



MIED Brochure

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MIED is a registered non-profit national organisation of Pakistan working to improve the quality of education in schools in rural areas of Pakistan, including, Khyber Pakhtunkhwa, Punjab, and Gilgit-Baltistan. Registered with the Societies Act. 1860, it has been awarded with the NPO certification by Pakistan Centre for Philanthropy (PCP).

We are working closely in partnership with various International and Local

NGOs to uplift, intervene and implement educational development programmes . Currently, we are working in more than 600 schools in KPK, Punjab, GB, AJK and recently in Sindh with MIED's School Improvement Program (SIP). We have successfully established more than 150 Early Childhood Care and Development programs (ECCD).

Our work encompasses (but is not limited to) the overall improvement of government run and some non-govt schools where our intervention is expected out of necessity. We believe in a holistic approach of instigating 'Social mobilization' and channelling 'Sustainable development' of schools, where all factors relative to community progress and educational advancement are included by engaging children, teachers, communities, and parents so that the unprivileged children of the society have a well supported and organized access to quality education in order to reach their full potential.

www.mied.org

Our Vision

A positive and interdependent society where all are free to reach their full potential, with respect for human rights, balanced with citizen's awareness of their responsibilities.

Our Mission.....

MIED's mission is to improve the quality of education in the schools of under developed areas to ensure the reach of adequate, quality educational opportunities and resources to children so that they can grow to achieve their full potential.

We aim to work with all the factors influencing upon a child's development including, parents, community and teachers. We hope to inspire them to develop schools that are continuously improving, child focused centers of learning.

Values:

Acceptance of diversity, inclusion, and pluralism are the central values of our organization. Our interventions are based on the themes of gender equity, equal opportunities for participation, and rights-based approach. We intend to play a part in creating a peaceful world by respecting pluralism and diversity.

MIED: As the chronicle unfolds...

2002 – 2003

A group of committed and experienced education experts, *led by Mr. Abdul Jahan*, came forward to aggregate their ideas to create an organisation that would work towards a vision where all children would have access to quality education. The materialization of these ideas took around two years, and as a result 'Mountain Institute for Educational Development' was established as an educational organization for children on September 13, 2003.

2004:

The determined and visionary founders of MIED stood before many local and international organizations to emphasize that all children should benefit from quality education, and that the provision of quality education requires a well integrated and holistic approach.

Thus, MIED initiated the implementation of 'School Improvement Programme' in 68 government-run schools in **Mansehra** district with the funding support from Plan Pakistan.

2005:

October 8th, 2005: one of the largest earthquakes to hit South Asia, caused over 70,000 people to die and thousands more to lose their homes. As MIED was based in Mansehra,

Just 40 km away from the epicentre of the earthquake, our staff was profoundly affected, but continued to work diligently to help dilute the sorrow that arose after the calamity.

We worked in

Dharyal tent village providing

Early Childhood Care & Development Centres and schools in the tents – a safe environment where children could come to play, learn and leave their worries behind.

MIED has been a vigilant contributor to 'Rescue, Relief and Educational Rehabilitation' processes in the unfortunate October 08, 2005 Earthquake calamity in the affected KPK and AJK regions. Our Educational Activities for IDPs in the camps were very effective in engaging children and their guardians in a systematic learning process.

In addition, our partnership with Plan Pakistan expanded to Punjab, and we started a project in **Chakwal** district, implementing SIP in 30 schools, and providing training to 800 teachers.

As an acknowledgement to MIED's significant contribution in earthquake response in Mansehra and Battagram districts of KPK, MIED has been awarded with 'Certificate of Appreciation' from **Pakistan Army**.



The **Community Learning Programme** in **Islamabad** was established: we started working in slum and urban areas of Islamabad providing Early Childhood Care and Development centres and a non-formal education programme.

2006:

A continuation and expansion of our earthquake response – the year saw us move from working in the tent villages back to supporting people moving home. We started to

implement rehabilitation and reconstruction in 75 schools in **Seren and Konsh valleys** in Mansehra District in partnership with Plan Pakistan. We established 100 Early Childhood Care and Development Centres (ECCD) for children aged 3-6. We also provided psycho-social support to the students, staff and the communities.

Our earthquake response also expanded to a partnership with Care International; we implemented a 'School Emergency Preparedness through School Improvement' in **Battagram**, which incorporated disaster risk reduction as well as school improvement.

We implemented a **teachers training programme** in **Muzzafarabad** with 'Save the Children UK'.

The **SIP Mansehra** programme expanded to include a **Child Rights** component: through working with teachers, communities and students our aim was to ensure that children in this district were aware of and enjoying their rights.



