



Annual Report

2008-09



**Mountain
Institute for
Educational
Development
(MIED)**

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Executive Summary:

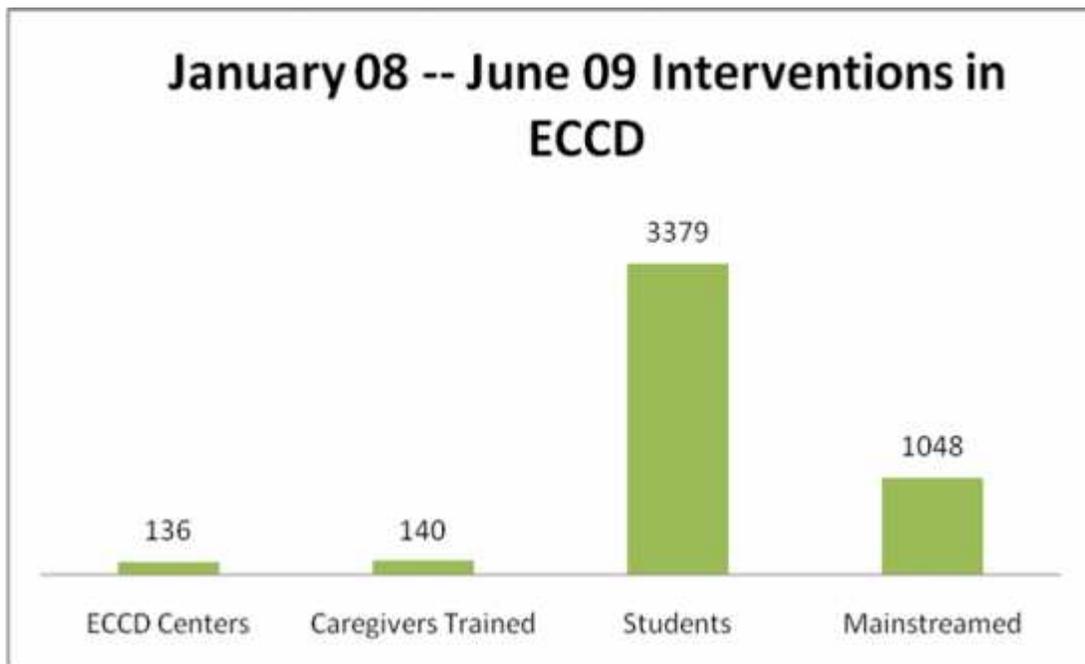
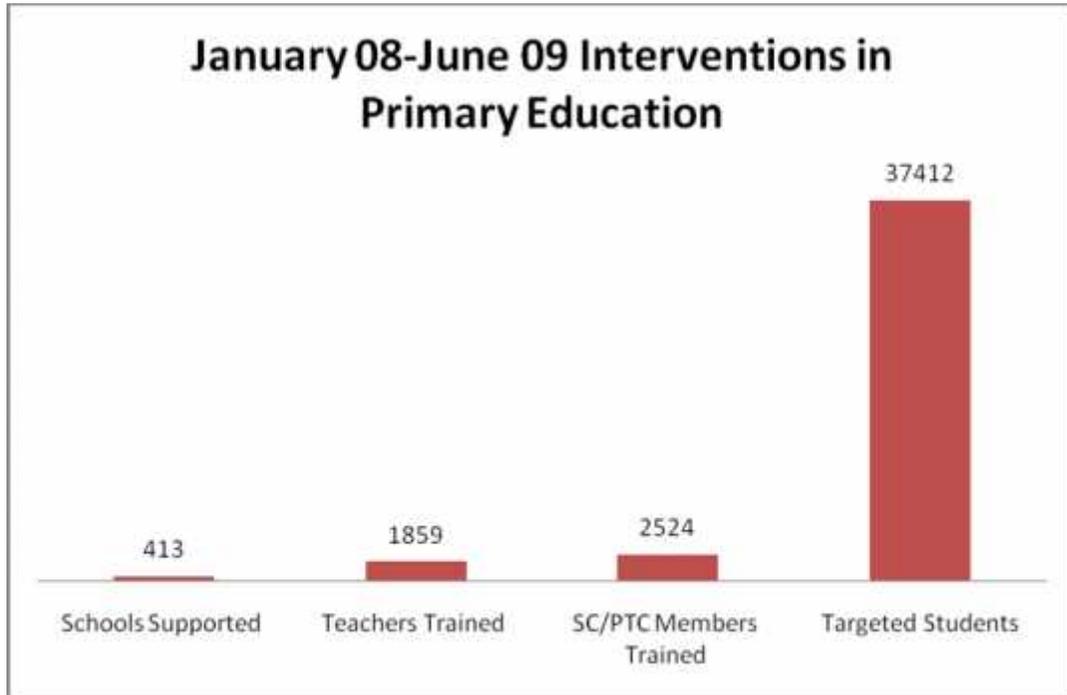
In Year 2008, MIED got prolonged opportunities to implement educational activities and sought more partner organizations with shared vision and understanding, who generously provided financial support to MIED and enabled us contribute in children's lives in Pakistan by providing access to quality education. On behalf of MIED management I would like to acknowledge the support from our Partner organizations. Though MIED's educational interventions in partnership with Plan Pakistan in Mansehra district did not continue due to security reasons and that created a situation of turbulence for MIED management. In that instance we utilized our technical expertise to maintain the organizational momentum and focused on building the capacity of local NGOs in planning and conducting capacity building programs including teachers training and conducted evaluation studies to see the impact of the existing programs. Moreover, we developed capacity and strengthened networking with local community and govt. institutions at district levels for the sustainability of the interventions. This report provides a summary of the key activities and achievements of MIED for the period from January 2008 to June 2009.

