SOCIAL UPLIFTFORBENEFITOFAGGRIEVED &HUMILIATEDFOLK ®

PROJECT PROPOSAL THREE FILES

(A)PROPOSAL

(B) ACTIVITIES, EXPECTED OUT COME, AND BUDGET

(C) DETAILED BUDGET

SOCIAL UPLIFTFORBENEFITOFAGGRIEVED &HUMILIATEDFOLK ®

SUBAH QUETTA

GIRLS EDUCATION

SUBAH-APPLES, (Subah Applied Learning Solutions)
Enhancing education through technology
{The 360-degree multi-sensory learning experience with Pre-loaded textbooks on a tablet}

Education is everybody's human right. This simple fact is at the core of SUBAH's commitment to girl's education. It means that no girl, however poor, however desperate her country's situation, is to be excluded from school. There is no acceptable excuse for denying her the opportunities to develop to her fullest potential. Education saves and improves the lives of girls and women. It allows women grater control of their lives and provides them with skills to contribute to their societies. It enables them to make decisions for themselves and to influence their families.

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THIS WORLD IS OUR HOME
WE HAVE TO MAKE IT
PEACE FULL
PLACE TO LIVE IN.

MEETING THE LEARNING NEEDS OF ALL
THROUGH QUALITY ED UCATION.

ARTICLE 37-B CONSTITUTION OF ISLAMIC REPUBLIC OF PAKISTAN SAYS

""REMOVE ILLITERACY AND PROVIDE FREE AND COMPULSORY QUALITY BASIC AND SECONDRY EDUCATION WITHIN MINIMUM POSSIBLE PERIOD""

{A}

NHANCING AND ENABLING EDUCATION THROUGH TECHNOLOGY.

INTRODUCTION

Islam attaches great importance to knowledge and considers it the basis of human development and the key to the growth of culture and civilization. This can be seen from the fact that the first Revelation begins with the subject of learning: "Read**!** In the name of your **Lord** Who created….man, from a mere clot of blood. **Read! And** your **Lord** is most **Bountiful**. He who taught the use of the Pen, taught man that which he knew not. " **(96: 1-5)** This verse clearly show that man, who is created from a very lowly and humble origin, can rise to great heights, even higher than angles, only through learning and acquiring knowledge. He cannot only rise to great heights through knowledge but with the art of writing he can also disseminate and promulgate knowledge widely and thereby preserve and protect his cultural heritage generation after generation. And in **Surah Al-Rahman** we have: "The **Most Gracious** (Al-Rahman) has taught the **Qur'an** (To **Mohammad**) and it is He who has created man and taught him speech (and intelligence to learn and distinguish between **Right** and **Wrong**) **"(55: 2-4)**

The pace of modern life, the need to understand almost instantly can seriously damage our chances of understanding anything properly. If I was asked quickly what education means I would probably say teaching or school? Yet I would sense that it means more than that and hope that the questioner would not probe too deeply. By comparison with other animals, human beings have a large measure of choice in the rearing of their young. And the exercise of such choice, coupled with the existence of alternatives, accounts for the cultural diversity of Homo sapiens. Human education, like human upbringing, also entails the exercise of cultural choice. To educate someone, therefore, is to reconsider the redirect their cultural and economic fortunes. In short education turns them into someone else and responsibility for such redirection largely rests with learners and their teachers. Schooling is comparably to education and upbringing. It too, is an option-laden intervention in the lives of human beings. But it differs from and upbringing in so far as less responsibility and fewer choices are made available to teachers and learners. Instead, cultural power and responsibility remain without side agencies, i-e the state. To this degree, schooling is about the management, even the manipulation, of the choices of teachers and learner. School curricula are one of the key political devices used to accomplish this management and manipulation.

We have to understand children are not property, they are people, precious individuals worthy of love, Respect and protect, listen when they speak, Comfort them when they cry, Treat them kindly, Teach them devotedly, Correct them compassionately, love them unconditionally. If we want the world to be a better place we should start by being better to children. This world is our home we have to make it peaceful place to live in.

"Where is the life we have lost in living?
"Where is the wisdom we have list in knowledge?
"Where is the knowledge we have lost in information?

However, with the recognition of both the continuities in human existence and the rapid changes in our world, a broad agreement among the educationists has emerged that when today's children become adult they will need the ability to;

- ❖ Access information and acquire knowledge through various modes and intelligently employ tools and technologies as they are developed;
- ❖ Continue to learn new approaches, skills and knowledge as conditions and need change;
- ❖ Analyze situations, make reasoned judgment, and solve problems as they emerge;
- ❖ Communicate well, develop positive dispositions and attitudes, respect others and engage with them to work through difference of opinion; and
- ❖ Function well as members of the society and as responsibly citizens of the country by demonstrating concern for others and for the environment they would live in.

Knowledge is essential at every stage of man's existence. Education and knowledge is everybody's human right. **Article 37-B** of Constitution of Islamic republic of Pakistan Says

"Remove illiteracy and provide free and compulsory quality basic and secondary education within minimum possible period ".

Kofi A. Annan Secretary General of the United Nations said that "there is no tool for development more effective than the education of girls. What is true of the family is also true of the international community. Every boy and girl around the world has a right to expect that we will do all we can to ensure that they will enjoy their rights to an education. Two of the Millennium Development Goals-agreed by all the worlds' countries as a blueprint for building a better World in the 21st century-are focused on education for girls and boys alike. These are not only goals in their own right; how we fare in reaching them will be crucial to our ability to reach all the others. Only by translating them into reality can our international family grow stronger, healthier, more equitable and more prosperous."

Education is everybody's human right. This simple fact is at the core of SUBAH's commitment to girl's education. It means that no girl, however poor, however desperate her country's situation, is to be excluded from school. There is no acceptable excuse

for denying her the opportunities to develop to her fullest potential. Education saves and improves the lives of girls and women. It allows women grater control of their lives and provides them with skills to contribute to their societies. It enables them to make decisions for themselves and to influence their families. In addition to its benefits for girls and women, education is a uniquely positive force with a wide-ranging impact on society and human development. Debates continue about whether primary, secondary or tertiary education should be the priority when considering funding for education. But such debates distract from the essential issue for young girls: their right to a basic education. If they miss out on this, they inevitably miss out on secondary education and all he good that goes with it.

SITUATION ANALYSIS

Balochistan is the richest province of Pakistan which cover 47% of land masses. ... The overall literacy rate of **Balochistan** is 46 percent. Quit of 3.6million ,only 1.3million children go to school and 2.3million remaining children are out of school. Balochistan which is considered as the less developed province of the Pakistan. The province has limited literacy rate as compare to the rest of the country. The health indicators are also very alarming, the figures reveal that Baluchistan has the worst health indicators and that resulted to high maternal and infant mortality rates.