Child Rights Walk, in Chakwal with Proactive Participation of Right-holders and Duty-Bearers

2007:

Between July and December 2007 we partnered with UNICEF working in government schools that were affected by the earthquake in District **Muzzafarabad**. This project has been extended until June 2008 in 75 schools.

Our work with Care International in **Battagram** expanded to include schools in **Allai**: our aim was to improve the quality of education in earthquake-affected schools in both areas, and provide support to teachers and students.

We implemented a **training of trainers** programme for the Education Department in **Peshawar** as part of Education for All – to build the capacity and knowledge of government master trainers.

2008:

We worked in **27** earthquake-affected schools in **Balakote**. In partnership with Care International, we provided temporary shelters for schools that continued to take place in tents for a long time while keeping the children's link to their studies intact in absence of properly built schools, and we also provided professional support to the teachers.

2009-2010:

District Mianwali:

A rather energetic year for MIED, as our partnership with Plan Pakistan in **Chakwal** expanded to include 76 new schools.

MIED and Plan Pakistan as partners implemented SIP in govt. schools in district Chakwal since 2005 and ECCD Centers since, 2009.



ECCD Centre Chakwal

MIED's SIP interventions with PPAF commenced in 'District Mianwali' in 2009. By far, the outcomes of the SIP project in Mianwali stand as a prominent hallmark of our holistic approach successfully achieved through the support of our partner PPAF.

The changes that we brought included everything from School building Renovation & repair to provision of missing facilities from the classrooms till the playground and any other associated amenities.



Students in

interactive learning in the classroom, Mianwali

MIED INTERVENTION IN BATTAGRAM, KPK :

MIED has worked in 40 govt. schools in District Battagram during year 2006 and 2007 in partnership with Care international in Pakistan (CIP). The project activities concluded successfully. In 2009 we entered into partnership with PPAF, and re-started SIP in Battagram. The SIP work in Battagram is one of the most challenging due to lack of basic infrastructure, learning facilities, lack motivation at teachers level and debilitated road conditions. With the courage and determination of our dedicated team, we are able to achieve our targets within a short span of time, through the support of the local communities of that region.

In January **2010**, MIED conducted several teacher training sessions, courses and workshops on Leadership and Management for the school staff in the schools of Battagram. **Shah Rozam the Ex-Union Council Nazam** was quite impressed when he visited the school along with MIED team.

He expressed his views, "*It looks unbelievable that such a poor and marginalized community is benefited in the basic education facilities in such a short time although during the last four years this community was totally ignored by the organizations and Government departments. I appreciate and pay my tribute to MIED and all those whose effort made it possible.*"



Teacher training workshop Battagram, on activity based creative Learning, (Electromagnetism via Balloon model)

MIED SIP Intervention in Ghizer Gilgit-Baltistan - January 2010:

In January 2010, MIED started its interventions of 'School improvement' in partnership with Pakistan Poverty Alleviation Fund (PPAF) in Government and

community based schools of Ghizar , targeting 30 primary and secondary schools to provide access to quality education to boys and girls in the remote areas of the country.

MIED staff held consultations with PTA/SMC members and the community at village level and in schools to sensitize them about poor learning conditions of the school and a series of meetings to conduct awareness raising sessions with the mothers and the fathers groups.

In a village "Biarchi in Punial Ghizer" a mother after attending an awareness session, said, "It was the first time that we realized the importance of female education and now no single girl will remain out of the school in the community"

One of the PTA members quoted as,

"This credit goes to MIED since for first time we gathered in school and discussed school related matters, and before this we had never gathered in the school to discuss our issues"

MIED SIP INTERVENTION IN District GHIZAR

MIED'S SCHOOL IMPROVEMENT PROGRAMME, GHIZAR DISTRICT



Visitors showing an interest in MIED's SIP programme



'As a member of the School Council we feel that MIED has made us aware of our rights. We are more confident now and we can fight for our rights. Now we think a lot about the school work and we are trying to make changes. MIED has helped us to get up from a long sleep and dream'. School Council member, Chakwal.

- Our community mobilization teams aimed to develop a good **relationship with the communities**, motivating and empowering them to get involved and take ownership over their school's development.

'I feel happy that I am doing work for the betterment of the children and the village. I often thought that if development agencies are coming from outside, why don't the people of the community take part themselves in their own development'. Community member, Chakwal

- We have expertise in providing training for teachers and school leaders: thousands of teachers and leaders have benefitted from our **training courses**, which have built their confidence and introduced them to child-centred approaches to teaching. We are giving long-term support to teachers in the classroom through follow-up visits.

'We and our students have learnt a lot from the MIED team. Before the training of MIED, we worked only to cover the syllabus. But now we are helping our students with new methodologies which we learnt from MIED. We have become closer to our students and our students are learning more easily'. Teacher, Chakwal.

