



Annual Report 2010 - 2011



Society for Community Support for Primary Education, Balochistan



Acknowledgement

All praises to ALLAH, the Almighty, the Lord of the world, the most Merciful and the most Beneficent. He is the only Who endowed me with Vision, courage and patience to accomplish out task for bringing SCSPEB with all the progress and achievements during the period, to play pivoting role in the development of education in Balochistan.

This report is the collective effort of the supervisor and teams and I wish to express my deep sense of gratitude for their competent, Cooperative, intense and continued support who made it possible to compile this report in qualitative way with their grass root experiences. It is pertinent to thank Education officers at district level for their support 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 Committee 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.

Words are inadequate in offering my thanks to all partners and donors for their financial & technical support, which remained during the projects and expect to remain in future.

Finally, yet importantly, I would like to express my heartfelt thanks to all of those who supported me in any respect during the completion of this project.

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 development 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, and environment sustainability resulting in better life for people. The Millennium Development 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 development 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-Link, 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 information provided in this report is a glimpse of performances of the organization without ignoring the challenges if faced during the report year. I take pride in presenting the instant report to the development loving individuals and organization. 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.

President SCSPEB
Dr. Ruquiya Hashmi



Society for Community Support for Primary Education, Balochistan

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 22nd, 1993 with an aim to promote human development by utilizing community mobilization strategies to establish government-community partnership for sustainable development 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 and was awarded with the UN award 2001 by UN system in Pakistan for its contribution towards promoting female education in Balochistan. It established 1550 girls' primary schools in remote rural areas through a Community Support Process. Its boosted female literacy by (200%) this process was adopted by other three provinces in their interventions. Introduction of Parent Teacher School Management Committee helped in empowering the communities to manage their schools. SCSPEB also demonstrated economical non-Governmental models of Home schools and Fellowship School. SCSPEB is the 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 takes pride to develop Provincial & 7 Districts ECE plan. 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 (primary, Middle & High) creating a child friendly, joyful learning environment and improved quality of education. SCSPEB is also pride to take a step towards the college lecturers training on key subjects. This is only glimpse of the efforts, the organization has made in the development of the province.

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"

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"

GOAL

To be an effective and efficient service organization supporting government, communities and other partners in their efforts for the development (particularly in the province of Balochistan).

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 Board



**Dr. Ruquiya
Saeed Hashmi**

One of the fonder members of SCSPEB Board and holds the honor of being the 1st presidents of SCSPEB Board. Presently she is serving as President SCSPEB Board.



**Mrs. Azmat
Hassan Baloch**

One of the fonder members of SCSPEB Board and holds the honor of being associated with since 1993. Presently she is serving as Member SCSPEB Board (2007-11).



**Dr.
Fazal Ahmed**

Serving as member SCSPEB Board since 1996, presently extending his services as Vice President SCSPEB Board (2007-11)



**Dr.
Ijaz Ahmed**

He is affiliated with SCSPEB since its inception from March 1993. Presently extending his services as Executive Member SCSPEB Board (2007-11)



**Mr. Kamal
Hassan Siddiqui**

He had been associated with SCSPEB as eminent member of its board of Governance. Presently he is serving as Finance Secretary SCSPEB Board (2007-11)



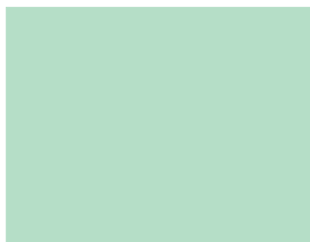
**Sardar
Raza Muhammad
Barrech**

He has been associated with SCSPEB since 1996 and presently serving as General Secretary SCSPEB Board.

SCSPEB Donors & Partners

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

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



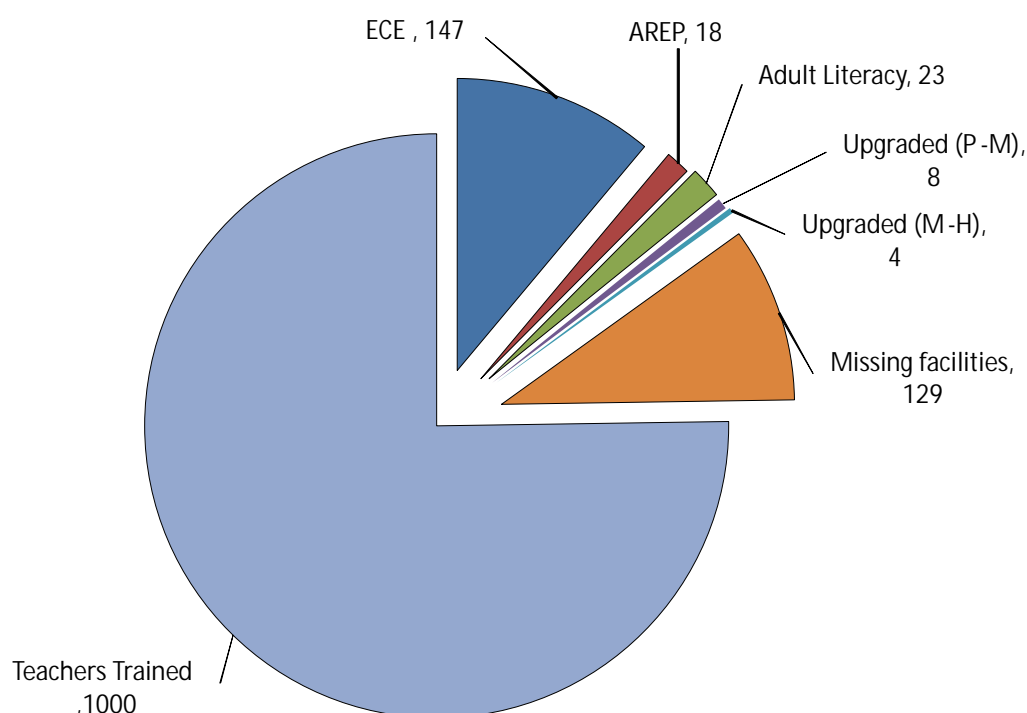
Access

Access to education, especially primary education is the cornerstone of international initiatives like Education for All (EFA) and the Millennium Development Goals (MDGs) relating to education. It is the obligation of the State to provide equal opportunity to all citizens for improving their status in life. In education, the basic objective is the access to quality education for all, irrespective of family income, geographic reach, gender, religion and ethnicity.

Pakistan, especially Balochistan faces the problem of a large number of out-of-school children, both at primary and secondary levels, aside from a high number of dropouts. There are 10668 primary schools for 22000 settlements. It means that there is only 1 school for 2 settlements. Same is the case with middle (961) and high (633) schools. The situation of girl's education is worst.

The SCSPEB took a cognizance of the situation and decided to join hands with the government Department of PPIU for the attainment of EFA first Objective and development ECE Provincial & District plans with the financial support of UNESCO. The plan covers 720,000 populations till 2015 of ECE age group to contribute towards Primary Education and reduced drop out at primary level.

