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| 1. **Organization Information**
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| **Legal status of Implementing Partner/Registration number:** Registered with Government of Pakistan under the Society Registration Act XXI 1860-Registration No. 3993 |
| **Background of Primary Education Project (PEP):**The **Primary Education Project (PEP)** has been promoting quality education since **2002** in marginalized communities where people have no school for accessing quality education. Through its Village LEAP programme, PEP has initiated **79** self-supporting Community Schools in Six districts (Sanghar, Mirpurkhas, Tando Allahyar, Umerkot, Tando Mohammad Khan & Badin) of rural Sindh with a current enrolment of **4518 (boys 3037& girls 1481)** marginalized children. The quality education provides village children with lifelong benefits and helps them to grow in confidence and become change agents in their communities.  |

1. **Background of village**

In rural areas of Sindh according to the statistics of 2015 6.2 million students are out of school. Since PEP started the schools in these communities it was always observed that the enrolled students are above their school age.

PEP started the school in Shanti Nagar Village since 2004 in a small hut with the enrollment of 30 students. Mr. Bhaljee is the first teacher in the school and he worked very hard to run his school successfully. After observing the progress of Shanti Nagar School PEP management decided to give a school building with 2 rooms and veranda in 2013. After that Mr. Bhaljee and the community of Shanti Nagar village never look back and grab every opportunity with both hands that’s come in their ways.

E-learning project was started in 2016, where students can learn new things with android tablets and teachers will have a chance to get similar with the latest education methodologies.

PEP started Women Empowerment Project in 2015.Women of Shanti Nagar village are very active and are source of encouragement to other women to save money and raise awareness about women issues.

In December 2016 members of women empowerment group were provided the opportunity to begin Adult Literacy Centre in their village.These women did not have chance to attend school at their school age and they felt deprived from this right. These women are housewives and they have never imagined to used android Tablets for their adult literacy centres.

In 2017 PEP conducted a need assessment survey of this village and it was observed that the area needs pre-school for non-enrolled students of age 3-5 years.To create awareness and interest among parents for the school it is necessary to begin pre-school so the children could be enrolled at their right age. PEP aims to provide interactive learning with child friendly methodology which will enhance children confidence, skills and capabilities.

Now as we reached to our 6 months we have seen and observed that instead of Menghwar School we will be having pre-school in Shanti Nagar which is one of the Area Coordinator village. The reason of choosing the village is that we can ensure sustainability.

Shanti Nagar was established in 2004 and provided benches which are suitable of primary school children. The furniture that we have mentioned in the budget are chairs and tables which are useful for group activities and suitable for small children (age 3-5 years).

The timing of pre-school was also considered during the monthly field leaders meeting. It was discussed that the school will be functional during morning time as it helps parents to leave their young kids and go for their field work.

Shanti Nagar school have 2 classrooms and a veranda for primary school. The building was constructed by PEP. The outside veranda will be used for the pre-school and covered with a green net to provide shade to the school students.

1. **Why Pre-school in important?**

Many children in villages stay at home because they need to look after their younger siblings. By having a pre-school classes, we can provide a room for 3 to 5 years old ones to come and learn through games and child friendly methodology will be provided with an environment of learning new thing from a very small age. We also believe that if a child adopted a habit of education in an early age then they continue their education and will not miss the school. Students of higher classes take their younger siblings with them in the school because no one at home to look after small children. This will prevent cases of child abuse. In Pakistan, Teacher of Government schools are not interested in Early Childhood Education (ECE). Their priority is not pre-school only because they have to deal with more students and this is the main reason why pre-school is not operational in rural setting. Government of Pakistan tried various strategies through faculty of Education (Department of University) to encourage teacher for pre-school teaching but not able to succeed.

