



News

- ✍ Plantation day celebrated to welcome spring season where SCSPEB Board and all staff members participated.
- ✍ Enrolment Campaign was organized under BEP through different boxes e.g. walks for enrolment, placement of awareness, creating banners and wall chalking in District Quetta & Killah Abdullah
- ✍ BESP progress shared with UNICEF at Islamabad
- ✍ QEIP project progress shared with PPAF at Islamabad
- ✍ Developed a draft GPE Proposal in consultation with key stakeholders
- ✍ SCSPEB annual progress review held from 28th-30th Jan, 2013 to assess the space of implementation of the projects and discuss the weaknesses, strengths and challenges.
- ✍ Social Cohesion and Peace Building Analysis consultative workshops held in District Pishin & Bela
- ✍ SCSPEB board meeting held at Lahore for sharing progress, annual planning and finalization of SCSPEB policy document.

Case Study

ECE Teacher: GGPS Killi Shadezai,

District: Noshki

Cluster: Ahmadawal

The early years of a child's life are recognized as a vital stage in his/her physical, Vocal, cognitive and emotional development. It lays the foundation for the development of lifelong learning and all subsequent learning. International experience suggests that early childhood Education (ECE) helps in reducing drop-outs, low learning outcomes and low completion rates at primary level, resulting in the benefit for the child family and community.

In Balochistan Kachi Class has remained a part and parcel of school education where children of up to five years age are admitted. However these children have neither any curriculum nor a separate class room and teacher. They are treated as casual students and a prelude to education. In short they remain neglected. In response to the EFA goals the government of Pakistan introduced ECE curriculum and converted Kachi class in to a regular part of the system during 2002. The SCSPEB in collaboration with EKN and AKF started ECE in 100 schools of 7 districts in Balochistan. The communities and the Government were closely collaborated in the intervention. ECE was provided a separate class room and teacher who was imparted training in ECE teaching techniques. The support from EKN and AKF phased out in the year 2011.

Generally all the ECE teachers demonstrated their commitment to the profession but the case of Ms Hina is worth mentioning. She is a resident Killi Shadezai; she comes from a very poor family of 10 members. She was appointed as an ECE teacher in GGPS Killi Sahdi Khan, district Noshki. She participated in all the trainings arranged by the SCSPEB and took great interest during training. She was considered to be a model learning teacher. Ms. Hina tried to apply all the techniques she learned and showed great results of the trainings provided. She grew as a competent and skill full teacher with passage of time. Her class room demonstrated her behavior towards the students whom she called "her children". She always focus on classroom environment very carefully by considering the needs of the students and encourage them to make the classroom space their own, welcome their contributions to its decoration, and urge them to take responsibility for its maintenance. Her class directly represents a unique learning environment.

SCSPEB trained her in making low cost material for use in the classroom She created learning corners with the help of materials provided by SCSPEB and added many things herself and with the help of children and engages community members/parents in making low-cost, indigenous materials for use in the classroom. She invites her Head Teacher frequently to visit her class and comment on her performance. Not only children but teachers are also fond of her and replicate learning up to primary level. Her efforts proved fruitful to reduce dropout from 25% to 7% and high rate of learning and retention rate increased to 93% in the school. The head teacher of the school recognized the importance of ECE class and the result of Hina's work and replicated ECE environment up to primary level. She is satisfied with Hina's performance and her dedication to her job.

Unfortunately, the Government could not bring ECE teachers in mainstream of its employees. Therefore after donor's fund phased out, the ECE teachers did not receive any salary. The poor lady had a hard time. She did not want to part with her children in school and on the other hand had no financial support. Incidentally her father also expired leaving the family in a great turmoil. Even though she did not left "her children" and her profession. In the hard times her head teacher discussed the matter with her colleagues who agreed to contribute some money to support Ms. Hina who even otherwise was ready to continue teaching at school.

The result is that children of the village still have the opportunity of admission in ECE class and learning from an experienced, committed and devoted-to-children teacher. Though Ms. Hina gets a very meager amount of money, as compared to her last salary, yet she is satisfied to be with "her children" and her profession.