Early Child hood education (ECE) is one of the highlighter strategies for achieving Universal Primary Education. The SCSPEB in Collaboration with The Embassy of the kingdom of the Netherland through AKF has introduced ECE classes in 90 Girls and 10 Boys' schools. This intervention has provided an opportunity of pre-school education to 3550 children, 982 Boys and 2622 Girls, of 100 focused Schools in year 2011.

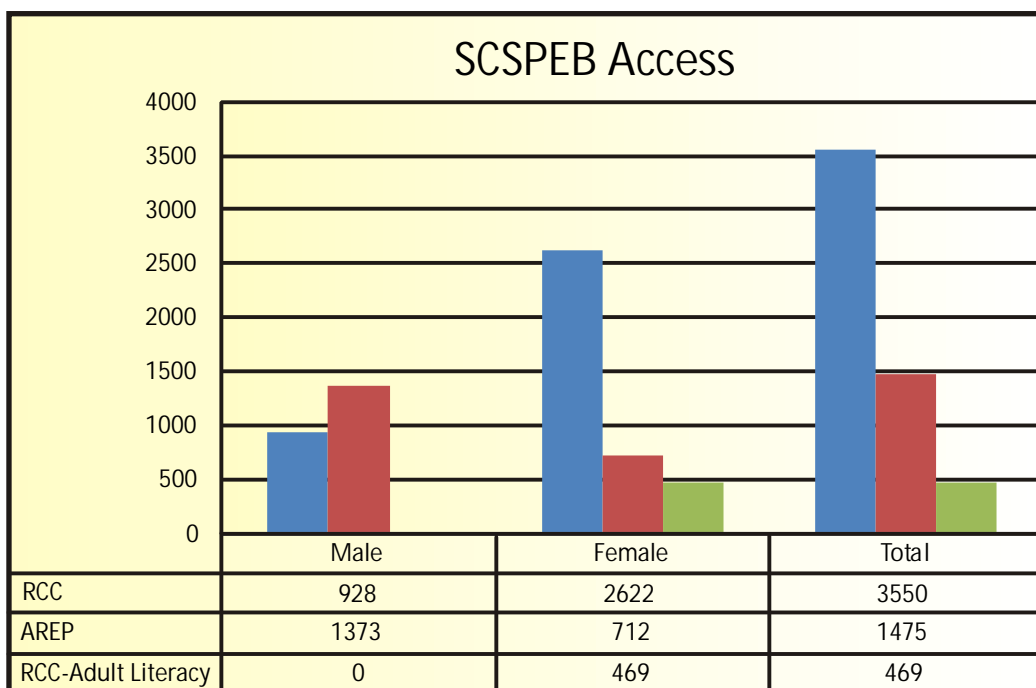


Balochistan is starved of high rate of illiteracy. Eradication of illiteracy is one of the objectives of MDGs. The SCSPEB intervened to eradicate illiteracy, focused RCC-ECE community to open center. This intervention produced 469 neo literates who demonstrated their reading writing and numeracy skills.

SCSPEB established 69 camp schools after the post 9/11 Afghan war in 2001, but the number of schools soon got short to just 18 when thereafter heavy repatriation occurred. The project enrolled 2085 Afghan children in 18 schools of 2 camps of Afghan refugees in Balochistan. During the period the project access to 1373 male 712 female students, while directly or indirectly 1475 families were benefited.

Balochistan Education Program (BEP) 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 period 47 schools were focused for ECE interventions to provide the opportunity to girls & boys for preprimary education as well as 47 teachers were appointed within the focused for provision of Missing Facilities, 4 schools were up-graded from Middle to High while 10 were up-graded 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, Loralai, 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.



Quality Education



Education provides the foundation for reducing poverty and enhancing social development. An educational system of poor quality may be one of the most important reasons why poor countries do not grow. Dakar Framework of Action states that a quality education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living'

The SCSPEB realized that quality education in particular is reaching lowest ebb and needs to be improved urgently. There is severe shortage of Teachers, Laboratories & Libraries are ill equipped and lack of

education sector plan even curriculum has little relevance to present day needs. In view of the present situation and analyzing factors responsible: the SCSPEB developed ECE Plan to introduce a separate learning environment and cater the need of Teachers, Rooms, Building, Material and other missing facilities in all Government and Private schools.

SCSPEB have been making efforts in accordance quality education and all related cross cutting issues like Libraries, Laboratory...etc. and its commitments towards quality education has become significantly visible through various initiatives and interventions.

Teacher Training

Teacher training is the fundamental cornerstone in the achievement of the International commitments towards "Millennium Development Goals" and "Education for All". The importance of teacher as key factor in the education process has always been recognized. The most recent National Education Policy 1998-2010 also recognizes that the teacher is considered the most crucial factor in implementing all educational reforms at the grass-root level.

The administration of teacher training in Pakistan is a provincial responsibility. SCSPEB teachers training cell mandated with under taking such activities which may help improving the quality of education. However, the SCSPEB is supporting Provincial Government in teachers' capacity building since 1993 at ECE, Primary and Middle level.

This year the SCSPEB has taken a step towards College teachers Training and build the capacity of 62 Lecturers (41M / 21F) of inter and Degree colleges of District Pishin on five Subjects under TTSIP project. On the other hand 511 teachers were trained during second cycle of TDP focused on the secondary school in (Math, Science & English). Moreover, ECE, class I & II teachers of 100 schools and 12 Lead Teachers including Learning Coordinators were trained on various topics to promote the learning and Quality of Education.

Training Title	Project Name	Total Participants	Areas of Learning
Teaching of English class IV & V	AREP	33	4 basic language skills Teaching of alphabets Words building Use of verbs, pronouns, prepositions. Counting in English
ECE Orientation	BEP	43	Growth & development Classroom management Why ECE in Government Schools ECE Curriculum 2007 Pre-reading & Pre-writing activities
RCC-ECE Lead Teachers Training	RCC	6	Pedagogy & Content Stages of Growth & development Classroom Management/learning corners Multiple intelligences Evaluation of learning Language and Mathematics
AREP teachers Training	AREP	37	Teaching of English Words building, nouns, pronouns, preposition, adverbs&etc. Days of week & month of year
Teaching methods and mastery on the subject matter	TTSCIP	62	Teaching methodology & contents
Subject areas	Ed-Links	511	Teaching methodology & contents 6 days

Class room Environment

Classroom environment directly reflects quality education provided. Children learn best when they feel comfortable in their classroom environment. Teachers, then, can work to incorporate strategies that help create the ideal classroom environment. SCSPEB focused 147 schools for ECE intervention focus classroom environment very carefully by considering the needs of the students involve them in the classroom to create a sense of ownership in their learning. It keeps students engaged in a lesson when participate through activities and discussions, labs, projects and other child centered activities. 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 a success full middle school model is also recognized by the Government through budgetary allocation for 10 focused schools.



Provision of Missing Facilities

Education is the Basic right of all the children. Up-gradation of schools from Primary to Elementary level & from Elementary to High level and provision of various missing facilities including drinking water, sanitation, boundary walls, electricity, furniture & toile is also one of the major initiatives as well. 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, Sanitation, Lavatory, White wash and other minor repairs to 88 schools of 8 districts of Balochistan. Moreover, the schools were equipped with Lab materials, Library books and sports material to strengthen the school learning environment.