**Role of School Management Committee for sustainability**

PEP believes that partnership and ownership is an important ingredient for sustainability. Since PEP established in 2001, it aims at the sustainable communities. PEP formed 76 School Management Committee (4 male and 3 females in the committee) for all the schools. These committees are responsible for looking after the school issues such as fees, registrations, maintenance of School hut, school washrooms, facilities of drinking water and several other issues linked to peace and harmony as most of the communities are mixed religious groups. These communities share new initiatives with the field team.

School management Committee of Shanti Nagar shared the idea of pre-school with PEP management and they do not have the resources to begin Pre-school on their own limited resources. Community is very clear that they are responsible for running the it after one year and all the maintenance work for furniture and LED will be deal by SMC. Community is willing to have a pre-school in their village. They would like their children to be engagedin pre-school where they can learn and play at the same time rather than playing outside and adopted such bad habits.

**Linkages of Pre-school with PEP Schools**

1. Our broader strategy is to track these children to continue their education to avoid drop outs. After pre-school either in a PEP school or any other school. We will appoint a school graduate (female) for pre-school so she can earn for her future education.
2. This strategy will also increase students enrollment in PEP school and encourage parent to enrolled their children at the right age and they will be able to continue their education even after pre-school.
3. After completing 1 year of education these students will be admitted to PEP primary schools where at the appropriate age of 5 years they can sit in exams without wasting many years.
4. This will provide opportunity to elder sibling to attend school as it will not be necessary for them to take care younger one.
5. PEP plans to appoint a female graduate from PEP school and will enroll her for ITEP training with other teachers. During ITEP residential training she will learn the basic of teaching in the class room. She will be provided the teaching materials through PEP for the 1st year.
6. Government is not interested in Pre-Schools as they do not have teachers for primary school even. In most of the cases these government teachers are appointed far from houses and hardly able to attend their respective schools. Pre-school is considered as a burden not a means to prepare children for future.
7. PEP is planning that these Pre-Schools will continue and expand in other areas too as an additional class. PEP already have access to school hut which can be utilized for PEP pre-school during afternoon. These classes will run in the same building/hut after primary school.
8. **Learning from other project (Women Empowerment Project)**

In 2016 PEP started teaching Adult Literacy classes through android tablets in one of the village. To motivate these women and to provide them an essence of it we have not charged them anything and they can use tablets without paying any fee.

In 2017 January one of our village in TA wanted to have Adult Literacy sessions through Android tablets and they are willing to pay the monthly fee and from April we will be getting their contribution for the use of tablets. The villagers need to see the model before they start owning it. They want to feel that it will work.

PEP aims of 20 Adult Literacy Centre in 2017 but now we are having 30 Adult Literacy Centre for females. We have got many exciting stories of it. God is at work in their lives.

1. **Activities: -**

**Phase 1**

* Enroll a 3-5 year child in this group so they could have one year before going to proper school.
* These children will not be paying any fee to attend school for one academic year of 2017 August to March 2018.
* Appoint a female teacher (PEP graduates) and will train her to teach effectively in the school.
* Monthly salary to the teacher will be provided for one year.

**Phase 2**

* PEP is confident and have made plans to make
* In phase 2, after March 2018 teacher will be expected to raise her own salary through community contribution
* PEP will monitor and provide mentoring and assistance.
1. **i. PEP Contribution: -**
2. Use same building for pre-school
3. PEP will provide green net shade for school outside veranda.
4. Provide students stationary (text books) for 1 year 2017-2018
5. Furniture for 20 students (tables, chairs, black & white board).

**ii. Community Contribution: -**

1. Contribute regular stationary for the use of teacher. (ongoing)
2. Look after the furniture and maintenance. (ongoing)

**Post Pilot Phase: - What next?**

PEP wanted to provide a model of pre-school to community. After the completion of year 1, PEP will make sure that community will own the school and feel it as a training institute for their young one. PEP will ensure the sustainability of school by conducting regular monitoring visits.

1. **Beneficiaries**

Description of the beneficiaries:

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| Number of children in direct target group  | 20 |
| Age of the target group | * 1. Years
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1. **Budget: - (See attached budget excel file)**