- We have established 'Student Representative Councils' in our schools which has facilitated students to have a forum where they can share problems, discuss solutions, and play a role in their school's development.



SRC chairperson and her commitment

SRC members in GGPS Sossian: 'we help poorer students in the school by collecting money from our parents and buying them pens and paper'

After appearing on a radio programme, Sadeeqa said: 'it may be that those parents who are not sending their children to school will do so after listening to the programme'.

An AEO commented: 'we will try and continue the way that these people are working', and another said 'don't say goodbye for the sake of our nation.'



MIED signing MoU with Secretary Education Peshawar

MIED's Programmes and Projects

- **School Improvement Programme** (*Mansehra District, Chakwal District, Ghizar District, Mianwali District, Battagram District*)
- **Early Childhood Care and Development** (*District, Chakwal District, Ghizar District, Mianwali District, and Islamabad slum areas*)
- **Fast Track Secondary Education Program** (*Islamabad Slum Areas and Chakwal District*)
- **Community Learning Programme** (*Islamabad Slum Areas*)

School Improvement Programme (SIP)

MIED's school improvement programme is a holistic approach to develop schools, so that all students can access quality education. We work with all people who have an impact on child development, including families, communities, teachers, the government and the children themselves. We have a ten pronged approach to school improvement, incorporating all of these stakeholders: These ten SIP Components include:

Capacity Building of Teachers

Building the capacity of teachers is crucial to bringing change in our schools.

We run Teacher Development Courses which help teachers implement child-centred and activity based teaching methods, as well as build their confidence and improve their subject knowledge.

Leadership and Management

Developing leadership skills in head teachers, teachers and students brings a consistent overall change in our schools. School heads are imperative to initiate and lead their school's development. We run school leadership development courses as well as providing them with on-the-job support.

Community Participation

Schools are located in their communities, therefore communities influence the learning environment provided for children. It should be a place where the whole community is able to learn and feel ownership and responsibility for their children's learning and development.

In two of MIED's SIP projects in Abbottabad and Mansehra districts of KPK, we worked very closely with the community through a systematic process of involving everyone who can play a role in child education. MIED field teams in these project areas formed parent groups, youth & volunteer groups, and mother committees which helped engaging the local community in a rigorous capacity building process ; acquire skills, knowledge and attitude to play their active roles for the rights of quality education to children especially for girls.

The peculiarities of the community groups are observed from the commitment level of the parents, particularly mothers who travelled for long distances to raise a voice for their schools in the villages and met govt. officials hence consequently succeeded to receive on time services from the duty bearers at district level.

Child Participation

The end product of an effective school improvement and ECCD programmes should be child learning. So children must participate actively in their own learning process, and they also play an important role in their school's development. MIED encourages child participation in their schools through Student Representative Councils: forums where students meet together to discuss problems and come up with solutions.

Developing the Physical Environment in Schools

In rural areas school buildings are sometimes used for other purposes (as stores to keep broken furniture, as a bedroom for the school watchman, guest house etc). Hence schools should always strive to continue to provide a conducive learning environment

for the children. In some areas MIED is helping to reconstruct school buildings and provide necessary services like water and electricity, playgrounds etc.

Curriculum Enrichment

Today most teachers use text books as curriculum documents, and they strictly follow them without changing or modifying the material in any way. Such teaching does not take into account the very different learning styles and needs of students. The School Improvement Programme therefore aims to enrich the curriculum so that the learning needs of all students can be met.

Research, Documentation and Dissemination

The achievements and efforts of the schools that we are trying to develop and improve with the newly applied teaching methods so that they can sustain and move forward, deserve to be documented and disseminated so that others can learn from their experiences.

Apart from documenting the contributions of MIED, through our Management Executive Team, MIED runs seminars, once a year for all stakeholders to come together to celebrate success, and inspire and learn from each other. We also undertake research as to the impact of school improvement.

School Governance, Ownership and Advocacy

Communities, teachers and government officials all should play a role in the running of the schools. They need to have a forum to discuss and resolve problems and plan for their schools development. We involve all stakeholders in the process of school improvement to enable effective governance.

School Based Interventions

Treating all schools alike is unfair . Every school has its own reality: a successful intervention in one school might be a disaster in another school. We provide follow-up support to suit the varying needs of the different schools, and we take each school as an individual unit of change.



Local Resources Generation

Schools should be able to identify local material and human resources to enrich the child’s learning experience. For example, local village masons can help with building improvements, or local clay can be used to make models to explain concepts like fruits and vegetables. Human potential is fundamental to the process of teaching and learning.

Early Childhood Care and Development

Early childhood care and development refers to the care needed for children to help them to thrive. A child’s basic needs include protection, nutrition and health care, but for a child to develop in a healthy way and to develop their skills they also require affection, interaction, different types of stimulation, security and to be able to learn through exploring their surroundings.