The major successes of the year for MIED include the **participation** from local community and children in school improvement programs. We introduced community led school rehabilitation and reconstruction work and local community showed outstanding work and commitment in SIP. The role of Students Representative Councils (SRCs) in SIP schools appeared a success story that can be replicated in any govt. school in Pakistan. We have seen many successes in this period and it is of course with the support from our partner organizations including Plan Pakistan, Care International in Pakistan, Save the Children, VSO Pakistan and many other (I)NGOs and govt. institutions. I would also like to acknowledge the hard work and dedication of MIED staff in our programmatic activities and the professionalism and respect they have shown for children and their communities in the field. All children and their communities from SIP schools and ECCD programs are always in our thoughts and programs. MIED is nothing without Children and activates we design, plan and implement to provide with them access to quality education in Pakistan.

Abdul Jahan Executive Director

Our Interventions targeted

41839 Children



1- School Improvement Program (SIP)

Area: Chakwal District in the Province of Punjab

Goal: Access to quality education especially for girls in targeted schools of district Chakwal

Status: Continuing in 5th year



Children, parents, teachers, education officials and community members on an occasion of Interschool competition

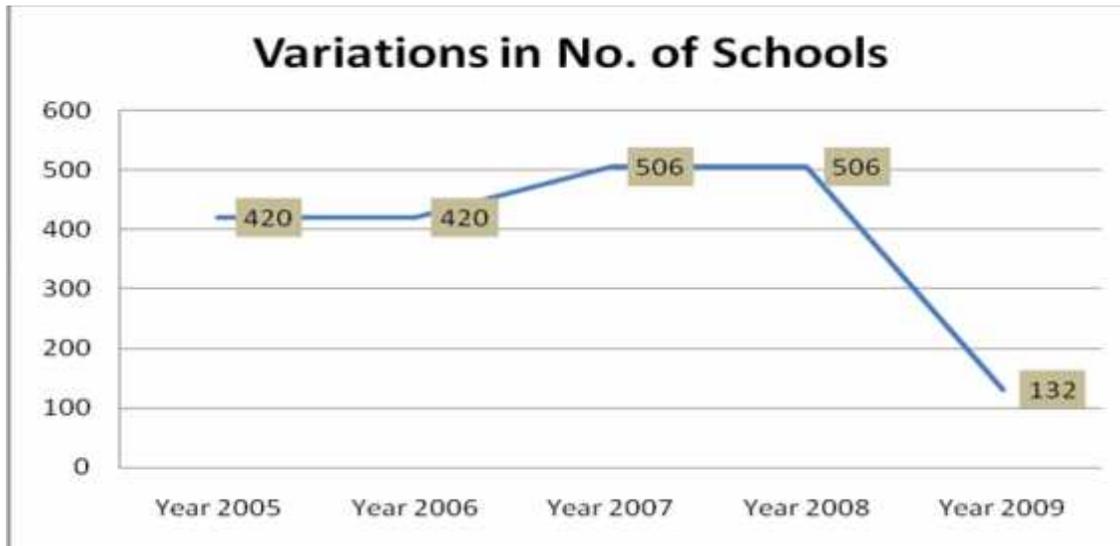
SIP SSO intervention launched, in 2005, in 30 primary schools of Chakwal proved to be successful, so by the end of 2007 Plan and MIED agreed to expand