Community Participation



Community Participation is one of the key ingredients of an empowered community. It is one of the primary focuses of SCSPEB. Formation & reactivation of PTSMC, WVEC, EC and VEC in all the focused communities of 16 districts for increased community involvement at school level is the step towards the promotion of education through community. Over the reporting period 68 schools PTSMC, 50 ECs and 100 WVECs were trained on "Role & Responsibilities, Resource mobilization, fund raising and nutrition / 1st Aid to improve quality education linking community development.

To build strong coordination among the committees and education sector 120 meeting with PTSMCs/ M-SMCs, 100 with WVECs/F-SMCs and 160 with ECs & VECs and EFOs were held to promote the quality education.

Universal Primary Education

The second United Nations Millennium development Goal is to achieve universal Primary education, more specifically, to "ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling."

SCSPEB to attain Universal Primary Education (UPE); offers a rigorous set of interventions. BEP contributes in terms of establishment of ECE classes in 47 Government schools that improve the retention rate at primary level, up-gradation of schools from Primary to Middle and Middle to High is another contribution towards universal Primary Education in Quetta & Killa Abdullah.

From beginning CGMS project established 10 girls' Middle schools in District Mastung, Ziarat and Pishin and enrolling primary passed girls back therein who stayed drop-out before. 37 teachers of the project have been regularized by the Government of Balochistan under SNE 2010-11.

AREP project is another contribution towards the increased enrollment of Afghan Refugees residing in Afghan refugees camps of Balochistan. The project focused 18 schools where 2085 (1373 M / 712 F) students have been enrolled.

Environmental Sustainability

Achieving sustained development requires a healthy planet. The Millennium Goals recognize that environmental sustainability is part of global economic and social well-being. 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.

Elementary Environmental Sustainability is one of the thematic areas of SCSPEB. During the period, directly & indirectly 5000 teachers and students were provided clean drinking water in district Pishin under TTSIP project. Plantation is another step towards the environmental sustainability. Lack access to basic sanitation; result in death of at least 400 children per day. BEP & RCC project focused schools were provided functionalized lavatory to prevent these children from diarrhea and other diseases. Schools were also provided DRR material to manage environment changes through preventive actions.



Health and hygiene awareness is one of the important components for the learning environment for the same purpose 17 WVECs were trained on Nutrition while 89 schools WVECs were provided first aid training on the other hand a health campaign was conducted in 90 girls school for the promotion of health & hygiene conditions focused for ECE interventions. 6180 students' medical checkup was conducted to identify the diseases prevailing and its preventive actions.

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 Issue.

Poverty Alleviation

Focusing EFA Objective and Millennium Development Goals "To Eradicate the Extreme Poverty and Hunger" is the international commitment made by the Pakistan to be achieved before 2015. Poverty is not just a statistical phenomenon, but can be understood as the incapability of actualizing a person's human potential due to lack of access over certain physical amenities: employment, productive assets, clean drinking water, food, schools, dispensaries / hospitals, sewerage, housing, etc.

Poverty remains a serious concern in Pakistan; especially in Balochistan, where poverty ratio is 33.48% (Rural 35.26%, Urban 27.67%) which is much higher than other three. Poverty reduction Strategy Paper (PRSP) is one of the strategies adopted by the Government to eradicate extreme poverty. SCSPEB has been working in almost all districts and directly focuses the rural areas of Balochistan, have introduced a number of innovative models for the promotion

of education in order to minimize poverty gap since 1993, and community members were provided opportunities to get employment and contribute in the economic/financial welfare of their families & the community.

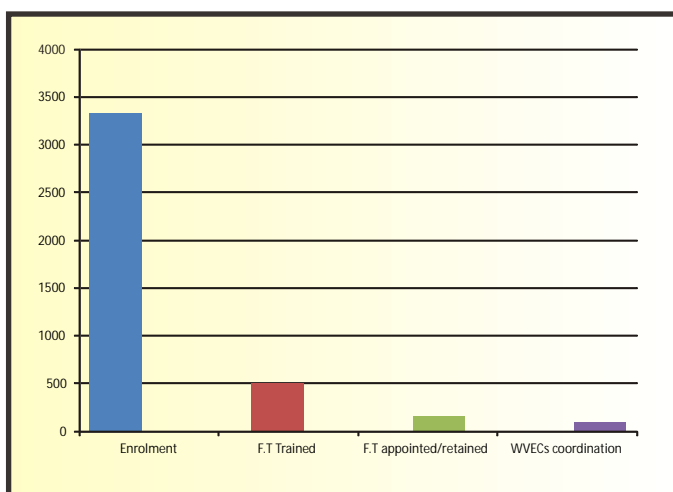
Provision of job opportunities (appointment of teachers/lead teachers) to the local unemployed educated male & females is the contribution in poverty alleviation and total employment, over the period approximately 80 males/150 females were appointed / retained as a teacher and lead teachers, under RCC, AREP & BEP projects. And 53 teachers, Head Mistress, and peons were regularized by the Government under CGMS project and getting benefits in cash/savings and financially supporting to their families and child health & education.

Education directly/indirectly address the step towards poverty elevation, during the period provision of School supplies, bags, Learning Materials for low & no cost material development, health & hygiene kits, First Aid box, DRR material and other incentives like Fee concession at school and hospital level and medical check-up under RCC, AREP, BEP, project is one of the best step to control poverty through education. Capacity building of teachers, Lecturers and community members on fund raising, classroom management, material development, first Aid and utilization of DRR material to develop the community.

Woman Empowerment

Women empowerment refers to increasing the spiritual, political, social or economic strength of individuals and communities. It often involves the empowerment & development confidence in their own capacities. Women can play a very important role for the betterment of the society. Education is the most important factor; the more schooling she has, the brighter her future. There is a positive correlation between education enrolment rates of girls and GNP per capita.

SCSPEB in view to importance of girl education, emphasis on female education enrolled 3334 girls' students, appointed/retained 150 teachers under RCC, AREP & BEP and enhanced the capacity of 500 female teachers' under RCC and ED-Links, TTSIP & BEP. 100 WVECs/female SMCs meetings were held 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 takes the government into confidence before embarking on any intervention. Therefore, it developed ECE plan in collaboration with PPIU, financially and technically support by UNESCO. SCSPEB worked in a coordination of working group of partner organizations and local Government; DCs, DFPs & EDOs, in this way the SCSPEB is building a bridge between all the stakeholders.

The Balochistan Education Program funded by the EKN in collaboration with Save the Children-UK in another example. 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-activated the PTSMCs, engaged the Government and communities and share its experience, with the partners.

Teachers Training School Improvement Program is another example. The project is being implemented in coordination with BACT, District Education Officials, Department of Education and all stakeholders. The SCSPEB engaged 4 colleges to building the capacity of 75 lecturers on the content areas + teaching methodology, while 5 high schools teachers capacity building on First Aid & DRR.

