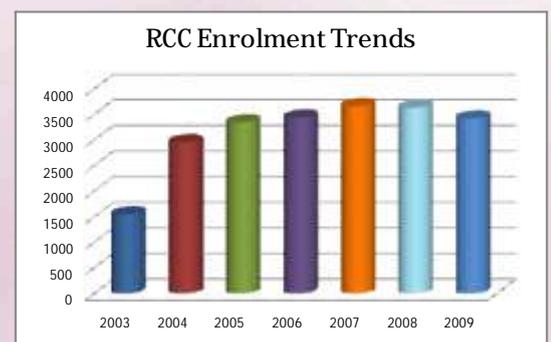
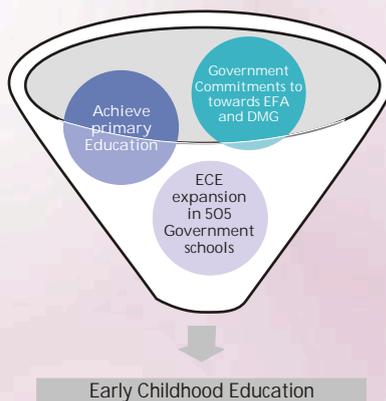
The age bracket was 15-35 years. It was further decided that Iqra curriculum developed under ESRA and approved by the Government will be used. The project enrolled 121 male and 77 female learners. The centers functioned in the evening but timings were fixed according to the facility of the learners and their consensus. The project produced very encouraging out comes, the drop out was only 1.5% which is very rare in such expeditions. The people of Nok Kundi have demanded to continue the program till each and every illiterate man and woman becomes a literate. Generation of such demand is a real success of the project.

The SCSPEB has developed a comprehensive Data base which is help full for researcher's planner's implementers and other stake holders of adult literacy programs.



## Releasing Confidence & Creativity (RCC)

Releasing Confidence & Creativity (RCC) an Early learning program funded by Netherland through Aga Khan Foundation AKF (P). It aims to demonstrate a sustainable and replicable model of early education with high impact on achievements of children, particularly in rural areas of Balochistan. Program strengths are in the areas of classroom environments, community and parent involvement, technical competencies, regular supervision and monitoring, teacher capacity development, dissemination of early childhood development information and increased retention rates.



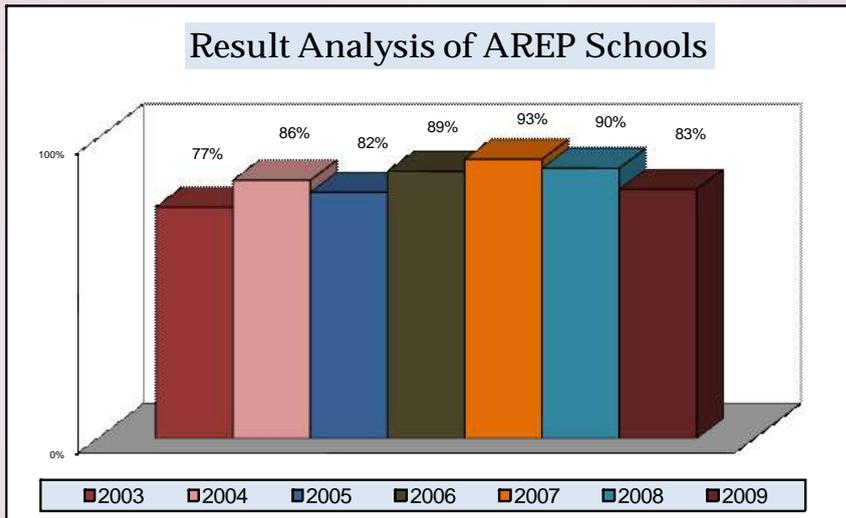
Basically the program focuses 100 Government Schools. Under a cluster based approach 12 clusters were formed in 7 districts of Balochistan namely Pishin, Ziarat, Mastung, Loralai, Bela, Noshki, Killa Abdullah. The program is smoothly working successfully through teaching support & capacity building, development and monitoring mechanisms, class room equipments & material provision for child friendly environment, encouraging community and parental involvement in school management. Learning corners were established for the enhanced learning outcomes.

## Afghan Refugees Education Projects (AREP)

AREP (Afghan Refugees Education Project) aims to provide access to quality education to all the refugee children residing in refugee villages and thereby ensure that their right to basic quality education is realized. The project was initiated after the US attack on Afghanistan.