Nevertheless, the school, college which are present in the province show a bad image to the students as the most of school lacks proper facilities, no toilets, no classrooms, no boundaries, no wall and clean drinking water. As there are 36% of schools deprived from water, 56% schools have no electricity and 15% of schools have turned into ghost schools. This shows that the government has totally ignored education in the province. Moreover, colleges, universities and schools are the places where students can create a reading environment. But the presence of ghost teachers has destroyed much of the schools. Similarly, here the students are too disappointed as they cannot create any educational environment. The youth are wondering with scattered dreams and their lives are too destroyed. The menace of teacher abstntism is too common in the province which has hurt the education badly. In the province 50% people live under poverty line which compels the parents to send their children to labour instead of sending them to schools. These children are neglected and face multiple problems in seeking education. There are many factors for the backwardness of education in the province. Neglected of course books, libraries and trained teachers etc, are lacked in the province. As the books are not provided on time and lack of libraries make the students to lack mental sharpness. Further, in the backward areas of the province the education system is next to nothings. According to (MDTF) the existent of rural literacy rate is 35%. Almost 2.5million children are school less. And 50,000 are out of school. There is no record of 150,000 teachers, 900 ghost schools with almost 300,000 fake registrations of students. There are 3,500 ghost schools across the country. 12,500 schools including secondary, primary and high schools among which 7000 school are operating with a single teacher. The out of children are mostly forced to work as labor and are the victim of child abuse.

literacy and high fertility rates, early marriages, malnutrition, gender inequalities and poor health is the result of poverty, strong tribal norm, scattered population, internal tribal conflicts, non-existence of leadership, and resistance over the movement of

women, denial to women right, women are not part of decision making, they are even not asking for the number of children. The women living in this part of the country are not aware of their basic rights, they understand by getting the food and cloths is the fulfillment of their basic right from the male dominant society.

The adolescents and children are less motivated for their proper formal regular education and also limited in the development of their skill especially the leadership qualities. The elders focus their adolescents and children to be their followers and are set them to be familiar with in practical the tribal norm, tribal attitudes and cultures.

INTRODUCTION OF THE PROJECT

It is the information age time when knowledge is power. Today, more than ever, businesses, organization, Educational Institutions and individuals are using information (and information technology) to gain and sustain a competitive advantage

In the information age, management information systems and information technology are vitally important tools and topics. Why? Because management information systems deal with the coordination and use of three very important organizational resources—information, people, and information technology. Formally, we define management information systems and information technology as follows:

1. Management Information System (MIS) deals with the planning for, development, management, and use of information technology tools to help people performs all tasks related to information processing and management.
2. Information technology (IT) is any computer-based tools that people use to work with information and support the information and information processing needs of an organization.

INFORMATION AND TECHNOLOGY LITERACY

In business or Educational work our most important and valuable asset is not technology but rather our mind. IT is simply a set of tools that helps us work with and process information, but it is really just a mind support tools set. Technology such as spreadsheet software can help you quickly create a high quality and revealing graph. But it cannot tell us whether we should build a bar or a pie graph, and it cannot help us determine whether we should show sales territory or sales by salesperson. Those are our tasks.

Nonetheless, technology is an important set of tools for us. Technology can help us be more deficient and can help us dissect and better understand problems and opportunities. So, it is important for us to learn how to use our technology tools set, and it is equally important that we under understand the information to which we are applying our technology tools.

WHAT IS SUBAH-APPLES, (Subah-Applied Learning Solutions) (The 360-degree multi-sensory learning experience with pre-loaded textbooks on a tablet)

A REVOLUTION IN EDUCATION, ENHANCING THE LEARNING EXPERIENCE

The world as we know it is changing and changing fast. Physical is giving way to virtual. One-dimensional is giving way to 3-D and even 4-D. Communication and information is flowing faster and faster in different mediums and geography no longer matter. For decades, soothsayers have predicted great changes that will forever alter the way the world lives. But never before has it been as true as it is today. Seas of technology changes are causing an upheaval in all areas of life and education is not far behind. Across the world, education is a stepping stone in life. The days of a single teacher teaching a large class of 50-55 students is becoming increasingly rare. Education is moving from being teacher-centric to student-centric. From instruction based to enquiry based. And the changes are being made possibly by the tidal wave of technology that is sweeping the worlds. Right did the Bill Gates said "This is a special time in education, a revolution is under way"

From high speed **mobile networks**, to cost efficient **tablet devices**, to increasing bandwidth leading to faster data processing. Clearly a revolution is underway, but what are some of the possible challenges publishers and educations face to adapt to this revolution

- Content up gradation being done in slow unsynchronized cycles
- Technology available only to "haves"-with a danger of being out of reach for "have not's"
- A Government regulated system that controls contents in textbooks, class strength
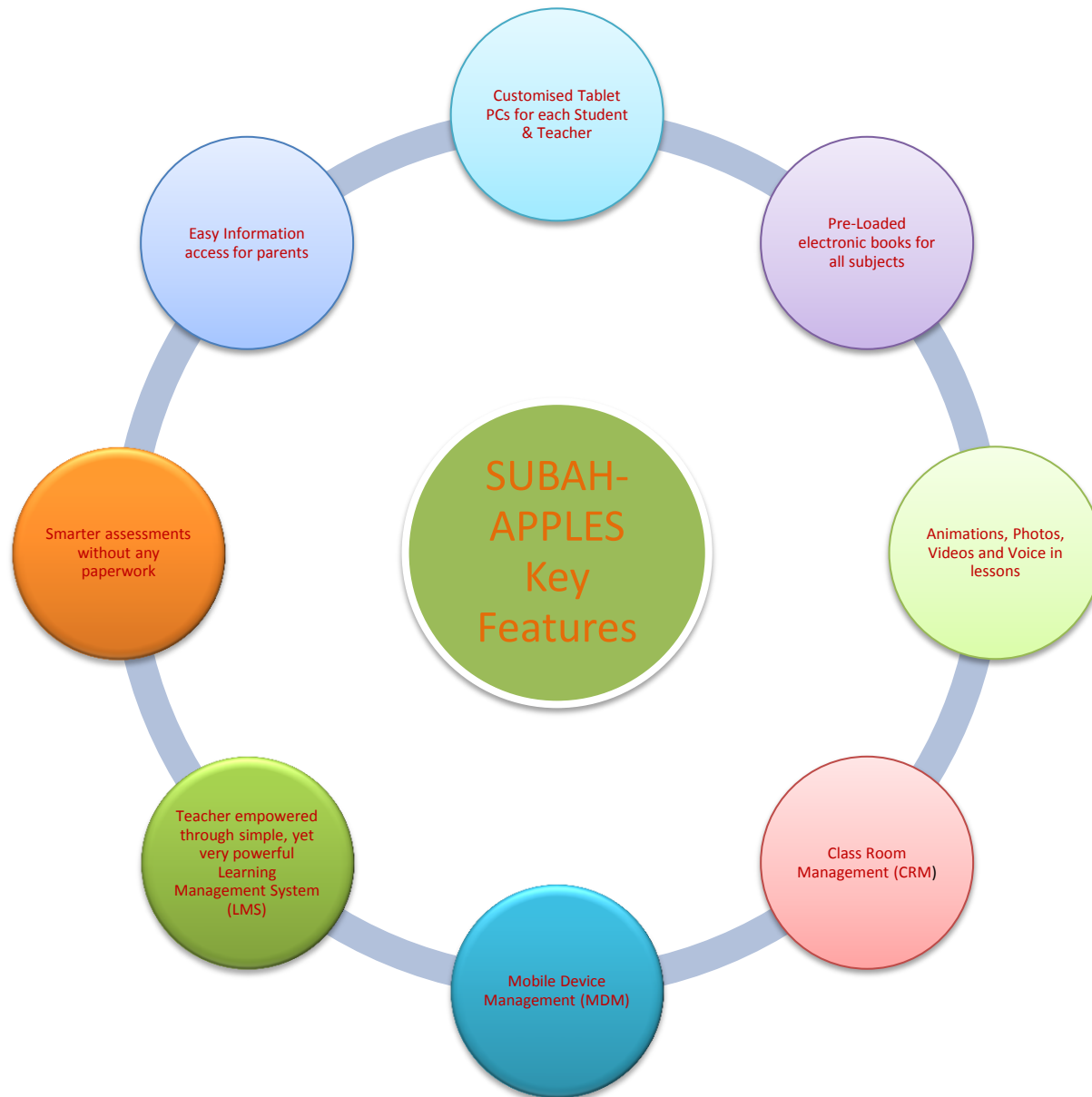- A natural fear and resistance on the part of teachers to use unfamiliar methods