Advocacy

Lunching of ECE Plan



SCSPEB is making verity of intervention to achieve its objectives. One of the interventions to improve the learning environment is the development of ECE plan. Development of ECE Plans was a crucial and critical need of the Province. According to the existing rules, the schools also admit the children of 5+ age group. Therefore, it was a new phenomenon for them to enroll the children at the age of 4-5 years. It was therefore very appropriate to launch an advocacy campaign to create awareness regarding necessity of ECE class. Seminars and workshops held in each district (Awaran, MusaKhail, Pishin, Chaghi, Zhob, Sherani and Jafarabad) in which the district civil management, Education Field Officer and Head of main high schools were invited to participate in the seminar. The members of working group facilitated in conduction of seminars and built the capacities about ECE implications to district authorities consist of Deputy Commissioners, Divisional Directors, and District Education Officers. ADEOs, Lead Teachers, Principles of High Schools, LCs, Civil Society and Media officials and other important personalities of education department.

Human resource Development

Human Resource Development (HRD) is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. 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 through training 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 concepts, Early child hood curriculum material development, Girls guide training, Learning disabilities, Child behavior 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 starts as interns. SCSPEB also provides its staff with some medical facilities as medical Insurance for them and their Children, furthermore, the staff members also gets one month extra salary as Eid bonus.

SCSPEB Contribution during the Year 2010-11



Balochistan Education Project

Teachers Training School/College Improvement Program (TTSIP)

Releasing Confidence and Creativity (RCC) an Early Childhood Education Project

Afghan Refugees Education Program (AREP)

Quality Education Focusing Middle Schools by FOSI

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

Development of Provincial and District ECE Plan

Emergency & Relief Projects

Balochistan Education Project (BEP)



State of education, overall, in Pakistan is far from satisfactory. It is even more concerning in Balochistan, where the total adult literacy rate is 37% with female literacy rate standing even lower at 19%. The Balochistan Education Program was launched in Quetta, Mastung and Killa Abdullah with financial assistance from the Embassy of the Kingdom of the Netherlands (EKN) through Save the Children-UK. SCSPEB join the program as an implementing partner in consortium of (SCSPEB, SEHER & IDO). The project aims to promote public-private and community partnership and to improve existing infrastructure of 340 schools, benefitting 56,800 existing students and give access to 16,20 new students with particular focus on girls.

The program contributed in access to schools through increasing capacity of existing schools by providing infrastructural support. This entails introducing Early Childhood education (ECE) in 43 Schools, upgrading of 8 selected primary schools into middle schools and 4 selected middle schools and to higher schools, while 43 schools PTSMCs trained on their role & responsibilities to stimulate the development of the young child.

Schools	Girls		Boys		Total
	Quetta	Killa Abdullah	Quetta	Killa Abdullah	
Up gradation Primary to Middle	4	3	0	0	7
Up gradation Middle to High	0	1	0	0	1
Establishment of ECE Centers	17	9	12	5	43
Establishment and Provision of Missing Facilities	27	13	18	8	66
Total Coverage	48	26	30	13	117

Enrolment Coverage	Girls		Boys		Total
	Quetta	Killa Abdullah	Quetta	Killa Abdullah	
Up gradation Primary to Middle	849	237	0	0	1086
Up gradation Middle to High	0	160	0	0	160
Establishment of ECE Centers	9036	3394	4836	2415	19681
Establishment and Provision of Missing Facilities	3021	704	2462	738	6925
Total Coverage	12906	4495	7298	3153	27852

Teachers Training School / College Improvement Project (TTSCIP)



At all levels of education, the need of teachers professional development is considered one of the important components of education system. Teachers professional development is the central of any project; focusing Quality Education. So the quality of education is attached to the professional development of teachers. To deal with modern educational systems professional development for college teachers is necessary to enable them to perform successfully.

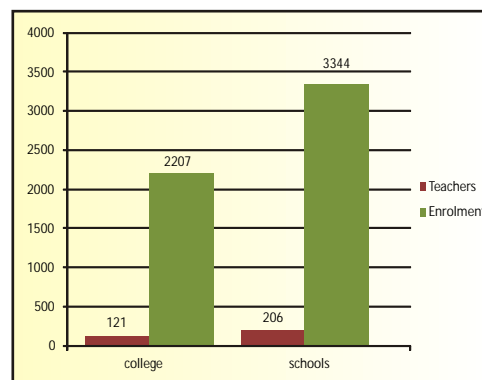
Keeping in view the importance of teacher's development at college level the Society for Community Support for Primary Education, Balochistan (SCSPEB) based on its experience of working in the field of education approached the Canadian International Development Agency (CIDA) and jointly agreed to focus the sample of colleges to demonstrate the model. SCSPEB joined hands with Balochistan Academy of College Teachers (BACT) for the conduction of college teachers

training. The SCSPEB is proud to excel for the College Teachers Professional Development and has taken a step forward in light of its previous history.

TTSCIP equally focuses on gender equality therefore; initially 4 colleges (2 Male & 2 female) of district Pishin were selected for lecturers Capacity building on content areas and 5 schools (2 Boys & 3 Girls) were focused for teachers training on DRR and first Aid. Moreover; the targeted colleges and schools were evaluated for the provision of missing facilities i.e. renovation of infrastructure of the institutions, minor repair, white wash, provision to Toilets, safe drinking water and sports material / Library Book. The project is in line of the overall development objectives of the province for which the Government of Pakistanis signatory with international community. The project strives to achieve the objective of MDGs and EFA and it is also helpful to meet the objectives of ERA in District Pishin.

Focused schools and colleges are as under

S #	School / College focused	# of Teachers	# of Students
1	Government Girls Inter College Pishin	32	211
2	Government Boys Degree College Pishin	47	1241
3	Government Girls High School Pishin	54	1100
4	Government Boys High School Pishin	49	900
5	Government Girls High School Bostan	27	312
6	Government Girls Inter College Khanozai	19	202
7	Government Boys Degree College Khanozai	23	553
8	Government Girls High School Khanozai	42	482
9	Government Boys High School Khanozai	34	550



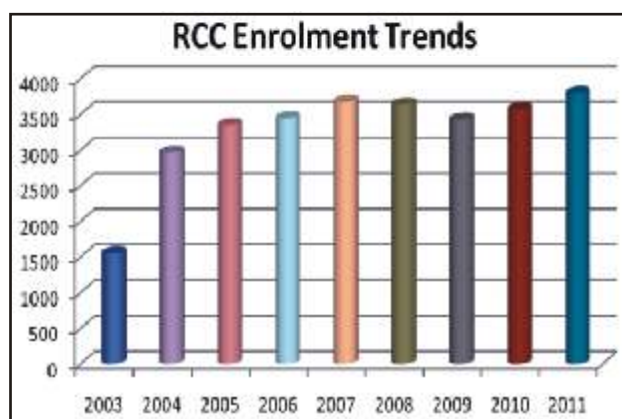
Releasing Confidence & Creativity (RCC)



Releasing Confidence and Creativity (RCC): Building Sound Foundations for Early Learning; it's a growing effort led by a number of educators, professionals, teachers, and parents in Pakistan. The program formalizes ECE (preschool) classes in government schools and works to enhance the quality of both early childhood education as well as the early elementary grades by promoting a child-friendly approach.