SCSPEB extended its support to the Afghan Refugees that had entered Pakistan in 2001. The Afghan Refugees Education Project (AREP) began in 2002 with the support of UNICEF, in four refugee camps; Roghani, Landikarez (Chaman) Muslim Bagh and Muhammad Khail (Panjpai). But due heavy migration & repatriation occurred and 4 camps at Chaman were closed in 2003.

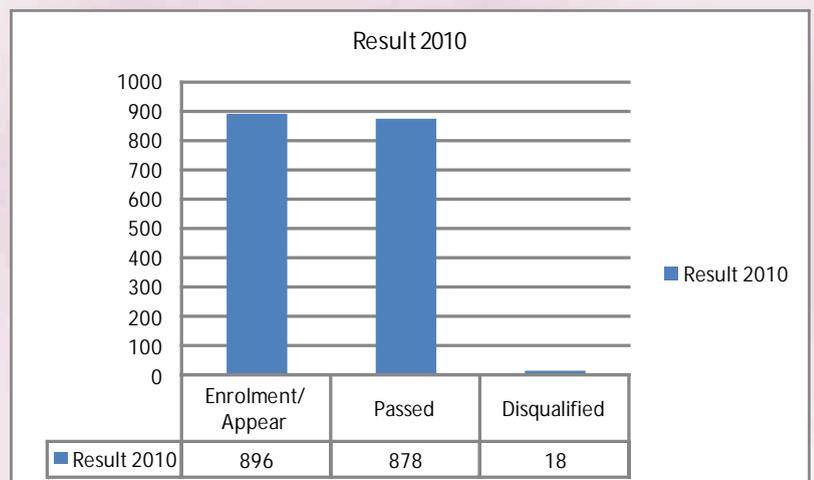
Now the project is running successfully only in 18 schools of Mohammad Khail and Muslim Bagh Camps of Balochistan with the financial assistance of UNHCR since 2003. Currently Afghan curriculum is being taught in all the AREP schools in order to facilitate the repatriation and integration of refugee children in their home land. Project emphasize on capacity building of teachers and committee members to ensure community participation in refugee camp schools.



## Community Girls Middle Schools Project (CGMS)

CGMS generates the opportunity for the girls middle education in terms of establishing middle schools model in the premises of the existing government schools or otherwise in any other available building provided by the community to facilitate primary passed girls who get deprived of the middle or further education due to non-availability of the middle education, which facilitates three to five feeder school. Under the project local teachers had been hired and capacitated to teach middle classes. A total of 34 local teachers in three districts namely Pishin, Mastung, Ziarat had been capacitated so far under the project.

The program literally formulates public-private partnership in order to contribute in achievements of some of the MDGs. CGMS is very motivated and effected to help to accelerate the middle level education, during the period all the schools construction process has been completed, enrolment was 896 out of which 98% were passed as well as 78 teachers were capacitated up till June, 2010.



## Links to Learning: Education Support to Pakistan (ED-LINKS)

The ED-LINK is focusing on Sindh, Balochistan, Islamabad Capital Territory and FATA by the support of USAID, which had supported the country through an International NGO American Institute for Research (AIR), particularly Balochistan on comparative basis. The main objective of ED-LINKS is to improve the quality and sustainability of teacher's education in order to improve the students' performance at Middle and Secondary levels. The program focusing its interventions on 300 middle and secondary school in 11 districts namely Pishin, Killa Abdullah, Killa Saifullah, Loralai, Khuzdar, Bolan, Sibi, Awaran, Kech, Punjgur and Jafferabad. The program focusing the following activities:

- Improving teacher's education and professional development process.
- Improved student's learning and learning environment:
- Mobile Science Laboratories: the program envisages introducing mobiles science laboratories which will be properly equipped with experienced teachers and apparatus.