ECCD centres are for children aged 3-6 years, and they precede formal primary education. But ECCD is more than preparing children for school – it should recognise



the community itself.

that all children are unique people with individual learning styles, backgrounds and timings of growth.

Our ECCD centres aim to provide essential support a young child needs to develop, including intellectual stimulation, providing opportunities for exploration and active learning, and social and emotional care. We hold child health care awareness sessions for mothers so that change can be brought and sustained through

MIED's ECCD centres were initiated after the devastating earthquake of October 2005 in Seren and Konsh valleys. We aimed to assist the affected children, to reduce their mental trauma and to protect them from difficult circumstances. We established 90 ECCD centres in Seren and Konsh, and ten home-based centres which promoted health and hygiene activities in the villages. We also have established 33 ECCD centres in other areas of Mansehra District and 23 in the slum areas of Islamabad.

Child Rights Program (a cross cutting theme of all interventions of MIED)

Children are entitled to basic human rights regardless of special needs, cultural or socio-economic factors. The United Nations Convention on the Rights of the Child has been signed by all nations except the USA and Somalia, and enshrines three categories of child rights: those of provision (for example adequate health care), protection (for example from neglect) and participation (the right of children to be heard). Ensuring that children enjoy and are aware of their rights is crucial to allow them to reach their full potential and take their place as empowered citizens.

MIED aims to help develop an education system based on values of tolerance, dignity, freedom and pluralism. Ensuring that children, parents and communities are aware of child rights is vital to help achieve this. We have therefore been working in government

schools to raise the children’s awareness of their rights, as well as working with mothers and communities so they can reflect on child rights and learn how to fulfil their responsibilities.

Community Learning Programme

MIED has implemented a community learning programme in nine Plan supported communities of Islamabad. This programme includes both establishing and running ECCD centres with the communities, and also running non-formal education (NFE) programmes for older children who have not been going to school.

The ultimate aim of this is to encourage as many children as possible to return to the formal schooling system

The community, including parents and community based organisations, are key stakeholders in this programme, therefore community mobilisation is a fundamental part of our work. Enrolling children in the centres and motivating people towards the importance of education is not possible without the support of the communities. The team runs mothers awareness sessions, door to door visits and community meetings, as well as training for the ECCD caregivers and NFE teachers.

Summary of MIED and its work in Pakistan

1. A national NGO aiming to improve the quality of Education in Pakistan
2. Legal Name MIED Pakistan
3. Registered Societies Act 1860
4. NPO Certification Awarded: Pakistan Centre for Philanthropy(PCP)
5. Date of Establishment 13th September 2003
6. First Project 2004 in KPK (Mansehra)
7. Current staff on pay roll = 612
8. Specialized Programs:
 - *School Improvement Program (SIP)*

- *Early Childhood Care and Development (ECCD)*
 - *School Heads and Teachers' capacity building*
 - *Community Mobilization in Education*
 - *Fast Track Secondary Education (FTSE)*
 - *Non Formal Education (NFE)*
9. Institutional Capacity building of other organization to implement quality education into their programs
 10. One of the top Three Quality Educational Organizations to build the capacity of Provincial and Regional Institutes of Teacher Education and Educational Leaders
 11. Contributed significantly in Education Rehabilitation in earthquake 2005 and honoured with certificate of appreciation from Pak Army
 12. Partnership with Several INGOs and UN organizations , AKDN and corporate sector and with Education Departments in Pakistan
 13. Involved proactively in building the capacity of local NGOs in quality education services
 14. Currently working in eight districts and around 200 govt. schools in Pakistan
 15. One of the Pioneer organizations in initiating Early Childhood Education (ECE) through govt. education department in Chakwal Punjab and it is first ever intervention in the country
 16. Positive working relations with the communities in our intervention zones
 17. We have established above 100 Early Childhood Care and Development Centres providing a safe learning environment for 2,358 children aged between 3-6 , and around 50 NFE Centres to re-engage girls aged 15 - 25 in formal education and mainstreaming them to continue their education.
 18. We have trained around 600 teachers and school leaders in activity-based and child centred teaching methodologies.
 19. Over 50,000 children have benefited directly from our school improvement programme.
 20. We established and re-activated Parent-Teacher Associations, School Councils and Education Committees in all our project schools, which resulted in their active participation in tackling their school problems and handling them well.
 21. A girl's college has been established in Phander, Ghizer district in the Gilgit-Baltistan to facilitate with access to higher secondary education to young girls in a remotest region
 22. We take staff development very seriously, and have introduced Friday Reflective Sessions and MENTORING approach to facilitate new staff into MIED's programs.