It is against this background, that we at SUBAH-APPLES have introduced a new system that will become an assistant to teacher while delivering an enhanced learning experience. SUBAH-APPLES is Baluchistan's first Tablet based learning solution that comes pre-loaded with textbooks as chosen the school or teacher. Text books on the apples Tablet are enhanced with animation, video, voice and music-and are loaded with a feature that makes learning fun and teaching enriched. Customized to different schools with content from different publishers. Subah-Apples have been designed to bring into its fold the key stakeholders in education—the teacher, the student, the school management and the publisher.

HOW SUBAH-APPLES WORKS

With the world going digital, we have explored the value that 360-degree sensory education can have. To do that, we have understood the challenges that educators and students face in today's context, and we have overcome these with Subah-apples, helping create an enriched experience for students and ease of instructing for teacher.

SUBAH-APPLES KAY FEATURES

1. Customized Tablet PCs for each student and Teacher
2. Pre-Loaded electronic books for all subjects for class VI – 8 Subjects)
3. Animations, Photos, Videos and voice in lesions
4. Class Room Management (CRM)
5. Mobile Device Management (MDM)
6. Teacher empowered through simple, yet very powerful Learning Management System (LMS)
7. Smarter assessments without any paper work
8. Easy Information access for parents.

SUBAH-APPLES Key Features

- Customised Tablet PCs for each Student & Teacher
- Pre-Loaded electronic books for all subjects
- Animations, Photos, Videos and Voice in lessons
- Class Room Management (CRM)
- Mobile Device Management (MDM)
- Teacher empowered through simple, yet very powerful Learning Management System (LMS)
- Smarter assessments without any paperwork
- Easy Information access for parents

THE SUBAH-APPLES ECOSYSTEM

The Subah-Apples has been designed to bring into its fold the three key stakeholders in education. The Teacher, The Students and the school Management—with distinct benefits for all stakeholders.

SUBAH-APPLES

Benefits

For Students	for Teacher	for Educational Institutions
Enable better visualization and understanding though multimedia, 3-D, animation Multi-Touch interactivity,	Enables smarter assessments reducing paperwork	Helps institutions keep pace with global trends
Reduces burden of heavy backpacks and schoolbags	Helps reduce effort in preparing performance reports	Uses technology effectively for enhanced learning
Enables self-placed learning	Helps manage e-portfolios and student profiles	Get positioned as a pioneer institution
Enriches the learning experience with interactive books and game based apps	Provides a platform for continuous training and development	Helps institutions become environment friendly
Equips the students for the "new" global way of learning	Remediation becomes easier	Offers easy to upgrade learning content via the

SUBAH-APPLES—THE DIFFERENTIATING FEATURES

Minimally Disruptive

Ensuring that the current way of working and teaching does not change suddenly and drastically, we have taken steps to ensure that the process of adopting Subah-Apples is minimally disruptive. This is done by the following methods

- ❖ By providing existing printed books used by the school as eBooks
- ❖ Integrating existing methods of instruction and assessment onto the technology platform
- ❖ Using resources that teachers currently use like videos, lesson plans, projects etc, to add to the comfort factor
- ❖ Utilize existing infrastructure including servers, whiteboards, projectors etc.

Subah-Apples integrate seamlessly into the school's current system making the transition simple.

TEACHER DTERMINED CONTENT

Teacher choose the books they would like to have pre-loaded on dapples

Enabling schools and teachers to seamlessly integrate Subah-Apples into their existing systems, we have ensured the following

- o That the teacher/school decides what content resides on every Apples tablet. This means digitizing and pre-loaded books from publishers of their choice
- o Providing free access to a repository of supplementary learning resources for teachers to use
- o Integrating existing learning resources
- o Providing additional resources at a fee if required
- o Continuously updating, upgrading and enhancing content.

SUBAH-APPLES – A TEACHER'S ASSISTANT

Subah-Apples assist teachers in making lesson plan and also cut down their paper work substantially. In face –Subah-Apples augments the teacher's capabilities with very specific features that include:

- ▪ A teacher plan—that allows teachers to organize tasks for the year
- ▪ A schedule of activities – so he or she can schedule assessments, tests, projects and activities

- Lesson Plans – that help the teacher plan their lessons in advance
- An assessment plan – that helps teachers track students' performance level on every subject
- Reports – that can be generated easily and quickly including progress reports, activity reports, CCE reports, teacher-wise usage reports, and class-wise reports.

INDEPENDENT OF TECHNOLOGY

Subah-Apples have been designed to works on any platform and all devices. No matter which technology students and teachers are comfortable with Subah-Apples adapts to it. In addition, tie ups with hardware suppliers ensures single window support
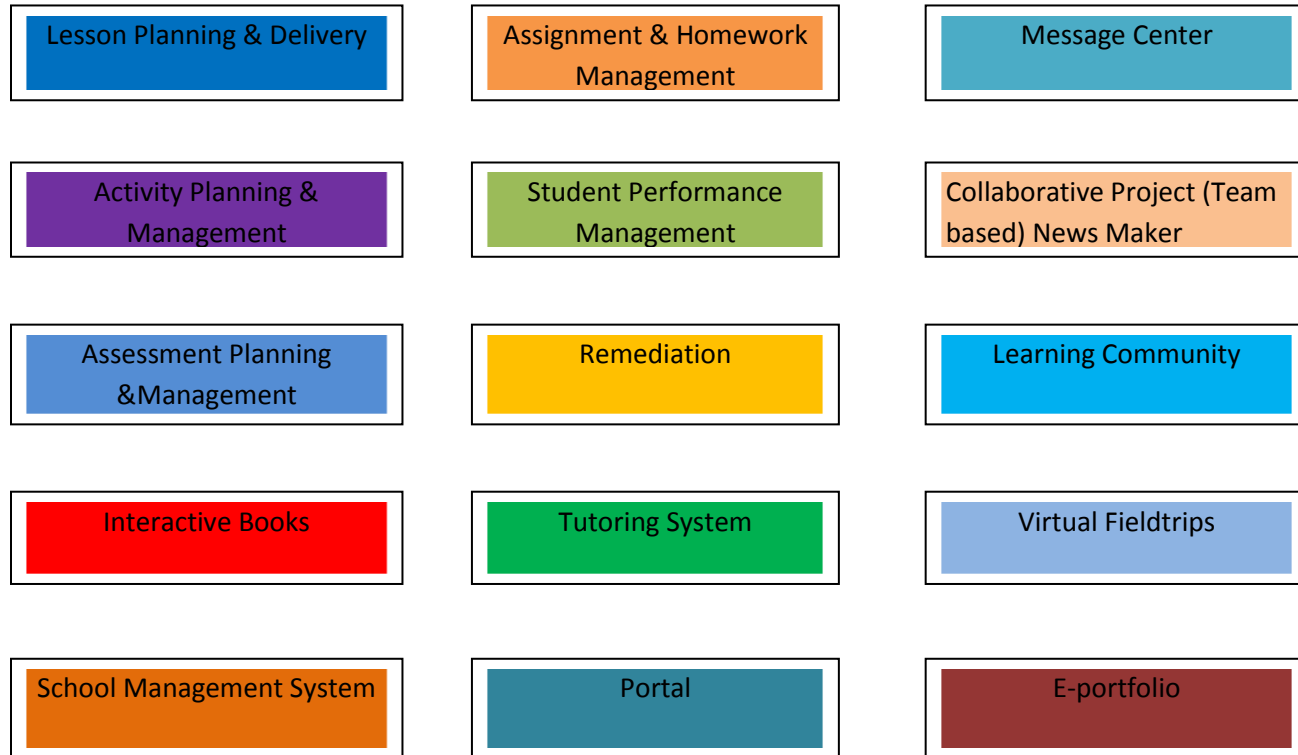
PLATFORMS

