



News

- ✍ ALP proposal has been approved by UNHCR and now in inception phase.
- ✍ Ms. Sameen Shahid from Zara Society-a GEO TV program, visited SCSPEB Office on 1st Jul, 2013
- ✍ A documentary of 3 SCSPEB focused schools GGPS Pir Alizai, GGMS Adam Khan & GGHS Bashirabad was telecasted through Zara Sochiey Pehla Qadam on GEO TV
- ✍ SCSPEB is in partnership with Value Resources (VR) & Public Policy Review Centre (PPRC) for Capacity Gap Assessment, Capacity Development Plans reference to Balochistan Education Sector Plan”
- ✍ SCSPEB is in partnership with SAHE to develop Education Watch report for Pakistan 2013.

Case Study

Killi Baithniabad is situated in UC Kuchlak at a distance of 26km from GPO of the provincial capital of Balochistan, Quetta. Baithniabad is an irrigated area therefore most of the population is linked with the profession of farming. Education was not a new concept for the said community but never took education as priority resulting, only a single boys' primary school and no girls' school in the vicinity. Some motivated parents send their daughters to this school but unfortunately the school was lacking with basic facilities which causes low enrolment and high dropout. The said school was focused by SCSPEB under Balochistan Education Program (BEP) in collaboration with Save the Children through Embassy of the Kingdom of the Netherlands (EKN) in 2011.

SCSPEB carried out school assessment survey and focused the school for provision of missing facilities, under the component; school was provided with minor construction and necessary rehabilitation work. The SCSPEB believes that communities have potential to manage their affairs therefore a Parent Teacher School Management Committee (PTSMC) was also formed to facilitate the school caring out its management. PTSMC members were capacitated on their roles and responsibilities and basic school management techniques. They developed School development Plans (SDP) and prioritized school needs in their quest to make their schools ideal. PTSMCs accounts were opened to carry out the financial transaction.

Deterioration trend in school performance and students learning outcomes was noticed due to high dropout, lack of teachers' punctuality & low attendance of students. This project aims at providing access to education especially Quality education and to minimize dropout ratio for better and more prosperous livelihoods and add a crucial dimension in the fight against poverty. The results of cooperative efforts of PTSMCs & SCSPEB the school was equipped with basic facilities including: School renovation, construction of boundary wall, provision of Classroom material, Furniture, DRR & Sports material, Health & hygiene Kits, CFHE Kits and the capacity building of teachers on content areas. PTSMCs not only monitored the whole process and managing school affairs by solving school related problems but also a sense of ownership in PTSMCs and they are generating funds through community for betterment of school environment. The school PTSMCs also provided 10,000 Sq. feet land for school building. They provided water connection to school to resolve the issue of clean water. They also contributed around 90,000 cash money for the improvement of school and constructed footpath at the main entrance, constructed septic tank for clean water, provided cement bags for their school which helped the children in getting better education.

All the above mentioned interventions in the school showed a remarkable improvement in school environment; School Management linkages were strengthened with community, students & teachers became punctual and 42 students were newly enrolled in the school since 2011. Students / teachers taking more interest in class room activities therefore student learning outcomes improved. Yet there is no school for girls and the community demanded a girls' school in their killi and also assured to provide 10,000 Sq: feet land if Education Department agree to construct a girls' school. PTSMCs also assured to increase enrolment up to 65 in year 2014. The SCSPEB team has been conducting regular meetings with PTSMCs to mobilize/capacitate them on financial management/ fundraising and problem solving techniques. The SCSPEB has proved that communities have potential to manage affairs that are hindrance in the way of access to quality education.

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SCSPEB Update

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“To create partnership between beneficiaries the Government and funding organization in all social sector for Sustainable development”.

Communities in Action

Parent Teacher School Management Committees (PTSMCs)

Education has been considered a responsibility of the Government in Balochistan as elsewhere in the country. The education department carried out all the planning for provision of access, quality and horizontal and vertical progression of education. The communities were never consulted for opening of new schools or up-gradation of existing institutions. The myth was that the communities did not value education neither they assign it priority nor had capacity to plan and manage the schools. Therefore, the education had become the authority of the government and not the right of the people. The government has taken many steps at policy level to involve communities in education since last two decades. Recently in 2010 the government introduced article 25-A under the 18th constitutional amendment in constitution of Islamic Republic of Pakistan which obligates the state to provide free and compulsory education to children of age group five to sixteen (516) years. In such a scenario Balochistan was left far behind the rest of the country in respect of literacy rate. The female education was totally neglected, which further aggravated the issue. It was considered that the parents do not permit their daughters to go for school. Therefore as of year 1992 there were only 746 girls' primary schools as against 6480 boys' schools in Balochistan. The total enrolment of girls' was 112767 as compared to 432721 boys.

It was general belief that in equity between girls & boys education was natural and gap could not be mitigated. However, thinking for change was developing under current manner, but no way out was found. The government of Balochistan signed an agreement with the World Bank for promotion of primary education in the province. One of the commitments made by the government was to remove the disparity among male and female education through opening of new Girls Primary Schools (GPS). There was a debate in the government whether the communities will welcome GPS or not. This generated the idea to assign the opening of new schools to some NGO. The SCSPEB played a role as pioneer to achieve the objective, and introduced the community support Process for opening of new schools. In this process the communities were involved from justifying the demand for girls' schools to its management. The response was very encouraging as the communities demonstrated their interest and capacity in opening and managing a girls' school in their villages.