The SCSPEB in view of the importance of ECE and international commitments .i.e. EFA & MDGs;

focused 100 Government schools in collaboration with EKN through AKF-P in 7 districts of Balochistan. The districts are; Ziarat, Loralai, Noshki, Pishin, Mastung, Lasbela & Killah Abdullah. RCC works to increase appreciation for the importance of early childhood education and child-friendly approaches among parents, the community & the government. The evaluation found increase in the retention rate to 95%. During the year 2010-11 the project increased access to 3550 children. While 100 schools WVECs / PTSMCs / ECs were capacitated to increase community / parents involvement at school level. 12 child competition seminars were conducted where students, teachers and parents participated. Moreover; 6180 ECE students' medical checkup was conducted during the period to prevent the child from diseases and reduce dropout & Absenteeism, 23 Female Adult Literacy centers were also established to literate the parents of ECE students for better life style and improved education activities of their children.



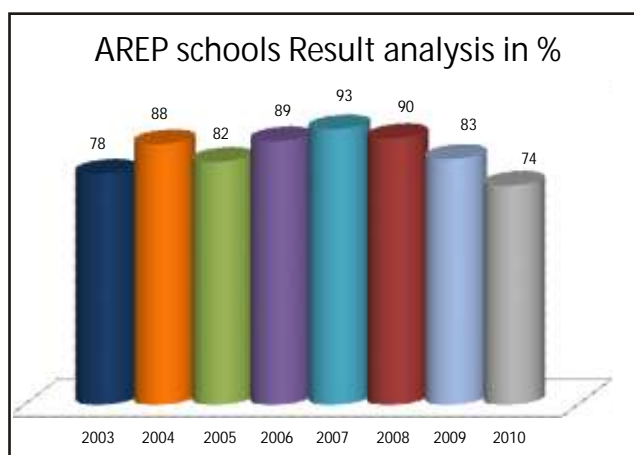
S #	District Name	Number of Schools	ECE Enrolment		Teachers Appointed
			Boys	Girls	
1	Pishin	21	58	867	21
2	Ziarat	16	79	238	16
3	Loralai	9	0	639	9
4	Noshki	15	6	505	15
5	Mastung	18	176	448	18
6	Lasbela	11	62	284	11
7	Killah Abdullah	5	22	75	5

Afghan Refugees Education Program (AREP)



AREP (Afghan Refugees Education Program) 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 attack on Afghanistan.

SCSPEB extended its support to the Afghan Refugees that had entered Pakistan in 2001. the Afghan Refugees Education Program (AREP) is running successfully only in 18 schools of Muhammad 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. During the period 2085 students were enrolled in camp schools. Project emphasize on capacity building of teachers and committee members to ensure community participation in refugee camp schools, to improve the quality of refugees education, school supply / reading & writing material, A.V aids, Lab equipment and sports material were provided to all camp schools.



Annual Examination Status 2011

Camp Name	Total Enrolment			Students Participated in Exam			Student Passed in Exam			Result Percentage
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
M. Khail	538	258	796	419	171	590	347	142	489	83%
M. Bagh	834	447	1281	713	391	1104	616	352	968	87%

Quality Girls Middle Schools Education Project (QGMSEP)



Middle level is a benchmark and gateway for high school education and creates linkage between primary and high schools education. Therefore, the middle school education needs serious attention, Improvement of education, at this level, will have positive impact on primary and high school education.

The SCSPEB based on its experience of working in the field of education, during last two decades, developed an innovative idea to help improve the quality education at middle level. SCSPEB with his concept approached the Foundation Open Society Institute Pakistan FOSI-P and Jointly agreed to focus the sample of middle schools with feeder schools to develop and demonstrate the model, it put more focus on the girls education, therefore, 5 girls Middle schools clustered by 20-30 girls primary schools of District Pishin were initially focused to improve the Quality of education and provides conducive learning environment to Girls of the area. The Government will also be supported in its endeavors to promote quality education in the province. Therefore a memorandum of understanding (MoU) was signed between the Government of Balochistan and the SCSPEB.

At present the middle schools are in shambles. They are short of teaching staff, need furniture, their laboratories are in poor condition and the libraries are ill-equipped. The buildings need repair and provision of missing facilities. Therefore, basic furniture for schools was supplied to fill the existing need gap, libraries and laboratories were equipped well and the modules for training of teachers & Head Teachers has been developed in association with PITE & BoC.

List of Material provided				
S #	Items	No of Set per school	No. of items	No. of Schools
1	Library Books	2	119	5
2	Lab Material	1	23	5
3	sports material	1	19	23
4	Steel Almirah	1	2	5
5	Math Kit	2	-	30
6	informational charts	2	10	5
7	Teacher Kit	1	-	30
8	Blackboard with stand	1	1	30
9	Mat Sheet	1	4	30

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 schools in 11 districts namely Pishin, Killah Abdullah, Killah Saifullah, Loralai, Khuzdar, Bolan, Sibi, Awaran, Kech, Panjgur & Jafferabad.

Teachers Development Program (TDP)

The ED-Links has assigned due importance to teachers' quality improvements through teachers' capacity building. 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 schools teachers of the ED-Links focused schools. The program was conducted in three face-to-face phases i.e. 12+5+5 = 22 days. 941 teachers were capacitated on subject area. While 511 secondary school teachers' capacity build on the subject areas (English, Mathematics & Science) by the conduction of 6 days TDP.



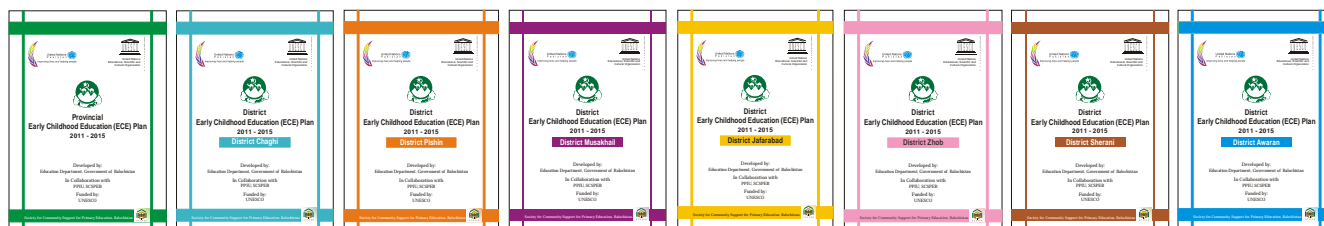
Development of Provincial and 7 Districts ECE Plan



The Government of Balochistan in pursuance of the DAKAR forum declaration 2000 has been making endeavors, within its limited resources, to promote primary education in this illiteracy stricken province. However in spite of huge investment the dropout rate has been alarmingly high and completion rate very low at primary level of education. In this scenario the Society for Community Support for Primary Education, Balochistan (SCSPEB) in collaboration with PPIU, approached UNESCO for the financial and technical support for the development of ECE plan to meet the challenges at Primary level and introduction of ECE in all schools of the Province in a phased manner.