SIP intervention to 86 more schools but this time without rehabilitation component. A separate team was constituted which carried out

a baseline survey of the new schools which lasted till January 2008. After that the process of School Development Plan was initiated in each school. Training of teachers and head teachers of 86 schools, however, were conducted along with trainings in SIP SSO intervention but teachers follow up support in 86 new schools, however, could not be made regular and effective immediately. There were various challenges in this regard. With the expansion of program there were planning issues and long distances to the targeted schools; new communities were unaware on how to participate in development planning process which resulted in delaying the

gained special emphasis among the program activities.

In December 2008 the SIP SSO project completed its cycle successfully. A seminar was held where all stakeholders participated and shared their experiences on various components of the project. In year 2009, Plan-MIED agreed to continue their partnership and SIP intervention became a proper program. Plan decided to support some new communities in Chakwal; it means more schools being included in SIP. At present SIP Chakwal is supporting 132 schools in three tehsils of district Chakwal in all capacity building areas of education department, teachers, head



completion of School Development Plans (SDPs) in many schools that

teachers, school councils, community members and students.

Ambition and high expectation were always attached with SIP Chakwal but it was the the year 2009 when the realisation came into practice that there should be no more fluctationin in the number of targeted schools and variety of activities which over the years were different in different schools becoming part of the intervention. Such turbulence is characteristic to when a project transforms into a program and especially when ambition drives stakeholders to make a difference.

Other unique feature of SIP Chakwal is that it has laways come up the expectations of Plan and incorporated in its “Decagonal Approach to School Improvement” the following components, approaches and campaigns:

- Development Education
- Integration with Plan’s other partners in the area
- Child Centered Coommunity Development (CCCD) approach of Plan-Pakistan
- Plan’s international Campaign LEARN WITHOUT FEAR (LWF)

Despite all the challenges SIP Chakwal has stabilised itself and has been a successful intervention in the area of primary education. The external and

internal evaluations carried out in the years 2008 and 2009 respectively testify this fact.

2-Rehabilitation of Education Sector Project (RESP)

Area: Battagram and Balakot of NWFP

Project Goal: Improve the quality of education for access and better students' outcome in the Earthquake affected schools in selected Battagram and Balakot.

Status: Successfully Completed

Rehabilitation of Education Sector Project (RESP) was a short term intervention initiated in June, 2007 in partnership with Care International in the selected schools of earthquake affected areas of Battagram and Balakot of NWFP province, the project completed in November 2008.

Battagram where the project initially took start is a conservative area and people generally hold negative perceptions about NGOs; this eventually resulted in attacks on the Care International Offices. Following this, Care International decided to not to put people lives under risk and shifted the project to Balakot, severely affected area of Mansehra district for which RESP

team carried out a baseline survey in December 2007.

RESP in Balakot reached successfully to its completion stage. In Balakot the project supported 27 schools as compared to Battagram where the project was limited to only 13 schools. In Balakot 76 teachers and 28 PTC members underwent training programs as compared to 23 teachers and 13 PTC members at Battagram. At Balakot, however, the project initially delayed for three months while seeking NOC from ERRRA for the selection of schools in the area.

