



News

- ✍ SCSPEB enters in to an agreement with SAHE to ascertain the teachers' capacity and their views regarding education in the province.
- ✍ SCSPEB is engaged with SAHE in development of Education Watch Report for Pakistan
- ✍ Government of Balochistan has approved Balochistan Education Sector Plan (BESP) as a road map for increasing access to quality education at all levels.
- ✍ Government of Balochistan releases 107 posts for ECE teachers served under Releasing Confidence and Creativity (RCC) Program by SCSPEB during 2002 to 2011.

Case Study

The handicapped children are not welcomed in our schools particularly the blind children are neither supported by the parents nor the schools accepts them. This is why schools for handicaps have been established separately. Same is the case with Quetta where a complex for education of the handicaps have been established which is supposed to cater the educational needs of children who are victim of handicaps of various nature. Therefore it is quite un usual to see a blind child studying in a normal school.

The Balochistan Education Sector Plan 2013-18 has introduced the concept of inclusive education for the first time. In line with the recommendations of the plan, the Save the Children International (SCI) has started working on inclusive education. It has constructed building for ECE classes where the needs of handicaps, particularly the blinds have been kept in view. The ECE teachers have also been oriented on the importance of inclusive education.

Sana Khayal Mohammad is a resident of Tin Town area of Quetta and belongs to a poor labour family. She is blind by birth. Her parents are in Karachi for earning their livelihood and generally visit Quetta during the month of Ramadan. Sana lives with her Grandmother who works with different families to earn bread and butter for her family including Sana. Sana has cousins who co-live under one roof. The cousins go to nearby school, Government Girls High School Shafeeq Shaheed Quetta. Sana remained at home alone when her grandmother and the cousins were away during the day. She was sick with her loneliness and did not know whom she may play with or what to do. She could not accompany her cousins to school because she thought she will not be welcomed there.

One day the ECE teacher Ms. Rahila Yasmin asked the children that they can bring with them their relatives who are handicapped and are sitting at home. She will teach them along the normal children. The cousins took the message to their home and to Sana. The Grandmother agreed to send the blind Granddaughter to school. Sana also ready, though a bit confused. However the teacher welcomed her and started teaching, though she was not properly trained for the needs of such children. Ms. Rahila told that she started with developing and grooming the four senses of the child i.e. touching, smelling, listening and tasting. She gave Sana training in touching and listening first and also developing her skill of estimation and judgment. Through these senses the teacher taught the child to listening and touches various objects and understands what they are? When she was able to discriminate one thing with other then she started teaching her counting. After it she prepared alphabets of hard board which the child touched and consolidated its shape in her mind. Then she taught the sound of those particular alphabets and after some time Sana was able to join different alphabets, make words and produce the sound.

The teacher told that Sana is a very active, smart and intelligent child. She takes part in almost all the classroom activities like other children. Her learning pace is second to none. She is very regular and punctual. She has set an example for other children. The teacher is confident that Sana can grow into a very good progressive student if she gets properly trained teacher and learning environment.

No doubt Ms. Rahila has also set an example for other teachers that physical handicap is never a handicap of intelligence. The handicapped children have rights equal to the normal ones.



SCSPEB Update

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

SCSPEB in Education Innovations for Girls Education

It is generally acknowledged that development and progress of communities and countries depend equally on effective participation of male and female population. This becomes even more important if the gender gap is small. According to the census 1998 the ratio between male and female in Balochistan is 51% and 49% respectively. Therefore it is imperative that the male and female population should share their responsibilities equally. It is possible only if equal opportunities are provided to both the genders. There is strong evidence that girls' education, especially at the secondary level, is a powerful transformative force for societies; particularly girls themselves. It is one of the consistent positive determinants for reductions in mortality and fertility rate, poverty and equitable growth, change in social norm, democratization and openness.

Balochistan, particularly rural areas, has severely suffered from low literacy rate, shortage of education facilities. This has been result of myth that:

- ✍ Parents are not willing to send their daughters to school.
- ✍ The local norms and the religious clergy was against girls education
- ✍ Potential female candidates are not available to recruit as teacher
- ✍ There is lack of awareness regarding importance of female education
- ✍ Communities are un willing to share their responsibilities in managing the schools
- ✍ Parents are not in favor of education of their daughters.

The above assumptions retarded, very badly, the pace of progress of female education in the Province. There were only 740 girls' and 6480 boys' schools in the province in 1992. The female enrolment was approximately 82000 while 432721 boys were studying in schools. This wide gap is sufficient to comprehend the low literacy rate among the female and the province as a whole. In the late 1990s the situation irritated the minds of planners coupled with the interventions of USAID and World Bank for promotion of education in the province. The situation was analyzed keeping the prevailing myth regarding low acceptability of female education in the province. It was felt that in case the existing attitude and thinking is not

changed the situation will not improve much even if investment in education is enhanced. The out of box thinking was required. This necessitated adopting innovative measures for promotion of female education so that this big segment of population catches with their male counterparts. The government changed their narrative regarding education and realized the importance of engaging the communities and private sectors to play their part for averting the scenario. The following are some success stories which developed due to the interventions of the SCSPEB which it made in collaboration with Donors and the Government.