- Android
- iOS
- Windows

STUDENT DEVICES

- Intel Student tablet on Android
- iPod / iPod mini
- Apples tablet

A COMPREHENSIVE LEARNING MANGEMENT SYSTEM

Subah-Apples has a complete Learning Management System build-in that has been designed to cater to the needs of teachers and students through specially designed tools that help right from lesson planning – to on-line homework submission. Subah-Apples LMS helps teachers at every step.
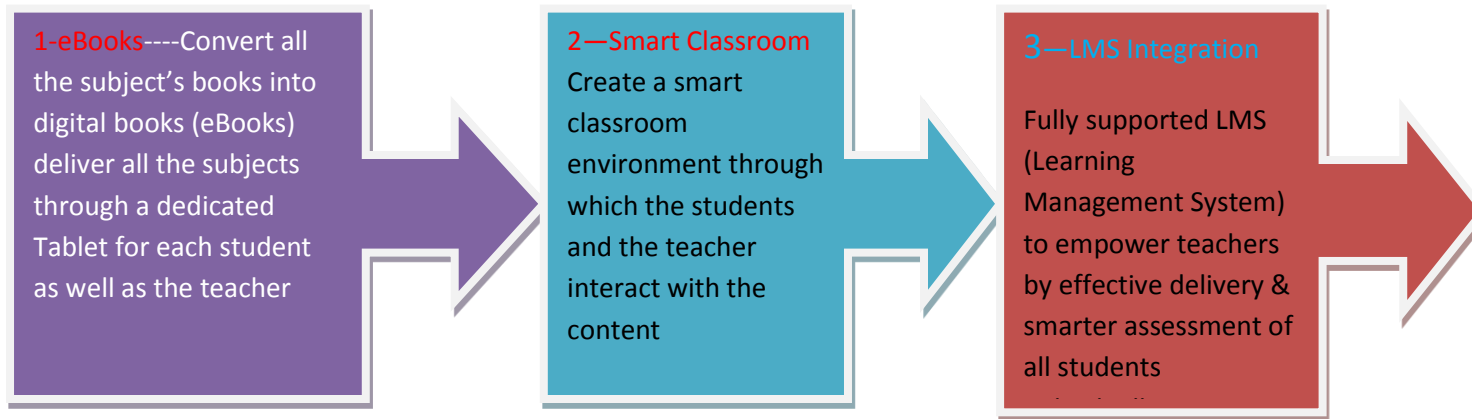
Lesson Planning & Delivery	Assignment & Homework Management	Message Center
Activity Planning & Management	Student Performance Management	Collaborative Project (Team based) News Maker
Assessment Planning &Management	Remediation	Learning Community
Interactive Books	Tutoring System	Virtual Fieldtrips
School Management System	Portal	E-portfolio

THE SUBAH-APPLES APPROACH – Guided Adoption

In order to ensure a smooth transition, we have put into place a process in which we hand-hold teachers and students until they are totally comfortable with the technology. A step-by-step adoption process make using Subah-Apples easy. Some of the steps we have taken towards this include:

- On-site full-time support for three months
- A 3-step implementation process

Subah-Apples Implementation Stages

| 1-eBooks----Convert all the subject's books into digital books (eBooks) deliver all the subjects through a dedicated Tablet for each student as well as the teacher | 2—Smart Classroom Create a smart classroom environment through which the students and the teacher interact with the content | 3—LMS Integration Fully supported LMS (Learning Management System) to empower teachers by effective delivery & smarter assessment of all students |

PROJECT OBJEVTIVES

Touch-screen devices (such as Tablet PCs) have tremendous ability to engage children. Subah-Apples Technologies focus singularly on harnessing this ability towards education – use Tablet PCs to make learning intuitive & engaging and transform the students' personal learning experience. Global technology trends are making Tablets PCs more affordable & accessible. Subah Applied Learning Solution is designed to ride on this trend – offer accessible solutions that can be deployed in Classrooms and can address the needs of multiple stakeholders – students, teachers and parents.

Subah Applied Learning Solution transforms a Tablet PC into a powerful educational tool. The Tablet Learning Solution brings the student closer the course material by fully leveraging the engagement levels that tablets offer and also brings the teacher closer to each individual student by leveraging the power of a computing device in each student's hand. Subah Applied Learning Solution is designed for deployment across a cross section of students – schools have deployed it among 6th to 10th Class students and Test Prep Institutes have deployed it to aid students preparing for competitive examination.

The overall objectives of the project are: -

1. Convert all the subject's syllabus books of class 6 of Middle/High Girls School in to digital books (eBooks)
2. Deliver all the subjects of class 6 of One Selected girls Middle/High School through a dedicated TABLET pre-loaded textbook for each Student as well as the Teacher,

3. Create a smart classroom environment through which the student and the teacher interact with the content,
4. To provide full support of LMS (Learning Management System) empower teacher by effective delivery and smarter assessment of all students individually,
5. Sensitization of Governments, Education department, Policy maker, educationists, scholars, religious leaders, elders and community to support for integration of SUBAH-APPLES (Subah Applied Learning Solutions) in formal and informal education system curricula,
6. To facilitate trained Teacher and Student under SUBAH-APPLES system become agents of change and participate in promoting the system for other students, Family and Community,
7. To assist teacher in making lesson plan and also cut down their paper work substantially,
8. To help Publishers and Printers create an enhanced learning experience for student in Baluchistan,
9. To understand and meet the challenges that educators and students face in today's context,
10. To train 200 students (Boys &Girls) of selected two school as peer educator on SUBAH-APPLES,
11. Integrates SUBAH-APPLES seamlessly into the school's current system making the transition simple. A step- by-step adoption process make using SUBAH-APPLES easy.

PROJECT MILSTONES.