3-School Improvement Program (SIP)

Project Area: Seren Valley, District Mansehra of NWFP

Goal: Enhanced access to quality education, especially for girls, in earthquake affected areas

Project Status: Terminated during fourth year of implementation due to attack on Plan office

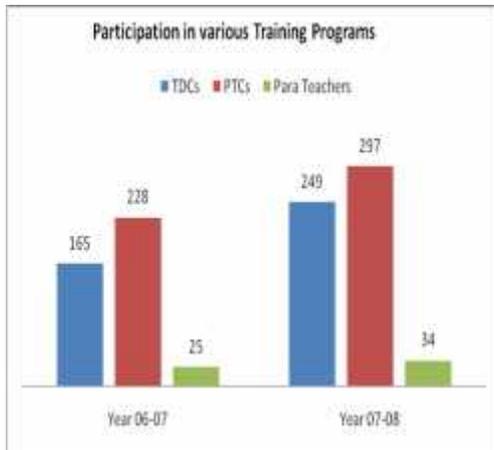


Participants at a TDC

Due to attack on Plan office and unexpected termination of the project, we were unable to carry out a comprehensive evaluation of our inputs given till the end of Year 2007.

However, observations and conclusions from the field activities illustrate some of the changes occurring across schools and communities.

- Before closure of the project, PTC members participation increased in the training sessions



- Self reliance increased in communities working together to address the problems of safe schools environments. e.g. GPS Naka Trada now runs in a shelter. Compared to past the number of students has increased in the school
- Regularity of teachers in schools has improved to a satisfactory level compared to conditions at the beginning of the SIP interventions.
- Shortage of teacher leads to multigrade situation in schools. There are evidences that teachers are adopting multigrade teaching to address their situations. It's a

welcome sign since it requires rigorous planning on the part of teachers as compared to conventional teaching. GPS Jabber Gali, is an example in this regard.

- It has been observed that due to the para teachers schools are running regularly. In addition, many para teachers have increased their academic qualifications e.g. PTC, CT, FA and BA. This way a big **human resource** has been developed in the remote areas due to encouragement of MIED. Many para teachers make lesson plans, an example for government teachers to follow.
- Continuous follow up support visits helped reduced understanding gaps between SIP team and teachers community
- Children through SRC forums found new role inside schools and willingly took new responsibilities

4-School Improvement Program (SIP)

Project Area: Mansehra of NWFP

Goal: Enhanced access to quality education, especially for girls,

Project Status: Terminated during fifth year of implementation due to attack on Plan office



After killing and bomb blast on Plan Office Mansehra in February 2008 the security situation continued in the area therefore all activities related to SIP Mansehra was stopped and schools lost MIED-Plan

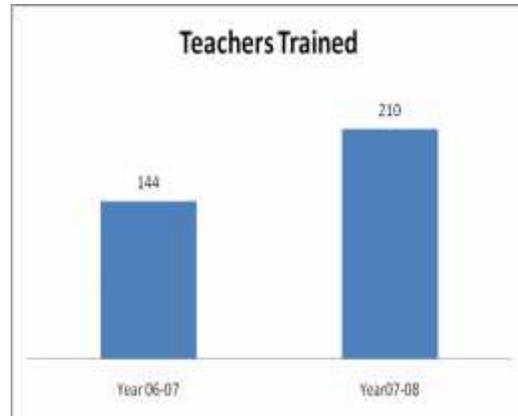
support, always appreciated by the targeted communities. Such a situation did not allow proper evaluation of efforts but field reports and observations lead us to so conclude some of the outcomes:

Outcomes of the SIP intervention

These facts were found by MIED SIP team during regular visits to project schools

- 1- Teachers were more motivated and committed to their profession
- 2- School environments in most of the schools were improving for supportive learning
- 3- SRCs helped students built their confidence and now they have more opportunities to take part in school affairs and decision making.
- 4- 40% of PTC of the project schools are more cooperative to school management and supportive to teachers.
- 5- 80% of SRC members were taking great interest in development of their respective schools.
- 6- 35% of the head teachers are supportive and provided necessary help to teachers as well as students in development of their schools.
- 7- Government education department officials are well aware of the SIP objectives and rendered their support for the program at all level.
- 8- Parents through MIED's community meetings and PTC workshops were well aware of the

importance of education and development of their child. They were eager to provide and were providing all necessary resources to their kids for learning.



Activities till June 2008 not carried out due to sudden closure of the project

- 1- Study tour for 30 head teachers and district education office officials to Northern Areas in April 2008.
- 2- Capacity building workshops for 36 SRCs of in as many schools
- 3- Study visits of SRC members to other SIP schools within the district
- 4- Cluster based meetings of Parents Teachers Councils
- 5- Exchange of library books

5-Community Learning Program (CLP)

Area: Slum Areas of Islamabad

Program Aim: Provide quality education to children in marginalized communities, thus enabling them to progress and excel.