The successful and result oriented community involvement in the opening of schools generated the idea of institutionalizing the Community Support Process (CSP), which provided basis of the community participation into establishment of Parent Teacher

School Management Committees (PTSMCs). Thanks to the interest and commitment of communities which not only established 1500 CSP schools in the remote areas of Balochistan, which was sometimes only a dream but also enabled the Govt Education department to engage the communities in all existing schools in the name of PTSMC by maintaining the role of Teachers. The PTSMCs experience was studied at various levels and eventually all the other provinces also introduced the institution in their jurisdiction with slight change of nomenclature and adaptation.

The PTSMCs are established through a democratic process. It is mandatory that at least 75% of the benefiting community gets together to select a 7 members Parent Education Committees (PEC) which delegated their powers to 5 member PTSMCs including 3 parents and 2 teacher.

The PTSMC has been recognized by the government of Balochistan through a notification in year 2012.

The PTSMCs have been imparted training in order to capacitate them discharge their responsibilities effectively. The government has allocated funds of various amounts, to the PTSMCs in order to demonstrate the model and accelerate the school development activities the PTSMCs have played a pivotal role and demonstrated their confidence and credibility to manage the funds through planning for the benefits of their child and school. Encouraged by the satisfactory demonstration of PTSMCs, all the donors are now supporting these committees to attain the objectives of their interventions. The result is that the services of PTSMCs were intensively used by the EKN in introduction of ECE in 100 schools of 7 districts, in the implementation of Quality Education Program, USAID involved PTSMCs very strongly in 250 schools of district Lasbela and Loralai. To improve the learning environment in Pishin District, the FOSIP mostly depended on the PTSMCs, in 23 focused schools. Development in Literacy a USA based women activist organization up-graded 10 primary schools to middle and SCI focused 340 schools under Balochistan Education Project (BEP) in partnership with SCSPEB. The remarkable success of these projects mostly linked on the commitment and management skills of the PTSMCs

PTSMCs have proved that the communities have capacity to manage their schools better than the normal government system and the fact is being acknowledged at all levels. The government in year 2012 established / restructured 1624 PTSMCs in all middle and high schools the province and provided them funds. The government has decided to make the PTSMC support an integral part of their annual financial outlay. The UNICEF is also making use of PTSMCs in the effective and meaningful management of the schools.

Presently almost 50% PTSMCs are formed in Government Primary schools out of which some are playing pivotal role and some of them are on average while some are non functional due to unavailable resources and financial support.

The experiences of engaging PTSMCs in enhancing access, equity, equality and quality in education sector has demonstrated the institution help in improving the efficiency and economizing the cost and sustainability through their credibility and sense of ownership have proved that they are viable model of a public and community partnership. The other activists of social sector and department can also utilize this model with required adaptation and clear & measurable objectives, targets, indicators. However the experiences further teaches that instead of looking for separate local committees for each sub sector, they may join hand with education department and PTSMC forum may be used for holistic and sustainable rural development.

Activities and Achievements

Afghan Refugee Education Project

- ✎ Hold regular meetings with teachers (M/F), SMC members (M/F), Community members (M/F) and UNHCR IPs to reduce absenteeism in schools/HBGCs and strengthen role of SMCs to solve school related issues.
- ✎ Mid-term examination has been conducted in both camps.
- ✎ Conducted 3 days female teachers training in Muslim Bagh camp to build the capacity of 10 teachers on teaching of Pashto and Maths.
- ✎ Solar Energy Study Lamps were distributed among all boys students in both camps



Balochistan Education Program

- ✎ Follow up and monitoring visits were paid to schools to check status of enrollment, dropout, schools records and renovation.
- ✎ DRR sessions were taken in 6 schools of both districts where students, Teachers and PTSMC members participated.
- ✎ Several meetings were held with DO and Head teacher regarding CFHE course training in 26 schools
- ✎ 37 PTSMCs members were orientated on Health days and CFHE
- ✎ Organized a debate and poster completions in 2 schools where all students, teachers and parents were invited.
- ✎ Quarterly performance Reviews were held with 4 schools' PTSMCs to review and evaluate the performance and planning for next quarter.
- ✎ SHN team paid visits to 34 focused schools to monitor CFHE trained teachers activities and the sessions in the classes



Quality Education Improvement Program

- ✎ Several meetings were held with head teachers, teachers and PTSMC members to ensure maximum enrolment in schools.
- ✎ Capacity building of 18 PTSMCs members on Partnership building and problem solving
- ✎ Distribution of Uniforms to 6,685 students of all focused schools of both districts
- ✎ Distribution of Note books to 13,370 students of focused schools of both districts



Early Grade Reading Assessment Survey

- ✎ Hiring of supervisors and Enumerators under the leadership of regional coordinator for each selected districts
- ✎ 10 days Master Trainer Workshop held at Islamabad
- ✎ 6 days training of 64 enumerators on Data Collection Tools & Techniques at Islamabad
- ✎ Organized 2 days refresher training for enumerators and supervisors.
- ✎ Printing of around 82000 data collection forms for collection of required data.



Teachers Training Wing

- ✎ Conduction of 18 Co-operating Teachers trainings on Practicum requirements through 18 Training in 11 districts.
- ✎ Orientation on usage of Classroom Material in 55 Practicum Schools to deliver the curricular concepts more effectively.
- ✎ Development of Time Frame for ADE Bridging Program



Pre-Service Teacher Education Program-Practicum Schools

- ✎ 327 Co-operating Teachers capacity build on Practicum requirements.
- ✎ Provision of classroom material in 55 Practicum Schools to deliver the curricular concepts more effectively