1. 100 Students of class 6 of one Middle Girls School in Quetta District impart through dedicated TABLET pre-Loaded textbooks,
2. To train 16 teachers of one selected Middle/ high school of Quetta District with dedicated TABLET pre-loaded (eBooks) system,
3. To train 200 school students (Boys & Girls) of two selected school as peer educator on SUBAH-APPLES,
4. IEC and SUBAH-APPLES massage adopted and used,
5. Facilitate and sensitize Governments, Education department, Decision Makers Religious Leader and Community at Provincial and District level for the support promotes appropriate SUBAH-APPLES system for school student.

Subah-Apples Technologies has developed a complete Tablet Learning Solution that transforms the learning experience within the classroom and beyond the solution entails each student having his/her Subah-Apples personal learning device (Tablet PC) – offering an engaging learning experience anytime, anywhere. The student is served a highly interactive learning environment – that includes interactive text books, multimedia animations, concept maps, assessments, planners, dashboards etc. Each student is also connected with the teacher – through a cloud-based learning management system. The teachers can send additional content, assessments, homework etc. to the students through Wi-Fi and can also monitor the performance and learning experience of each of the child. Conducting frequent formative assessments and offering differentiated learning modules becomes extremely easy for the teachers. The Solution from Subah-Apples helps in 'augmenting' the learning

experience of the student as well as in 'extending' the Classroom beyond the four-walls. The Solution is deployed on Subah-Apples Tablet PC Student Tab but can also be deployed on other Android tablets of leading brands.

RESULT AND OUT COMES OF THE PROJECT

Lightening the School bag: Subah-Apples Learning Solution enables the delivery of Text Books in an enriched manner. These enriched textbooks would work better at engaging the students and would also serve towards lightening the load of the school-bag for the student

2. **Augmenting the Classroom:** Schools are using Edutor's Tablets to extend the classroom and engage with the student event at home. Teachers are publishing material like Homework and Assignments for the students to complete at home and are able to review the progress easily

3. **Formative Assessments:** Schools are increasingly encouraged to assess students at formative stages – so that learning gaps can be quickly identified and addressed. Edutor' Solution is being used by schools to conduct such assessments at greater frequencies. The Assessment Engine ensures that tests are easily created and administered and results & diagnostics are immediately available with the teachers – thus saving a lot of time & effort for the teachers

4. **Part of Student Kit in a Test Prep Institute:** Test Prep institutes are able to publish loads of study material easily to their students – which can then be accessed anytime, anywhere. Institutes are also using the Tablets to ensure that each student has extensive practice of on-line assessments–as all competitive exams are now moving online.

5. **Distance Learning Program for Test Prep Institutes:** Test Prep institutes are delivering complete courses on Edutor's Tablet Learning Solution. Students sitting in remote parts of Balochistan/Pakistan can be offered lectures by top faculty, reading material, assignments, LIVE Assessments, feedback & doubt-clearing sessions etc. through the Tablet PC.

IMPLEMENTING CHALLENGS AND SUBAH QUETTA STRATEGY

1. **Curriculum Alignment**: Educational institutes want the content in the Tablets to be fully aligned with their curriculum and mirror the material currently being used in the Class. Subah Applied Learning Solution Platform ensures that content from different providers can be integrated and offered to the students. Subah-Apples has partnered with multiple publishers (of Textbooks & Multimedia content) like Kalat Printer and publications, New College Publications, Hi-Tech Publishers, Encyclopedia Britannica etc. to offer FULLY ALIGNED learning experiences to students

2. **Content Security:** Subah-Apples employs triple-layered security to ensure that all the content remains fully secure and safe. This addresses any apprehensions that Publishers may have about piracy and Digital Rights management. This technology has enabled Edutor to partner with all leading publishers to distribute their content – and thus offer the most comprehensive & curriculum-aligned basket of learning material to the student

3. **Role of the Teacher:** Subah-Apples believe that the most important part of the learning experience is that actual instruction done by the teacher in class. Unlike any other technology solution, Subah-Apples have designed its solution to complement this teaching experience – we offer a variety of tools to empower the teacher to perform better in the classroom. Once the student is outside the classroom, the teacher again prescribes the broad contours of the student's personal learning experience and can monitor and review each student's process and performance

4. **Balancing the needs of the Stakeholders:** Subah-Apples platform ensures that the learning environment in the Tablet is configurable. This means that distractions such as games & movies can be blocked off completely while students in higher classes can be given safe browsing options or access to specific edutainment applications. This ensures that a right balance between the needs to the various stakeholders – students, parents & teachers – can be achieved

SUBAH-APPLES AS A MODEL THAT CAN BE REPLICABLE FOR FUTURE.

Ease of Use: Subah-Apples Solution is extremely intuitive and easy to use. Students across various age groups adopt the solution very quickly and with minimal amount of training. Similarly, teachers find the solution extremely easy to use – minimal amount of training is required and hence scale can be achieved.

2. **Customization/alignment:** Subah-Apples Learning Platform ensures that content from different providers can be integrated and offered to the students. This ensures that FULLY ALIGNED learning experiences can be offered to students – irrespective of the exact curriculum being followed in the school. Thus, the product can be deployed across a variety of schools – at scale.

3. **Portable**: Subah-Apples offer affordable tablets – which ensure wide adoption. Further, Subah-Apples Learning Solution is portable across a wide variety of tablets. Hence, as penetration of tablets increases (due to the efforts of multiple hardware brands), Edutor Solution can be deployed to convert them to educational tablets. This further enhances the scalability of the initiative.

THE COUNTRIES ALREADY ADOPTED BIG EDUCATIONAL LAPTOP AND TABLET PROJECT.

1.USA

A number of the high profile 'one laptop per learner' projects have now reached new phases of development, and new sets of large scale educational laptop programs are being announced. At the same time, 'educational tablets' have gone from a curiosity and novelty in some education systems to become the primary computing devices meant for students and teachers in others. A few years ago, the EdTech blog published a list of '1-to-1 educational computing initiative around the world' in an attempt to identify large scale programs providing each student with her own laptop computer. Much has (obviously) happened since then. Despite being over three years old, that blog post still generates a decent amount of traffic, and the list apparently still is cited rather often. I have asked been asked by groups in a few places for updated pointers to some prominent initiatives from which useful lessons might be learned in the coming years. In case this information may be useful to or of interest to anyone else, I thought I'd offer, in no particular order, a small list of

2. Uruguay

The first country in the world to provide all primary school students with free laptops (in public schools), Uruguay's pioneering Plan Ceibal now finds itself at a crossroads. While the project continues to enjoy wide support from citizens, the sight of young children toting and using their small green and white One Laptop Per Child (OLPC) XO laptops is no longer novel, but rather part of the educational and cultural landscape. How can the level of excitement and momentum engendered by Plan Ceibal be maintained and sustained, especially as the really tough work begins: helping to catalyze and enable change as part of larger efforts at 'whole system reform'?

3.Thailand

While most large scale efforts to introduce '1-to-1 computing' in education have featured laptops, Thailand is notable in that it has instead chosen to use tablets. Heralded as the largest educational tablet initiative of its kind when it was first announced (although this title is now claimed by another country. Thailand's efforts are just beginning, but, as with similar initiatives in many other countries, have already served as lightning rods for criticism and optimism.