UNESCO acceded to the request and finance the project and SCSPEB in collaboration with PPIU developed Provincial and 7 districts ECE plans, the district includes Pishin, Zhob, Sherani, Jafferabad, Chaghi, Awaran, Musakhail. Additional Secretary development planning was declared Provincial Focal Person ECE. A working group was notified which included Directorates of Education, Schools and BOC, Director PITE, Deputy Secretary (Dev), Education Department, PPIU, Representative UNICEF, NCHD, SCSPEB, IDO and SEHER. Similarly District Focal Persons were also nominated who had to work in close collaboration with the Dy Commissioner and the Stakeholder of the District. Working group associated 4 Resource Persons from Director of Education, PITE, BOC and the PPIU. They supported in development of plans at Provincial and District level.

Finally the plan have been developed and a launched on 17th may 2011, the ceremony was chaired by Mr. Tahir Mahmood, Provincial Minister Education, Mr. Munir Badini Secretary Education, Dr. Ruqiya Hashmi President SCSPEB / Minister for Provincial Coordinator, Mr. Rashid Razzaq Additional Secretary Education, Mr. Qaisar Jamali Provincial Head UNESCO and Mr. Nizam Mengal Director Schools. The plans were presented to Minister Education, Secretary Education and Provincial Head UNESCO as a token of Gratitude and appreciation for their cooperation and support.



Relief & Emergency Support Project

Flood Relief Activities 2010



Approximately 20 million people were affected by the devastating floods in Pakistan on 22nd July 2010. The SCSPEB has extensive experience of organizing effected people, following the 2008 earthquake in Ziarat and the 2007 flood in Gawadar, Khuzdar, Kharan and Bolan. To support in the same challenging situation the SCSPEB collected data of flood effected people, through first-hand needs assessment & review of secondary data all the Camps in Quetta city to address the immediate needs of the affected people and to facilitate them accordingly. Overall the SCSPEB supported Government of Balochistan in the Registration of 10,000 IDPs settled in camps in Quetta city. Distributed food items approximately to 100 families, Other than Dr. Adeeb Rizvi was also facilitated to launch medical camp in district Jafferabad. More than 200 students were enrolled in three Temporary Learning centers (TLCs) focusing pre-primary and primary education and teachers were trained in teaching techniques and disaster affected children management black board, Chalk Boxes, Mat Sheets & School Bags (According to Enrolment) were provided in each TLC. Non-food items and 10 sewing machine / cloths were distributed in special School in collaboration with Dr. Ruqiya Saeed Hashmi.

S #	Material Name	Quantity
1	Slate	1
2	Slatty	2
3	Pencils	2
4	Rubber	1
5	Sharpener	1
6	Writing Pad	1

Events during the year 2010-11

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 27th May, 2011 at office level. Whole office was decorated with flowers and other decoration material. All the male and female members of the staff participated and reaped the blessings of the congregation.

SCSPEB-Board Election

SCSPEB is working under the structured board of executives that is being elected for the period of two years. The last election of SCSPEB board was held at the mid of the year 2009 while this year the election of board member meeting was held at 2nd July, 2011 where Begum Azmat Hassan Baloch was selected as a President SCSPEB Board, Dr. Ijaz Ahmed as Vice President, Mr. Kamal Hassan Siddiqui as Executive Member, Dr. Ruquiya Hashmi as General Secretary, Sardar Raza Barrech as secretary Finance and Dr. Fazal as a Member of SCSPEB Board. Moreover a new member Mrs. Sonia Sahar joined SCSPEB board as a Member.

Enrolment Campaign 2011

Education ratio in Balochistan is only 44% that is not satisfactory for the socio economic development. Keeping in view, save the Children UK, in Consortium for Balochistan Education program (BEP) Partners (SCSPEB, IDO AND SRHIER) is supporting the Government of Balochistan Education department in promotion of Quality Education; especially in Quetta, Mastung and Killah Abdullah Districts. In this connection the consortium has launched an Enrolment campaign from 8th March 2011 to motivate the parents to get their children admitted in the school.

A formal lunching ceremony of the enrolment campaign 2011 was arranged in GGHS Shafeeq Shaheed Colony School, Minister Education, Mr. Tahir Mahmood, officials form BEP, IDO, SEHER, SCSPEB and Parents from the community joined the campaign. Minister Education formally announced the Enrolment Campaign 2011 by enrolling students in the school. Colorful banners were displayed for the Enrolment Campaign 2011 at all major points & roads of the Quetta city. Electronic and print media reports were also invited to provide the coverage of the activity on television and newspapers.

Align to the enrolment campaign Minister Education inaugurated DEMIS cell in Killah Abdullah and emphasized the importance of enrolment campaign 2011.



ECE Plan Development: an acknowledgement Ceremony

Provincial and seven focused Districts ECE plan 2011-15 acknowledgement ceremony was held at Boy Scouts Hall. Quetta Managing Director, Irfan Ahmed Awan welcomed Mr. Nasir Jamali, Minister Secondary Education, as the chief guests, Mrs. Hassan Baloch President SCSPEB and all the participants and government officials to the ceremony. Acknowledgement shields were awarded to working Group, Districts authorities and Districts Focal persons of Pishin, Awaran, Jafarabad, Zhob, Musakhail, Sherani and Chaghi. Mr. Rashid Razzaq, Additional Secretary Education and Mr. Munir Ahmed Badini Secretary Education were also awarded shields for their generous support and guidance over to all the duration of the project.

Special Acknowledgement shields were presented to the Chief Guests Mr. Nasir Jamali, Minister Secondary Education and to the UNESCO, for technical and financial support in this regards.



Salam Teachers Day: 5th Oct 2010

Teachers are a significant part of everyone's life. Teacher's Day is celebrated to pay tribute to teachers, who have dedicated a considerable part of their life to impart moral and academic knowledge to their students. Teachers need encouragement and support from the community to feel that their devotion to students is appreciated, as per the importance of this day Government of Balochistan in collaboration with UNESCO & SCSPEB arranged various activities in 5 schools of District Quetta, where Mr. Tahir Mehmood (Minister Edu), Mr. Irfan Ahmed Awan (MD-SCSPEB), Mr. Shabir (Program Manager), Teachers Association, Mr. Muhammad Anwar (Training Coordinator), Mr. Abdul Qayom (EDO), Mr. Abrar Ahmed (Project Coordinator) and other team members from SCSPEB visited the schools and participated in celebration activities.

1. Color full written banners paying tributes to teachers placed on all major chowks & roads of the Quetta city.
2. FM 101 broadcasted 2 hours special live program to pay the tribute to the teachers.
3. Celebration of Salam Teacher Day at schools level "Special Boys High School. Sandmen Boys High School, Railway Girls High School, Mission Girls High School, Shafque shaheed Girls High School" were focused for school visit by honorable personalities in the field of education to express their views and devotions for their teachers and the importance of teacher's day.
4. Media and News reporter were invited to provide the full coverage of the activity on television and newspapers.