The SCSPEB introduced the concept that instead of ignoring, the communities should be closely involved in planning and implementation of developmental efforts. Therefore it evolved community Support Process of opening of girls schools in the deprived rural settings. Under this process the communities were motivated and mobilized to demand for opening a school and demonstrate that they play their role in the success of the school. The communities provided a place for housing the school, identified a girl for appointment as teacher in their village, formed Parent Teacher School management Committees (PTSMCs) and Women Village Education Committees (WVECs) through democratic process. The teachers appointed in the schools were imparted short training in pedagogy and a mentoring mechanism was developed. A strong linkage was created between the communities and the district school management. Through this process 1450 schools were opened. All these schools have not only survived but some of them have risen to the status of middle schools. It enhanced the female participation by 200% which is unprecedented in the educational annuals. It is worth mentioning here that this miracle became possible due to the interest and effective role of PTSMCs. The government has also acknowledged the importance of this institution and has accorded it recognition across the province.

The story of promotion of education does not end here. There are a few more very important measures which have helped in promotion of education in the province. They will be shared in the next UPDATE.

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Activities and Achievements

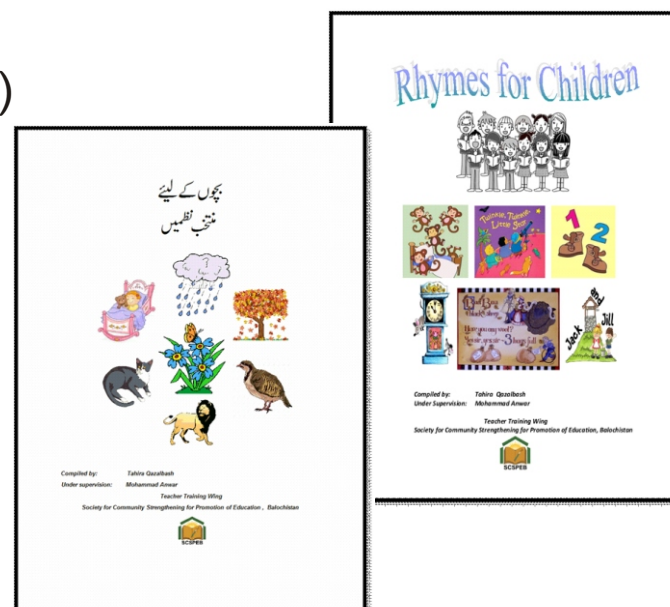
Afghan Refugee Education Project

- ✍ Two new House Based Skill Development Centers (HBSDC) opened in both camps where 20 female are learning tailoring and knitting.
- ✍ Sewing Machines were provided in both skill developments centers
- ✍ Attribution to teachers was given through conduction of "Salam Teachers Day"
- ✍ Conduction of 16 days of Activism workshops on gender based violence in both camps.
- ✍ Conducted Annual Examination 2013 in both camps where 91% in Muslim Bagh while 74% in Mohammad Khail was succeeded.
- ✍ To encourage position holders an Annual Prize distribution ceremony held in both Camps.
- ✍ Capacity Building of 48 (M/F) teachers on teaching of English in both camps.
- ✍ 2 Accelerated Learning Centers (1B/1G) were opened in Muslim Bagh
- ✍ Capacity building of teachers on revised Accelerated Learning Course in Muslim Bagh camp



Teacher Training Wing (SCSPEB)

- ✍ Development of Module on Rubrics for Assessment of SLO at School Level is in process
- ✍ Completion of report on ECE teachers trainings held under Balochistan Education Program (BEP) in Killa Abdullah & Quetta Districts
- ✍ Development of Rhyme singing booklet in Urdu and English for primary teacher and Children



Balochistan Education Program

- ✍ ECE classrooms monitoring visits were paid to monitor the implementation of ECE techniques and its effectiveness on student performance and quality education.
- ✍ ECE, Grade I & II teachers were trained to apply latest teaching techniques.
- ✍ Quarterly and Annual performance reviews were conducted with PTSMCs to review and evaluate the performance and planning for next year.
- ✍ Completion of Missing Facilities work in 33 schools
- ✍ DRR sessions were taken in 5 schools of both districts where students, teachers and PTSMC members participated.
- ✍ Conduction of Child Focused Health Education (CFHE) training in all schools focused under CFHE component.
- ✍ SHN orientation sessions were held in 12 focused schools where 51 PTSMC members participated
- ✍ Annual Performance sharing seminar held at boy scouts where EFOs participated as chief guest and PTSMC members presented progress of their school.
- ✍ Personal hygiene sessions with mothers & Adolescent Girls was held in 5 schools
- ✍ Orientation of PTSMCS on CFHE and De-worming held in 6 focused schools
- ✍ Reformation of PTSMCs in GMS Ploy Technique, GBMS Shahnawaz, GBPS Adam Khan, GGMS Amin Abad.



Early Grade Reading Assessment Survey

- ✍ EGRA survey conducted in 140 schools through 64 Enumerators including 37 male and 27 females in district Chaghi, Zhob, Quetta, Pishin and Jafarabad.