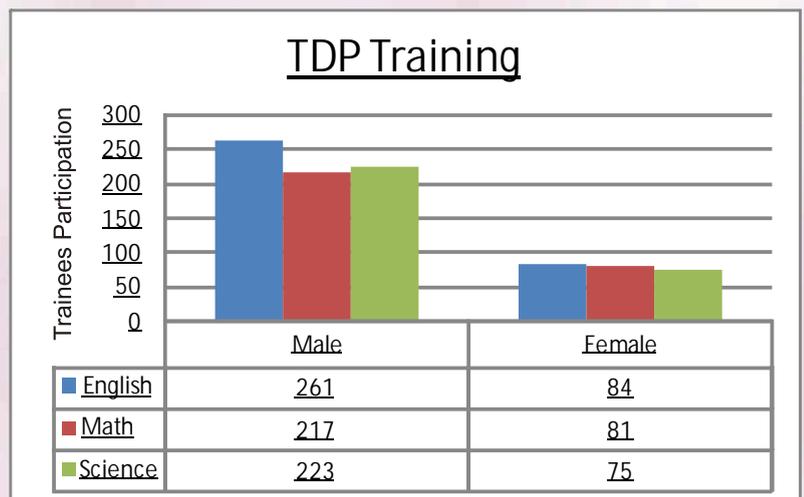
The ED-LINKs targeted beneficiaries are the Students, Teachers, Principals, Administrators and Ministry officials.



## Teachers Development Program (TDP)

Improvement of teacher education and professional development is always in the heart of any program striving for improvement of quality education. The ED-Links has also assigned due importance to this component. Discussions with the stakeholders showed that Mathematics, Science and English were the main areas of learning where the teachers needed support the most. Therefore, a well-conceived Teacher Development Program (TDP) was designed.

The first cycle of TDP focused on the middle school teachers of the ED-Links focused schools. The program was conducted in three face to face phase's i.e. 12+5+5 = 22 days. 1051 teachers were supposed to participate in the training but 941 (90%) participated and completed all the three phases of 22 days training.



Trainings	Male	Female	Total
English	261	84	345
Math	217	81	298
Science	223	75	298
G-Total	701 (74%)	240(26%)	941(90%)

# SCSPEB Donors & Partners

- United Nations Development Program (UNDP)
- Aga Khan Foundation (AKF) through USAID
- Aga Khan Foundation (AKF) through EKN
- Government of Balochistan (GOB)
- Development in Literacy (DIL)
- United State Agency for International Development (USAID) ESRA
- United Nation Children Foundation (UNICEF)
- United Nations Higher Commission for Refugees (UNHCR)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- American Education Development (AED)
- The Embassy of the Kingdom of the Netherlands (EKN)
- Canadian International Development Agency (CIDA)
- Balochistan Education Foundation (BEF)
- Asian Development Bank (ADB)
- Habib Bank Trust (HBT)
- Titian Copper Company (TCC)
- Save the Children-UK (SC-UK)
- Foundation Open Society Institute Pakistan (FOSI-P)

# Events during the year 2009-10

## Budgetary Dialogue

Effectiveness of public spending in education was one of key areas of achieving the constitutional and international avowed targets, therefore a Dialogue on Financing in Public Education was held on 13th April 2010 at boy scouts Quetta, the aim of the initiative was to stimulate an evidence-based policy dialogue on the education financing from the standpoint of outcome-oriented spending. Specific objectives of the policy dialogue were to:

Provide the much needed interface between Government of Pakistan and civil society for improving the effectiveness of resource allocations and spending in the education sector along with a critical revisit of the associated governance issues;

- Map and examine the main trends in patterns of allocation and spending on education during the last 5 years to highlight the extent of effectiveness of public spending;
- Identify critical issues in education budgeting at the process as well as at the outcome levels, and suggest ways to address these issues system-wide; and
- Propose a set of recommendations for effective education budget tracking by Finance, P&D and Education departments officials, Academics, media and civil society.



## Melad Ceremony

SCSPEB always avail the opportunity to celebrate the sacred event of Eid Melad-un-Nabi. This time the event was celebrated with greater respect and reverence, on 4th March, 2010. All the renowned organizations working in the development sector, based in Quetta were invited to participate in the event. Therefore a large number of ladies from various organizations arrived/participated and reaped the blessings of the congregation.



# Events during the year 2009-10

## SCSPEB Annual Function Celebration

SCSPEB always held its annual function on 22nd March to celebrate its anniversary, but this time SCSPEB launched its liaison office and anniversary at Islamabad and also celebrated annual anniversary on 22nd March, 2010. However the occasion was also pleasantly celebrated on 17th May, 2010 at SCSPEB office Quetta.

On occasion SCSPEB acknowledges the services of its employees demonstrating their level of commitments and performance during the year. So the selected members of the working teams and office were awarded certificates and a gift as a token of acknowledgement of their services. They included all the categories of employees from MD to Driver.