4. Peru

Close to one million OLPC XO laptops have been distributed to students in Peru, a process which began in 2008, focusing initially on small schools in poor (and often rather remote) communities. Examining the Peruvian experience, colleagues at the Inter-American Development Bank (IDB) has been engaged in the first large-scale randomized evaluation of the impact of the OLPC program. The results so far should provide much food for thought for educational reformers and technology proponents in other countries who feel that large scale introductions of new technologies will, in and of themselves (and perhaps magically), bring about a variety of promised positive changes in educational systems. Reality can be a little more complicated -- and messy.

5.Kenya (and Rwanda)

While it has not yet even begun, the bold three-phase plan in Kenya to begin rolling out laptops in its education system in January 2014 has already attracted much international attention. Starting with 400,000 free laptops delivered to new first graders, this project, if it proceeds as announced, would quickly become the largest effort of its kind on the continent. While Kenya has been home to a number of encouraging small pilot projects, the logistical challenges of doing something this large, this quickly, will be, as they like to say in Silicon Valley, 'non trivial'. Lessons from its East African neighbor, Rwanda, which has distributed over 200,000 OLPC XO laptops so far, are no doubt being eagerly consumed and digested by policymakers and experts in Nairobi. While difficult, success in logistics is only a means to an end. Impacting the teaching and learning process inside and outside of schools in positive ways, fueling the aspirations of a new generation of Kenyan students (and their families), sustaining positive momentum and results over time -- these are much more difficult goals to achieve. And then there is the question of how to pay for all of this, especially in ways that do not impede or constrain efforts to address other pressing educational and developmental priorities. In these and in other

regards, the Kenyan experience with educational technologies will definitely one to watch in the coming months and years.

6. Turkey
While Thailand's plans to introduce tablet computers into the hands (and onto the laptops) of its students immediately marked it as a potentially pioneering middle income country in the scope of its use of educational technologies, the scale of what is being rolled out in that Southeast Asian country has since been dwarfed plans and efforts at the other end of the continent, where Turkey's FATIH ("Movement to Increase Opportunities and Technology") project is introducing over ten million tablets (and tens of thousands of interactive whiteboards, printers and other peripherals) into Turkish schools. Large scale pilots are already underway, as is a huge tender process to award contracts to roll out and support the project. In contrast to how the tablet project was conceived in Thailand, local manufacturing is meant to play a very important role in the project in Turkey.

7. India

Before Turkey, and before Thailand, it was the Aakash project in India which excited the imagination of many proponents of putting huge numbers of tablet computers into the hands of students in a developing country. That project has moved forward in fits and starts, but is only one of numerous efforts to introduce tablets at laptops across the continent-sized South Asia country. Large efforts in Rajasthan have recently been announced, following on efforts which began earlier in states like Uttar Pradesh. Initiatives across India will be particularly interesting to monitor, given the scale at which they will be occurring, and the fact that there is already a great deal of local knowledge about various approaches that have worked, and that haven't, based on earlier educational technology programs in the country.

8. Argentina
Building in part on lessons from early efforts in San Luis province, Argentine projects like **Conectar Igualdad and Plan S@armiento BA (in the nation's capital, Buenos Aires) will** eventually be, in aggregate, larger than the one laptop per child initiatives in Peru and Uruguay combined. Given the size and variation of these projects in these three countries, policymakers in other parts of the world seriously interested in learning from the hard won lessons of others before embarking on their own 1-to-1 education computing programs could do worse than to learn some Spanish (not a terrible amount of related information is available in English, let alone other international languages) and reach out to (and perhaps visit with) their colleagues in South America.

9. Portugal
The most ambitious European effort to date to provide students with laptops has been in Portugal. Given its recent history (a member of the European Union, Portugal was itself a developing country not that long ago), lessons from the eEscola project and Magellan initiative may be particular relevant and useful for middle income countries about to embark on large scale 1-to-1 educational computing programs -- especially those that wish to utilize 'public-private partnerships' along the way

2. Classrooms Are Ready for Tablets

Though tablets are a recent phenomenon, many students in Middle/high school and college have been using smartphones for years and are already well-acquainted with touchscreen technology. Because they've become so accustomed to using these devices, students are increasingly expecting to use them in the classroom setting. When classrooms don't implement what has now become "everyday" technology, we're doing students a disservice.

Additionally, students — and consumers in general — are becoming more comfortable using tablets for advanced tasks. According to a new Nielsen survey, 35% of tablet owners said they used their desktop computers less often or not at all now, and 32% of laptop users said the same. Most tellingly, more than 75% of tablet owners said they used their tablet for tasks they once used their desktop or laptop for. While tablets can't totally match laptops in terms of functionally (yet), they can get today's students most of the way there.

3. Tablets Fit Students' Lifestyles

The appeal of tablets to a college student is obvious: They're thin, lightweight, and spring to life without delay, making them much easier to take to (and use in) class than a laptop or netbook. Longer battery life means that students don't have to worry about carrying a charger with them. Forgot what the professor said at the end of class about the mid-term? Launch Tegrity, tap the lecture and replay it in just seconds. That's faster than texting a half-dozen classmates and waiting for what might be an inaccurate response.

4. Tablets Have the Software to Be Competitive

Some of the most innovative software around is being developed specifically for tablets. In addition to the thousands of exciting educational apps available, tablets are fully compatible with online teaching and learning platforms, such as Blackboard, which are becoming the norm at colleges and universities. In fact, tablets' current shortcoming — limited multitasking — could be their greatest asset in education, as it forces students to focus on one task at a time.

5. Tablets Integrate with Education IT Trends

Cloud-based solutions have become ever more popular with colleges and universities, which are looking to deliver synchronized experiences that are device agnostic. Tablets align well with this trend, given their portability and options for constant connectivity.

With tablets and cloud-based systems, students can work anywhere on campus and make sure that their work is saved in a central location and accessible from all of their devices. They also don't have to pay for computing power that they no longer need.

6. Tablets Are Becoming More Available

One of the primary reasons that tablets have been slow to penetrate the higher education market was their limited availability. Apple's supply chain issues and the difficulty that some Android tablet manufacturers have faced in getting their products to market have made it difficult for schools to get serious about adopting. As these issues are resolved over the coming year, expect to see more and more tablets popping up on campuses.

Lower price points will make tablets even more appealing to colleges and universities. For close to a year, Apple went virtually unchallenged in the tablet market. Increased competition should drive down prices.