Case Study

School: GGPS Kandawa Village: Killi Kandawa District: Mastung

Early Childhood Education is a new phenomenon in Pakistan. Particularly in Balochistan. The National Education Policy 2009 stipulates that ECE will be universally introduced in the system and every child will be provided opportunity and access to ECE. Taking a note of importance of ECE and Pakistan's international commitments towards EFA objectives and MDGs, Several interventions were made on national and provincial level and most of the donors approach to achieve these objectives.

Society for Community Support for Primary Education, Balochistan (SCSPEB), a non-profit organization working in the field of education, focused ECE in collaboration with AKF-P through EKN and intervene in 7 districts for the promotion of early childhood Education. Government Girls Primary School Kandawa of District Mastung was one of the schools focused.

Mr. Nazeer is a small farmer of village Kandawa is quite poor and has to work hard to meet the both hands. His wife also supports the family by stitching cloths and embroidery on the dresses of cooperatively well off people. They have one daughter Mahrukh and a son Jawad. Unfortunately both the children are polio affected. It is difficult for them to move from one place to other. They just crawl. The condition of these children had edit misery to their financial constraints. The parents felt sorrow when they found their children looking at their nabouring peers playing and enjoying life and they could not join them. One day Mahrukh, who is now 5 years age, saw the children going to school wearing uniform and having bags in their hands. Young Mahrukh asked her mother to take her to school, but the poor lady felt it impossible and refused with heavy heart. However the girl insisted and the Mother had to take the child to school.

She thought that the teacher would not welcome Mahrukh in the school. The mother showed the child to the ECE teacher Ms. Shakira and told that Mahrukh wants to study in the school. She thought that the teacher will make a mockery of innocent wish of the child but she was pleasantly surprised when the teacher welcomed the child to school. She assured the mother that Mahrukh will be properly looked after in the school.

The teacher led Mahrukh to the ECE class where 4 year old children were playing and enjoying their learning. Ms. Shakira introduced Mahrukh to the Children. Many of the children already knew Mahrukh. All the children welcomed Mahrukh who was very happy finding herself in such a big number of children. Soon Mahrukh became an important part of the class. The teacher paid special attention to Makrukh and helped her taking part in various activities in the class. The children also helped Makrukh whenever she needed. Makrukh is a very intelligent child; her pace of learning is faster than many other children. Sometimes the teacher asks her to lead in singing rhymes. She has a good voice and sings beautifully, the other children follow her.

Makrukh is learning fastly. Her interest is growing higher an higher day by day. She wants to become a teacher when she grows in age. Ms. Shakira is a role Model for her. Shakira is also proud of her student and she is confident that one day Mahrukh will became an example for even normal people. All this is a result of collaboration and coordination among the parents, teacher, Makrukh and her peers in the classroom. But the ECE environment has played a very significant and remarkable role in the life of Makrukh and her family. Now Nazeer and his wife are so passionate that they are planning to send Jawad to school when his is 4 Years old.



SCSPEB Implemented Projects

S #	Program Name	Program Thematic
1	Community Support Process: Balochistan Primary Education Program	Access / Quality Education / Community Participation
2	Primary education Quality Improvement Project	Access
3	Rural & Urban Fellowship Program	Access
4	Community Model School	Access
5	Home Schools	Access
6	Increasing Primary School Participation for Girls Schools	Access
7	Afghan Refugees education Project	Access
8	Early Childhood Education: Releasing Confidence and Creativity	Access / Optimum Utilization / Quality Education / Adult Literacy / Advocacy / Teachers Training
9	Community Girls Middle Schools Project	Access / Quality Education
10	Balochistan Education Support Project	Access / Quality Education
11	Balochistan Education Program	Access / Optimum Utilization / Quality Education / Community Participation / Advocacy / Teachers Training
12	Restructuring & Capacity Building of Parent Teacher School Management Committee	Optimum Utilization / Community Participation
13	Water, Environment and Sanitation Tehsil Package	Quality Education
14	Primary Environment Care at Girls Primary Schools	Quality Education
15	Sanitation Acceleration	Quality Education
16	Education Quality Improvement Project	Quality Education / Teachers Training
17	Education Kits Distribution	Quality Education
18	Mastung Education for All Pilot Project	Quality Education
19	Quality Education Program	Quality Education / Teachers Training
20	ED-Links (LINKs to Learning)	Quality Edu / Teachers Training
21	Teachers Training and Schools Improvement Project	Quality Education / Civil Works & Rehabilitation
22	Training of ECE Focused Teachers under UNICEF Program	Quality Education
23	Village Development Through Social Sector Services (Focus District Project)	Governance
24	Balochistan Trail District Management Program: Support to Devolution Reform Program	Governance
25	6 Schools Buildings Constriction through Community Participation	Community Participation
26	CIDA Building Construction	Civil Works & Rehabilitation
27	Rehabilitation of Refugee Affected Hosting Areas	Civil Works & Rehabilitation
28	Adult Literacy Gawadar Jan-Sep 2006	Adult Literacy
29	Skill Development and Adult L' literacy Project	Adult Literacy / Relief in Emergency
30	Vocational Training and English Language Program	Vocational and Technical Education
31	Support to Afghan Refugees Education Project Pakistan (SARPP)	Vocational / Relief & Emergency Support

SCSPEB Contribution toward EFA Objectives

Objective 1 Expanding and improving comprehensive early hood care and education, especially for the most Vulnerable and disadvantaged children

- Development of Provincial & Districts ECE plans.
- SCSPEB introduced ECE program in 100 Government schools of 8 Districts of Balochistan and enrolled 3550 students for early education, 120 teachers and Lead teachers were trained on 8 content areas.
- Child Competition seminar in 12 districts
- Established 47 ECE Classes in 2 districts.
- 55 (27 M / 28 F) were oriented about ECE.

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 an compulsory primary education of good quality .

- Replication of ECE learning at primary level in 100 focused schools, in 7 districts of Balochistan
- 2085 Afghan Refugees children were enrolled in 18 schools for basic primary Education

Objective 3 Ensuring that the learning needs of all young people and are met through equitable access to appropriate learning and life skills programs

- 218 WVECs & PTSMCs were trained on several topics under different projects
- 469 female adults literate under RCC-ECE

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.
- 469 adults literate under RCC-ECE

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 3334 female students were access though SCSPEB interventions and appointed/retained 100 female teachers & trained 1000+ teachers on several teaching contents.

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 1000+ teacher's trainings to on various topics 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 to 88 Schools
- Provision of Lab Equipment to 10 Schools
- Provision of school supplies

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
- Regularized 37 10 CGMS schools teachers 10 CGMS schools regularized 53 teachers / HTs & support staff posts have been sanctioned in budget 2010-11.

3 Promote Gender Equality and Empower Women

- 3334 girl's students were enrolled by SCSPEB out of total enrolment of 6500 by the implemented projects (CGMS, RCC, Adult Literacy & AREP)
- 500 female teachers trained on different topics
- 100 WVECs & SMC female capacitated on several topics to contribute in the financial needs of their families and can support to men in this task.

5 Improve maternal health

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

7 Ensure environmental sustainability

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

2 Achieve Universal Primary Education

- 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
- Regularized 37 10 CGMS schools teachers 10 CGMS schools regularized 53 teachers / HTs & support staff posts have been sanctioned in budget 2010-11.