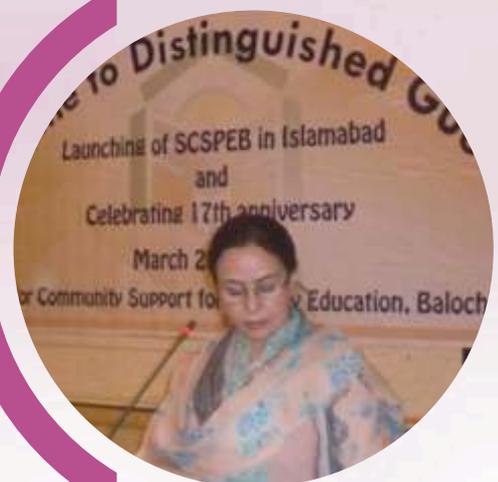


## Inauguration Ceremony of Liaison Office at Islamabad

On the occasion of 17th anniversary of the SCSPEB establishment, it launched its Islamabad chapter ceremony on 22nd March, 2010 at Serena Hotel Islamabad. The ceremony was attended by large number of donors and representatives of developmental sector. The president of the organization welcomed the visitors & gave a presentation on the achievements of the SCSPEB and also appreciated the efforts made by the SCSPEB team.

All the projects & sections were presented their valuable achievements/activities on the stalls through modules, brochures, handouts and pictures to demonstrate the effectiveness and success. All the visitors visited stalls and observed the efforts made by the SCSPEB.

On the occasion SCSPEB organized & applauded the donors and partner organizations, which collaboration & financial support caused accomplishing SCSPEB projects & models during the whole period.



# SCSPEB Contribution towards EFA Objectives

## Objective 1

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

- SCSPEB introduced ECE program in 100 Government schools of 7 Districts of Balochistan and enrolled 6183 students for early education, 120 teachers and Lead teachers were trained on ECE methodology.
- Signed an agreement with UNICEF for more 105 schools, for ECE implementations
- Signed a new project for establishment of 47 ECE classes in 2 districts.

## Objective 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.

- WVECs & PTSMCs were trained on several topics under different projects
- 468+77 female adults literate under RCC-ECE & adult literacy projects

## Objective 5

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good

- Over the years 4276 female students were access through SCSPEB interventions and appointed/retained 100 female teachers & trained 1300+ teachers on several teaching contents.

## Objective 2

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

- Replication of ECE learning at primary level in 100 focused schools, in 7 districts of Balochistan,
- 1996 Afghan Refugees children were enrolled in 18 schools for basic primary Education.

## Objective 4

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

- 23 Female Adult literacy centers were opened under RCC project to literate the parents of ECE students for better life style and improved education activities of their children.
- 4 centers with the enrolment of 198 adult
- 468 adults literate under RCC-ECE

## Objective 6

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

- Conduction of 1300+ teachers trainings to on various topic improve the quality of education.
- Provision of learning materials to class ECE, I & II in 100 ECE focused schools for the improved quality of education
- WVECs were trained on several topics to improve their life skills.
- Provision of Missing facilities and rehabilitation of schools in 133 schools
- Provision of Lab Equipment to 10 Schools
- Provision of school supplies in 111 schools

# SCSPEB Contribution towards MDGs

## 1 Eradicate extreme Poverty and hunger

- 177 male/ females teachers appointed / retained to reduce the poverty in the communities
- 284 schools were focused, 6981 students/Adults were enrolled for the long term contribution in poverty reduction through Education
- Striving to regularize 100 ECE teachers by the Government
- 10 CGMS schools regularized 53 teachers / HTs & support staff posts have been sanctioned in budget 2010-11.

## 2 Achieve Universal Primary Education

- ECE replication up to Primary level to achieve the primary education
- 1996 Afghan Refugees children were enrolled in 18 schools for basic primary Education.
- Teacher's trainings on primary level curriculum contents.

## 3 Promote Gender Equality and Empower Women

- 4276 girls students were enrolled by SCSPEB out of total enrolment of 6981 by the implemented projects (CGMS, RCC, Adult Literacy & AREP)
- WVECs & SMC female capacitated on several topics to contribute in the financial needs of their families and can support to men in this task.

## 4 Reduce Child Mortality

- 21 health & Hygiene sessions held with communities / WVECs which reduces death rate at rural areas.
- Child protection component added in the contents of ECE teachers training to reduce child diseases and death rate.