Ms. Hina and her efforts made this school a role model for other schools and teachers.



SCSPEB Update

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

Social Cohesion and Peace Building Education

Peace is a state of harmony characterized by the lack of violence, conflict behaviors and the freedom from fear of violence.

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Social Cohesion is a condition in which tensions and conflicts are dealt with in a manner that prevents open violence or extreme marginalization among community.

Improving social cohesion and peace through education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment.

The Pakistan National Education Policy 2009, states: "Our education system must provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan".

State of insecurity is among the most significant development challenges of our time and considerable barriers to realizing the right to education for all children and young people. Access to quality education is a right that should be sustained even in the most difficult circumstances. During conflict, education can offer knowledge and skills that provide protection, while in the longer term, it can help develop values and attitudes that prevent conflict and build peace. Education has the potential to build the capacities of children, parents, teachers and community members to prevent, reduce and cope with conflict and to promote equality and peace.

Considering the situation of Social Cohesion and Peace in the world especially in developing countries; the Pakistan is selected as a universe to take part in a four-year Peace

building "Education and Advocacy Program" to strengthen resilience, social cohesion and human insecurity. Towards this end, the program will also strengthen policies and practices in education for peace building.

Despite number of challenges, to introduce peace and social cohesion in the society, a nationwide conflict assessment study is designed to find out the neglected area of education and to identify relevant conflict drivers at each level by using a participatory approach involving a variety of stakeholders. SCSPEB with the financial and technical patronage by UNICEF conducted a comprehensive analysis / assessment study on "Social Cohesion and Peace building Education" within the broader societal norms particularly related to the education system and 4 sample districts "Quetta, Pishin, Kalat & Lasbela" were selected for this assessment.

In order to scale through the history of policies, particularly education curriculum, reforms and its impact on the country and society, and efforts to seek social cohesion and build peace, diverse forms of data collection tools were employed through conduction of consultative workshops organized in Lasbela & Pishin with representatives from political parties, media, human rights activist, adolescents (boys and girls) from schools and madaris, teachers (male and female) from public, private and madrasa education sectors, religious clerics and civil society members etc.

To identify the root causes of tensions and assess tension dynamics in order to prioritize in key elements in education programming 25 focused group discussions (FGD) were conducted with 984 (442 male & 542 female) persons specific groups of stakeholders again at three levels from provincial, district to Community. Discussions were organized with G/B from Secondary Level School Children, Out of School Children, Adolescents & Youth and School/College Teachers from public, private & Madrassa (Male & female), Mothers Group (WVECs) and PTSMCs.

Around 119 In-depth interviews from Education Managers, policy makers, politicians, religious leaders, teachers, students, officials of the government departments of education, law enforcement agencies were held to take their point of view and opinion about the social cohesion and resilience in the society.



Activities and Achievements

Balochistan Education Sector Plan

- ✍ Conduction of Social Cohesion and Peace Building consultative workshop in District Bela.
- ✍ 25 focused group discussions held with 984 persons including:
 - o 5 FGDs with 127 Secondary Level School Children
 - o 8 FGDs with 246 out of school children
 - o 4 FGDs with 212 Teachers from public, private & madrassa
 - o 4 FGDs with 116 adolescent and youth school and college (girls/ boys)
 - o 2 FGDs with 73 Parent Teachers School Management Committees (PTSMCs)
 - o 2 FGDs held with 75 Women Village Education Committees (WVECs)
- ✍ 120 In dept interviews held with 80 students, 20 School councils, 11 education managers and 8 policy level interviews with Education Managers, policy makers, politicians, religious leaders, teachers, students, officials of the government departments of education, law enforcement agencies.
- ✍ 2 days meeting held with PPIU and all stakeholders for the development of GPE Proposal in continuation to implementation of BESP
- ✍ SCSPEB joined progress sharing meeting with UNICEF on 14th March, 2013
- ✍ BESP quarterly report submitted to UNICEF