{B}

PILOT PROJECT

Enhancing education through technology
TABLET BASED LEARNING SOLUTION (APPLES)
Activity, Expected Outcomes, and Budget

S.#	Description of Major Activities	Expected Outcomes	Participants	Budget In $
1.1	Orientation and Planning Session on Apples (Subah Applied Learning Solution for EDO, DEO/DDOE (M & Female) Head Master/Mistress, Teacher	Conceptual Understanding on Apples shared with the EDO, DDOs, Principal etc, developed operational procedures and monitoring indicators to implement Subah-APPLES in 6th class of Middle/High Girl school	District EDOs/DDOs, Principal Headmasters/Mistress/Director/ Additional Director Schools (M & F)	$- 7947.00 **Activity No 1.1 To 1.5**
1.2	Training of 16 School Teacher of 11 Subject of class 6th of Middle/High Girls School of Quetta District with dedicated TABLET Pre-Loaded (eBooks) System	16 Teachers Male and Female are equipped with SUBAH APPLES(Subah-Applied Learning Solution) to impart through dedicated TABLET pre-Loaded textbooks	Teacher/subject specialist Pre-Selected of One selected Middle/high Girls School of Rural or Urban areas of Quetta Districts	
1.3	100 students of class 6th of One selected Middle/High Girls School of Quetta District Impart through dedicated TABLET Pre-Loaded (Text books)	100 One hundred student of class 6th of One Selected Middle/High school will receive their textbooks contents through dedicated TABLET pre-loaded (eBooks) system	Students of class 6th of One Middle/High Girls school (Rural Or Urban) of Quetta District	
1.4	Training of 200 school students of selected High Schools (Boys & Girls) as peer Educator on Subah-Apples	200 school students as peer educator are trained and equipped with essential to disseminate their acquired knowledge on SUBAH-	School students (Boys & Girls) of TWO pre-Selected Model High School of Quetta District of different classes and	

		APPLES	sections	
1.5	Sensitization sessions of Government, Education Department, Decision Maker, Religious leaders and Community to support for integration of SUBAH-APPLES in formal and in-formal education system curricula	District EDOs/DDOs, Principal Headmasters Mistress/Director/Additional Director Schools (M & F) Decision Makers Governments, Decision Makers Religious Leader and Community at Provincial and District level Sensitized on SUBAH-APPLES system for school student.	Governments, Education department, Decision Makers Religious Leader and Community at Provincial and District level	
1.6	Project Pre-Analysis Charges	This project is based on feasibility study conducted by SUBAH Quetta. On the basis of this activity project is technically / Professionally taken up by the competent and trained officials.	Governance/Programme Review Committee of implementing partner, Representatives of Donor, Project Manager, M & E officer of the project, Technical	$- 3312.00
1.7	Employees related expenses	The competent and qualified staff is on board and the staff is financially supported and project is professionally taken up by the qualified staff and better results would be achieved.	Member of Recruitment /Appointment committee of Implementing partner, Project / Finance Officer, Admn/HR Officer of Project. Representative of Donor	57934.00
1.8	Occupancy Cost of Project	For effective and smooth running of project there is dire need for rent of office building of implementing partner, provision for rent of vehicles, royalties for course books owned and printed by publishers, and provision of insurance of physical assets.	Owner of office building, owner and proprietor of rent a car, publishers, printers of course books, representative of insurance company, members of procurement committee of implementing partner, Project manager & Finance manager of project	$- 11722.00
1.9	Utilities and Communication	The timely Payment of utilities bills to	Qesco,PTCL, SSGCL, TCS	$- 2872.00

		quarter concerned e-g. Gas, Electricity, Water and hot & Cold weather charges, Telephone, postage, currier service charges make it possible smooth working of office premises to undertake planned activities of project for achievement of project objectives.	and all other Quarter concerned	**($ 1203+$1669)**
1.10	Consultancy & Contractual Charges of the Project	Through proper IT Support all working		**$- 715.00**
1.11	General Charges of the Project	The expenditure incurred on general charges such as, office stationery, printing & Publications, Newspaper, Publicity, payment to Government Department for their service rendered are necessary and mandatory for proper running of project activities.	Stationery vendors, printers, newspaper agency, advertiser and concerned Government Departments	**$- 6119.00**
1.12	Purchase of Physical Assets	For effective and smooth working of the project there is dire need for the supply and procurement of physical and durable assets especially under the head Computer, Tablets, Printer, Scanner UPS, and Furniture such as office table, office chair, computer Table, Computer chair etc. The ultimate outcome of this activity computer and electronic appliances would be procured, timely reports are generated, and Brisk response/correspondence would be made with donor and other related agencies.	Purchase & Procurement Committee of implementing partner, Project Manager, Finance Manager, Representative of Donor, computer & Furniture supplier and vendors	**$- 68673.00**
1.13	Operating Charges	For smooth implementation and transparency there is dire need for	Timely and regular external Audit and maintenance of Bank	**$- 433.00**

		the effective and proper Banking and Audit of the project.	Account transections	
1.14	7.5 % NGO Over Head	For Sustainability and long run of NGO	Serving the community on sustainable and effective manner.	**$- 11658.00**
	Grand Total			**$- 171188.00**

{C}

PILOT PROJECT

SUBAH-APPLES (Subah-Applied Learning Solutions)

TABLET BASED LEARNING SOLUTION

ESTIMATED BUDGET

S.No	Nomenclature	Head Of Account		Description Of Activity	Donor Share	Subah Share	Total In US-$
A-1	Donation & Grants	SE-05210	Grand-in-Aid (Local)	Grant Receipt from Donor	Nil		
				Total Grant/Donation Received			
B-1	Expenditure						
C-1	Miscellaneous Expenditure	SE-093101	Expenditure on Seminar	1 Orientation and Planning Session 2 Training of 16 School Teacher 3 Training of 200 school students As Peer Educator 4 Sensitization sessions 5 Advocacy & Counseling Sessions	1100000.00	100000.00	7947.00
				Total Miscellaneous Expenditure	1100000.00	100000.00	7947.00
D-1	Employees Related Expenses	SE-01101	Basic pay of Officer	1 Project Manager 60000*18*1 2 Programme Manager 40000*18*1 3 Finance Manager 35000*18*1	1080000 720000 630000 630000	Nil Nil Nil Nil	7714.00 5143.00 4500.00 4500.00

		SE-01151	Basic Pay of Staff	4 Admn/HR/Proc Officer 35000*18*1 5 M & E Officer 35000*18*1 6 Computer Programmer 35000*18*1 7 Computer Operator 25000*18*1 8 Programme Assistant 25000*18*1 9 Driver 18000*18*2 = 10 Master trainer 15000*18*6	630000 630000 630000 630000 450000 450000 648000 1620000	Nil Nil Nil Nil	4500.00 4500.00 4500.00 4500.00 3214.00 3214.00 4629.00 11571.00
				Total Employee Related Expenses	**8748000.00**	**Nil**	**57934.00**
E-1	**Project Pre-Analysis Charges**	SE-01301	Feasibility Study	@ Rs. 200000	200000.00	Nil	1325.00
E-1		SE-02201	Research on Survey	Survey of Four Selected School	250000.00	50000.00	1987.00
				Total Pre-Project Charges	**450000.00**	**50000.00**	**3312.00**
F-1	**Operating Charges**	SE-03101 SE-03103	Bank Charges Audit Fee	@ Rs. 300 * 18 = 5400 @ Rs. 60000	4000.00 50000.00	1400.00 10000.00	36.00 397.00
				Total Operating Charges	**54000.00**	**11400.00**	**433.00**
G-1	**Occupancy Cost (Rental)**						
1	**Rental**	SE-03402 SE-03405 SE-03406 SE-o3409	Rent for office building Rent other than Building (Vehicle) Royalties Insurance	@ Rs. 25000 * 18 = 450000 @ Rs. 20000 * 2 * 18 = @ Rs. 50000 * 8 = 400000 @ Rs. 200000	400000.00 600000.00 400000.00 200000.00	50000.00 120000.00 Nil Nil	2980.00 4768.00 2649.00 1325.00
				Total Occupancy Cost (Rental)	**1600000.00**	**170000.00**	**11722.00**