## 5 Improve maternal health

- 52 Health & hygiene/first aid trainings at community level, prevent from diseases

## 6 Combat HIV/AIDS, malaria and other diseases

- 52 Health & hygiene/first aid trainings at community level, prevent from HIV/AIDS, malaria and other diseases

## 7 Ensure environmental sustainability

- 52 Health & Hygiene sessions for community awareness.
- Provision of safe drinking water and its orientation for the future use.
- Provision of missing facilities (lavatory, and water tanks, Boundary walls...etc) to schools,

## 8 Develop a Global Partnership for Development

- SCSPEB partnership with the Government to involve communities by BBCM (broad based community meeting) for the establishment of community schools.
- Partnership with CGMS & Government Primary schools to build the bridge among Government and communities for the promotion of Early Childhood /middle education.

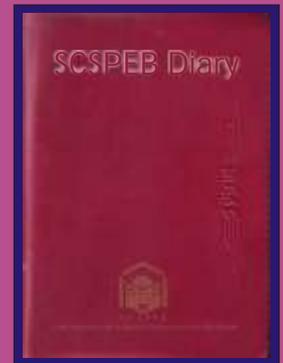
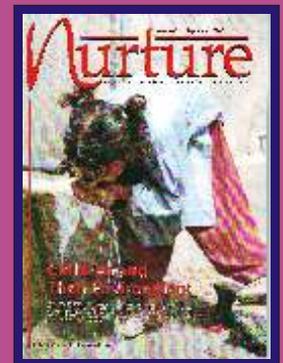
# SCSPEB Publication During the Year



**Matching Capabilities and Availability - Early Childhood Education Program, ECE**

SCSPEB has 1000 ECEs and 1000 ECEs are available.

Capabilities	Match	Availability
Age	1-3 years	1-3 years
Gender	Male/Female	Male/Female
Ethnicity	Various	Various
Language	English	English
Religion	Various	Various
Special Needs	None	None
Health	Good	Good
Education	None	None
Income	Low	Low
Location	Urban	Urban
Availability	1000	1000



# Audit Report

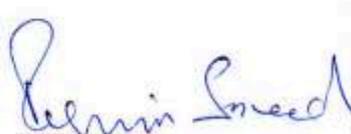
## SOCIETY FOR COMMUNITY SUPPORT FOR PRIMARY EDUCATION IN BALOCHISTAN

### RECEIPT AND PAYMENTS ACCOUNT FOR THE YEAR ENDED JUNE 30, 2010

	NOTE	2010 Rupees	2009 Rupees
<b>RECEIPTS</b>			
Grants received		134,486,618	96,866,336
Other receipts		32,654,026	14,717,052
Bank profit		2,038,520	981,246
		169,179,164	112,564,634
<b>PAYMENTS</b>			
Payments for capital expenditures	5	5,433,866	1,145,904
Project expenses	6	138,583,564	81,993,295
Administrative cost	7	13,409,912	6,301,803
Advances paid		6,971,201	986,013
Financial charges	8	462,540	201,824
		164,861,083	90,628,839
<b>Excess of receipts over payments</b>		4,318,081	21,935,795
<b>Opening cash and bank balance</b>		40,729,550	18,611,044
<b>Prior year error</b>		-	182,711
<b>Closing cash and bank balance</b>		45,047,631	40,729,550

The annexed notes 1 to 10 form an integral part of these financial statements

  
MANAGING DIRECTOR

  
PRESIDENT

# Audit Report

## SOCIETY FOR COMMUNITY SUPPORT FOR PRIMARY EDUCATION IN BALOCHISTAN

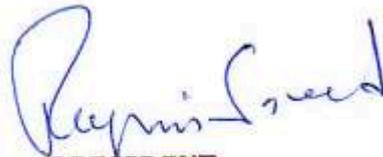
### BALANCE SHEET AS AT JUNE 30, 2010

	NOTE	2010 Rupees	2009 Rupees
<b>CURRENT ASSETS</b>			
Cash and bank balances	4	45,047,631	40,729,550
		<u>45,047,631</u>	<u>40,729,550</u>
<b>Represented by:</b>			
Accumulated surplus		45,047,631	40,729,550
		<u>45,047,631</u>	<u>40,729,550</u>

ATTN

The annexed notes 1 to 10 form an integral part of these financial statements

  
MANAGING DIRECTOR

  
PRESIDENT

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