Status: Continuing for the 4th years

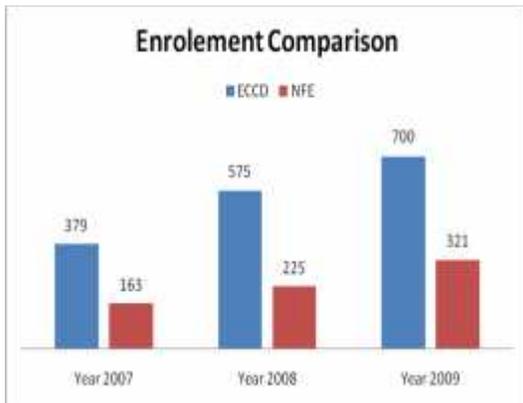


Children engaged in learning at ECCD center

The Community Learning Program (CLP) is a Plan- Pakistan supported initiative that MIED is implementing in the slum areas of Islamabad since April

2006. The CLP is currently supporting Early Childhood Care and Development (ECCD) and Non-Formal centers.

Center based trainings of NFE, ECCD teachers and providing them on-the-job support as well as teaching-learning resources are the main support areas in academics. Communities are the ultimate custodians of their situations, so keeping this in view capacity building sessions for mothers and door to door



visits of the targeted communities were regularly carried out. The purpose was to make community members aware as well as reconceptualise the notion of education so that they send more and more children to learning centers while

taking added responsibilities to run those centers effectively.

The program ended in June 2008 but MIED continued its support to teachers, caregivers and Community Based Organizations (CBOs). In the meantime, Plan-MIED had reached the consensus that a comprehensive baseline must be carried out to further analyze the situation of communities, so that modifications could be proposed and the program be made more relevant and effective next time. The four month baseline activity underlined the fact that program range was limited as compared to challenges and the community participation was minimal. During renewal of partnership the program was adapted in line with findings of the baseline. And this is yielding positive results now.

6-Early Childhood Care and Development (ECCD)

Project Area: Seren and Konsh Valleys, District Mansehra of NWFP

Goal: Contributing to EFA goal through access to quality Early Childhood Care and Development initiative in 62 Plan supported communities in earthquake affected Seran and Konsh Valleys of Mansehra

Project Status: Terminated during fourth year of implementation due to attack on Plan office

October 8, 2005 earthquake and the brutal attack on Plan –Mansehra in February 2008 are the two tragedies that encircle Early Childhood Care and Development (ECCD) implemented in Siren valley. The earthquake that brought huge destruction to the area, in a way, proved to be a blessing in disguise for the mountainous communities when after rescue activities Plan and MIED engaged themselves with traumatized children. The tented schools at Daryal camp proved to be effective and communities looked for similar facilities in their villages so that children could have quality education in a safe environment near homes. Thus the communities helped support ECCD centers in Seren and Konsh valleys; the ECCD notion till then had been alien to the area. With the passage of the time the people's involvement increased and they looked for

more ECCD centers. Realizing the communities' interest and involvement, Plan Pakistan in partnership with MIED decided to open one hundred ECCD including ten

"We are not going to close our centers; we can run them at least for a year voluntarily; we don't need pay. We can seek help from other NGOs or the government; and will take care of our centers. MIED built our capacity and now we can make resources using low cost-no cost –things." (A Caregiver)

home based ECCD centers in the area. Thus MIED, with the passage of time, established total 95 centers where 2358 children aged 3-6 years were enrolled. By the end of year 2007, 538 ECCD graduates were promoted to schools.

The goal was well within reach but after the February 2008 attack Plan-Pakistan decided to pull out of NWFP. This meant that all

Plan supported initiatives were to be rolled back. Though Plan support ended in February 2008, however, for MIED it was not possible to quit the area so hastily and continued its support till June 2008. Initially, only men became members of the Education Committees (ECs) responsible for looking after ECCD centers. But by the end of 2007 we started establishing Mothers Committees as well. At the end of the project there were a total of 65 Education Committees with a total of 520 members. ECs were provided with continuous trainings so that they could understand their roles before taking action. The last EC training was held in January 2008.