Teacher Training Wing

- ✍ Development of 3 years primary level Curriculum for Non- Formal Education.
- ✍ Practicum School Data Collection for the ADE Program.
- ✍ Policy recommendations were made for the Improvement and bridging the gaps in Balochistan Compulsory Education Act.
- ✍ Developed material for 2 days Orientation Workshop of Master Trainers of Dist. Noshki & Jhalmagsi
- ✍ 12 Master Trainers trained on Teachers Training Techniques under QEIP-PPAF
- ✍ Supported PITE in Capacity building of Educational Administrators
- ✍ A module on Understanding of SLOs developed to orient stakeholders regarding expectation of new Curriculum
- ✍ Organized a 6 days Teacher capacity building training of teachers in Teaching of Science, English and Maths.

Afghan Refugees Education Project

- ✍ A rapid Education assessment Survey of refugee communities conducted for the year 2013 in order to get potential enrolment, however, 705 in Muslim Bagh and 237 in Mohammad Khail of age group 5-17 identified as a potential enrolment in school this year.
- ✍ 302 (102 Boys/90 Girls) new registrations notified in both camp Schools/HBGCs.
- ✍ Held 31 meetings with teachers, SMCs, IPs & Community in both camps regarding conduction of rapid education assessment survey and new registration, especially girl students, in schools and other schools related issues.
- ✍ Distributed teaching learning material among teachers and students of both camps to improve quality of education.
- ✍ Designed school monitoring and classroom observation formats better monitoring mechanism and improve quality of education.

Balochistan Education Project

- ✍ Held Mid-term Evaluation of 15 BEP focused schools (7Qta/8K.A) to evaluate school performance, record keeping and role of PTSMCs in school performance.
- ✍ 51 school monitoring visits held to monitor the construction status of ECE centers & up-Gradation and provision of Missing Facilities
- ✍ 32 school monitoring visits paid to evaluate the effectiveness of the material, provision of classroom support & improvement in quality of teaching and learning.
- ✍ 7 Meetings held with DC & EFO regarding BEP progress sharing and enrollment campaign 2013.
- ✍ 44 meetings (17Qta / 27K.A) held with school PTSMCs regarding planning for enrolment campaign in their village.
- ✍ Distribution of grade I & II material, ECE learning material and Lab Material in 35 focused schools.
- ✍ Participated in 3 days training on CFHE at save the children International.
- ✍ 28 Monitoring visits of SHN focused to monitor CFHE training implementation.
- ✍ Held 55 meeting 27 Head Teachers and 28 teachers to create awareness on Adolescent health and to ensure teachers participation in CFHE training.
- ✍ 69 teachers trained on adolescent girls' health education.
- ✍ Enrolment Campaign was organized under BEP through different boxes e.g. walks for enrolment, placement of awareness, creating banners and wall chalking in District Quetta & Killah Abdullah

Quality Education Improvement Project

- ✍ 142 School Follow-up visits paid to evaluate the effectiveness of the material, provision of classroom support & improvement in quality of teaching and learning.
- ✍ 87 PTSMCs meetings held to ensure their involvement in school related issued, its solutions and development of annual School Development Plans
- ✍ Formation of 30 WVECs (14 Jhalmagsi / 16 Noshki) to involve community in promotion of education.
- ✍ Collection of assessment survey data "Form-A" from all focused schools comprising on environmental / social review of location of schools, Construction space, availability of drinking water, latrines, conflict over land, location & boundary walls.
- ✍ Collection of data for Poverty Scorecard to get poverty benchmark of focused villages is in process.
- ✍ 108 PTSMCs members of 43 schools (26 Noshki & 17 Jhalmagsi), Capacity build on their roles and responsibilities, problem solving, School Development Plans, Partnership building, School monitoring and financial management of schools.
- ✍ 12 Master Trainers' Capacity built on teachers training techniques through 2 days Orientation Workshop.
- ✍ 201 Teachers' Capacity build on improvement of class room environment and SLO based teaching techniques.
- ✍ Developed cost estimates for 50 schools of both districts for provision of missing facilities.
- ✍ SCSPEB participation in meeting with PPAF on 12th March, 2013