4 Reduce Child Mortality

- 89 health & Hygiene secessions 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.

6 Combat HIV/ AIDS, malaria and other diseases

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

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
- Developed a partnership with Govt-PPIU and UNESCO, developed provincial & district ECE plans.
- Developed partnership with BACT for the lectures of District Pishin
- Partnership with CGMS & Government Primary schools to build the bridge among Government and communities for the promotion of Early Childhood /

SCSPEB Learning & Suggestions

What we have learned during the year:

- It has been observed that the school where a conducive atmosphere for learning exists, the enrolment is higher, punctuality and regularity among the children improve and resultantly the learning of the children is much better.
- The ECE has enhanced the transition from class I to class II because the child is prepared for schooling at this stage. The ECE teacher has also played role of catalyst in the school culture. Because the colleagues learn from ECE teacher and create child friendly environment in their class room.
- The teacher's capacity building plays a vital role in their interest and commitment towards their profession. The more a teacher is exposed to capacity building opportunities the more he/she is efficient in teaching learning process.
- The performance of the teachers who work in isolation is lesser in quality than those who work in collegiality. Therefore performance of teachers, their regularity in multiple teachers' schools is better than those isolated in single teacher schools.
- The enrolment dramatically enhances if the school is upgraded from primary to middle or high school level. In fact the single teacher primary schools do not attain the status of an institution.
- The teachers working in isolation resort to rote memorization by the students and the cognitive development is left aside. Thus the quality of education in multiple teachers' institutions is much higher.
- The mentoring helps significantly in the improvement of teaching competence of the teachers, whereas, monitoring creates a sort of resentment and negative impact on the teachers.
- Involvement of communities in the education and facilitation for teachers generates encouragement, belongingness and connectivity between the teachers, child parents which improves the outcomes of the system.
- Correct, reliable and relevant data has been very helpful in planning.
- Generally, it is observed that the quality of education depends on the quality of management and quality of management revolves around the leadership of the head of the institution. The better he/she is groomed and empowered, the more efficient is the system.
- The college teachers need training in the latest teaching techniques to enable them create a cooperative hands on practice learning atmosphere rather than confining to unilateral lecture mode of teaching.
- The school can work without a roof but it will not without a toilet and drinking water
- Political will is central to any change and improvement agenda without political will no system can produce desired results and all investment goes to the drain.
- Financial incentives do not create a long lasting professionalism among the teachers unless they are subjected to efficiently and result orientation.
- The Co-curricular activities give a livelihood to the institution and enhance the interest of the students in the school.
- The PPIU has provided leadership to all those who are involved in the improvement of education whether working in the Government, semi-Govt, Private Sector or that are Donors interested in supporting the Government.

Suggestions to Government

- ECE may be made an integral part of Primary education and separate teacher an Aaya (Child are taker) along with necessary teaching learning material may be provided to make the ECE class a fruitful intervention.
- Private Public Partnership may be made essential for any intervention in the education system. While PTSMCs suite to improvement efforts the college councils with a representation of parents and other stakeholders will gear up the efficiency at higher level.
- The balochistan academies for college teachers may be strengthened to enable accomplish its mission of improving the professional capacity of college teachers. It may be provided suitable building, adequate funds and competent experienced committee instructors for its effectiveness.
- In order to provide good managers to the system the teaching and management cadres may be separated in the school education. The management cadre may be exposed to best problems and take decisions with confidence and vigor.
- The Divisional Directors Education may be clearly mandated to supervise education in the division. Their recommendation with regard to staffing, improvement in discipline and capacity building may be given importance. The planning, procurement and internal decision making may be left to the district education officer and heads of high schools.
- A mechanism for performance audit may be devised and implemented through the available managerial hierarchy. The department may inform the stakeholder with regard to the performance through annual reports.
- The importance of intra departmental meetings cannot be over emphasized but their frequency steals much of the time of the officials. Therefore it is suggested that the meeting may be held infrequently and may culminate in decisions to be implemented without waiting for formal orders. The minutes of such meeting may be recorded and circulated invariably.
- BEMIS is very important component of the department. All kinds of planning should be based on the data and information provided by BEMIS. Therefore it is suggested that this segment of the department may be reinforced with competent information Technology professionals, who may not only collect and record reliable and relevant data but also help interpreting it for correct decisions. It can function more fruitfully if housed in the PPIU.
- Each primary school may be provided at-least two teachers. The initial classes ECE to class II may be assigned to the female teachers essential. The boys Schools may cater for the education of boys from class III to V.
- The exercise of text books development may start from January every year and may be completed in November positively. It will help in time provision of text books in the schools. The balochistan Textbook Board may be provided funds, in advance, equivalent to one year financial needs. It may create a revolving capital of the institution and will bail it out of the existing financial crunch.
- The district education officer may place order for purchase of books, with the Balochistan textbook Board, they may be responsible for receiving and transporting the Textbooks form the Textbook Board. Funds for purchase and transportation may be directly allocated to the DEO rather than placing at the disposal of director Education.
- The heads of institutions may be encouraged to create book bank in the schools and instead of permanent delivery of Textbook to the Students; they may be loaned to them and recollected at the end of the year. It will economize the expenditures and will also solve the problem of late supply of Textbooks.
- Co-curricular activities may be given their due importance. The divisional Directors may develop programs of such activities in collaborations with the DEOs and heads of institutions. Such activities may be reported through media.

Audit Report

**SOCIETY FOR COMMUNITY SUPPORT FOR PRIMARY EDUCATION IN BALOCHISTAN
CONSOLIDATED RECEIPT AND PAYMENTS ACCOUNT
FOR THE YEAR ENDED JUNE 30, 2011**

	NOTE	2011 Rupees	2010 Rupees
RECEIPTS			
Grants received		103,524,408	+ 134,486,618
Other receipts		25,315,350	32,654,026
Bank profit		3,485,377	2,038,520
		132,325,135	169,179,164
PAYMENTS			
Payments for capital expenditures	5	3,726,805	5,433,866
Project expenses	6	101,266,589	138,583,564
Administrative cost	7	13,965,620	13,409,912
Advances paid		919,019	6,971,201
Financial charges	8	441,698	462,540
		120,319,731	164,861,083
Excess of receipts over payments		12,005,404	4,318,081
Opening cash and bank balance		45,047,631	40,729,550
Closing cash and bank balance		57,053,035	45,047,631

Attest

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


MANAGING DIRECTOR


PRESIDENT



SOCIETY FOR COMMUNITY SUPPORT FOR PRIMARY EDUCATION IN BALOCHISTAN
 CONSOLIDATED BALANCE SHEET
 AS AT JUNE 30, 2011

	NOTE	2011 Rupees	2010 Rupees
CURRENT ASSETS			
Cash at bank	4	57,053,035	45,047,631
		<u>57,053,035</u>	<u>45,047,631</u>
Represented by:			
Accumulated surplus		57,053,035	45,047,631
		<u>57,053,035</u>	<u>45,047,631</u>

Attn

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


 MANAGING DIRECTOR


 PRESIDENT





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