H-1	Utilities	SE-03301	Gas Charges	@ Rs. 2500 * 18 = 45000	30000.00	15000.00	298.00
		SE-03302	Water Charges	@ Rs. 800 * 18 = 14400	9400.00	5000.00	95.00
		SE-03303	Electricity Charges	@ Rs. 4200 * 18 = 75600	55600.00	20000.00	500.00
		SE-03304	Hot & Cold Weather Charges	@ Rs. 1800 * 18 = 32400	22400.00	10000.00	215.00
		SE-03370	Other Charges	@ Rs. 800 * 18 = 14400	Nil	14400.00	95.00
				Total Utilities Charges	**117400.00**	**64400.00**	**1203.00**
I-1	Communication	SE-03201	Postage &	@ Rs. 1000 * 18 = 18000	9000.00	9000.00	119.00
		SE-03302	Telegraph	@ Rs. 10000 * 18 = 180000	100000.00	80000.00	1192.00
		SE-03204	Telephone	@ Rs. 1000 * 18 = 18000	9000.00	9000.00	119.00
		SE-03205	Electronic Communi Currier & Pilot Service	@ Rs. 2000 * 18 = 36000	20000.00	16000.00	238.00
				Total Communication Charges	**138000.00**	**114000.00**	**1669.00**
J-1	Consultancy & Contractual	SE-03701	I.T Support	@ Rs. 6000 * 18 = 108000	100000.00	8000.00	715.00
				Total Consultancy & Contractual Char	**100000.00**	**8000.00**	**715.00**
K-1	General Charges	SE-03901	Office Stationery	@ Rs. 1000 * 18 = 18000	10000.00	8000.00	119.00
		SE-03902	Printing &	@ Rs. 2000 * 18 = 36000	30000.00	6000.00	238.00
		SE-03903	Publication	@ Rs. 600000	500000.00	100000.00	3974.00
		SE-03905	Conference,				
		SE-03907	Seminar, Training,	@ Rs. 4000 * 18 = 72000	60000.00	12000.00	476.00
			Symposium	@ Rs. 3000 * 18 = 54000	50000.00	4000.00	358.00
		SE-03015	Newspaper & Books				
			Advertisement & *Publicity*	@ Rs. 5000 * 18 = 90000	90000.00	Nil	596.00
		SE-03933					
		SE-03903	Payment to Government Deptt Kitchen & Refreshment	@ Rs. 3000 * 18 = 54000	40000.00	14000.00	358.00
				Total General Charges	**780000.00**	**144000.00**	**6119.00**

L-1	Purchase of Physical Assets	SE-09306	Printer Laser Jet	@ Rs. 29000 * 2 = 58000/-	58000.00	Nil	284.00
			Scanner	@ Rs. 15500 * 2 = 31000/-	31000.00	Nil	205.00
			Ups	@ Rs. 17400 * 4 = 68000.00	68000.00	Nil	450.00
			Desktop Computer	@ Rs. 57000 * 4 = 228000/-	228000.00	Nil	1510.00
			Laptop	@ Rs. 22500 * 4 = 330000/-	330000.00	Nil	2185.00
			Tablet	@ Rs. 40000 * 120 = 4800000/-	4800000.00	Nil	31788.00
		SE-09307	Office Table	@ Rs. 10600 * 4 = 42400/-	42400.00	Nil	281.00
	Furniture & Fixture		Office Chair	@ Rs. 7800 * 4 = 31200/-	31200.00	Nil	207.00
			(Revolving)	@ Rs. 20000 * 1 = 20000	20000.00	Nil	132.00
			Computer Table	@ Rs. 9100 * 4 = 36400/-	36400.00	Nil	241.00
			Computer Chair	@ Rs. 5600 * 4 = 22400	22400.00	Nil	148.00
		SE-032109	Wooden Book Shelf	@ Rs. 16200 * 2= 32400/-	32400.00	Nil	215.00
		SE-032112	Steel Cabinet	@ Rs. 30000 * 2= 60000/-	60000.00	Nil	397.00
		SE-032122	Book Case	@ Rs. 26000 * 1= 26000/-	26000.00	Nil	172.00
		SE-031999	Wall Clock	@ Rs. 1500 * 6= 9000/-	9000.00	Nil	60.00
		SE-031130	First Aid Box	@ Rs. 1200 * 6= 7200/-	7200.00	Nil	48.00
			Fire Extinguisher	@ Rs. 5200 * 4= 20800/-	20800.00	Nil	138.00
		SE-031122	Multimedia	@ Rs. 62000 * 1= 62000/-	62000.00	Nil	411.00
		SE-014050	DBMS	@ Rs. 4000000 = 4000000/-	4000000.00	Nil	26490.00
		SE-014050	Class Room Set Up	@ Rs. 500000 = 500000/-	500000.00	Nil	3311.00
				Total Purchase of Physical Assets	10384800	Nil	68673
				TOTAL	**23472200.00**	**616800.00**	**159530.00**
M-1	7.5 % NGO Over Head				**1760415.00**	Nil	**11658.00**
				GRAND TOTAL	**25232615.00**	**616800.00**	**171188.00**

Total Project Cost In Pakistan Rupees RS- 25849415.00

Total Project Cost in US-Dollars $ -171188.00

US Dollars Rate   {$ 151.00}

Dr. Arif Mahmood Nasir

Founder / Chairman

Subah-Quetta-Balochistan

Sl. No.

Schedule II
FORM C
(See Rule 6)

GOVERNMENT OF BALOCHISTAN
حکومت بلوچستان

DIRECTORATE OF SOCIAL WELFARE
نظامت سماجی بہبود

CERTIFICATE OF REGISTRATION
رجسٹریشن سرٹیفکیٹ

Registration Number   DSW (895)   of 19 99.

رجسٹریشن نمبر   بابت ۱۹

I hereby certify that   SOCIAL UPLIFT FOR BENIFIT OF AGGRIEVED & HUMILATED

میں تصدیق کرتا ہوں کہ

(SUBAH)   FOLK, QUETTA.

has this day been Registered under the Voluntary Social Welfare Agencies

آج ادارہ ہائے سماجی بہبود (رجسٹریشن و کنٹرول) آرڈی ننس ۱۹۶۱

(Registration & Control) Ordinance 1961 (XLVI of 1961).

(۳۶) بابت ۱۹۶۱ کے تحت رجسٹر کر لیا گیا ہے ۔

Given under my hand and seal at   QUETTA

میرے دستخط اور مہرے بمقام

this   22nd   day of   June   One Thousand

بتاریخ آج

Nine Hundred and   Ninety-nine   سن ایک ہزار نو سو

جاری ہوا

REGISTRATION AUTHORITY

رجسٹریشن اتھارٹی

Note:- loss of this Certificate must be reported to the Registration
Authority within Seven days.

نوٹ :۔ اس سرٹیفکیٹ کی گم شدگی کی اطلاع رجسٹریشن اتھارٹی کو سات دن کے اندر اندر پہنچ جانی چاہیئے ۔

Assistant Director, Social Welfare, Quetta Division, Quetta.
Social Welfare Officer (c) DSW, Quetta.