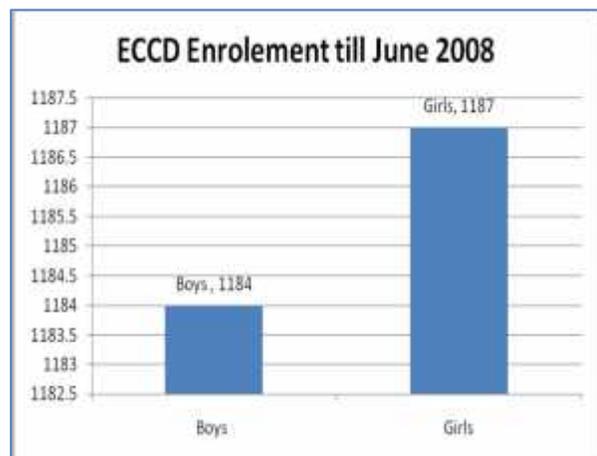
MIED staff organised training for caregivers on a regular basis to improve their knowledge and pedagogical skills. The training covered topics such as language

teaching, behavior management, classroom management, and lesson planning. We

*“Children coming from ECCD center Mellbut got admission in our school and are leading other students as peer tutors.”
(Ghulam Mustafa, incharge teacher at Government Primary School Nala Jabbar)*

organized exposure visits for caregivers to visit different centers so they could learn from one another and the different techniques that they were using.

Owing to sudden termination of activities and an unforeseen phase out strategy Plan-MIED though lost communities trust; children in these far off mountain communities lost learning opportunities and hundreds of local caregivers were financially upset, nevertheless, Plan – MIED did not leave the valleys the same as they were three years back before the earthquake.



7- Enhancing Education Quality, Access and learning (EQUAL Project)

Area: Six Union Councils of Abbotabad Tehsil in NWFP

Project Goal: Local communities in Abbott Abad District especially women and girls are empowered to actively participate in decision making processes related to education

Status: In the first year of implementation



PTC members with Education Department Abbotabad

The EQUAL project which was launched in January 2009 in partnership with Care- International is planned to be completed in October 2010. The

intervention is a manifestation of mutual trust that exists between the partners. The project activities focus training of Parents-Teachers Councils (PTCs)

and community groups which in turn will enhance their contribution to quality education in their area. The initiative expects targeted groups also to enhance coordination and take active part in effective decision making related to education. For various trainings conducted till June 2009, see figure. An issue versus strategies scenario is:



Issues	Strategies Adopted
Earlier Head teachers' reluctance to involve PTCs school matter.	<ul style="list-style-type: none"> • Formal and informal capacity building sessions for head teachers • Joint meetings and follow up visits • Linkages with notable community members
PTCs unaware of their legitimate role in matters related to education	<ul style="list-style-type: none"> • Awareness and training sessions for PTCs • Developing linkages between Education Department and PTCs

List of Acronyms

SIP	School Improvement Program
ECCD	Early Childhood Care and Development
RESP	Rehabilitation of Education Sector Project
CLP	Community Learning Program
EQUAL	Enhancing Education Quality, Access and learning
TDC	Teachers Development Courses
SLDC	School Leadership Development Courses
PTA	Parents Teachers Association
SMC	School Management Committee
EC	Education Committees
SC	School Councils
SRC	Students Representative Councils
NOC	No Objection Certificate
ERRA	Earthquake Reconstruction and Rehabilitation Authority
MIED	Mountain Institute for Educational Development
NWFP	North Western Frontier Province
EFA	Education for All
NFE	Non Formal Education
CBO	Community Based Organization
GPS	Government Primary School
SDP	School Development Plan
NGO	Non Governmental Organization

Financial Overview 2008-09 in PKR

S.No	Program	Expenditure	%age
1	ECCD	1692667	3%
2	Community Mobilization	394076	1%
3	School Rehabilitation & Reconstruction	6582470	13%
4	Capacity Building	7437503	15%
	School Improvement Programs (SIP) - School Based		
5	Support	25547049	51%
6	Advocacy	1476712	3%
7	Resource Provision	958576	2%
8	Admin Support	5671973	11%
		49761026	

