World Bank: Resource Guide

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China

Budget Schools (school for the poor, in developing countries)

Info/Hotline · Open

School

Web www.boston.com/bostonglobe/ideas/articles/2010/05/09/class_difference
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MA Ideal also offers its students free karate lessons, computer classes, soccer training, and health camps. But the school--a private, small-scale venture--is not situated in a plush upper-middle-class neighborhood. Instead, it is tucked away in Kishanbagh, a sprawling slum of low-slung concrete huts, tin-roofed shanties, and bare-bellied children who gambol with skinny, underfed dogs. And the average fee at MA Ideal High School? About $3 per month--one-20th the cost of a typical private school in India.

MA Ideal is part of a grass-roots private school movement that has spread through India in the last two decades. Kishanbagh, a 5-square-kilometer patch of land, has 28 low-cost private schools, while India itself has some 300,000, each a buzzing hive of teaching, learning, and extracurricular activity. These schools offer poor residents across the country an alternative to the inefficient public school system. In Kishanbagh, for example, the local public school is a cavernous building where teachers rarely show up, toilets regularly overflow, and classes are almost never held. In the western world, private schools are associated with high fees and plentiful resources, but Hyderabad's schools succeed by focusing on efficiency and accountability.

Principals like Mohammed Saleem of the nearby Adams High School say that fierce competition between schools forces institutes to strive toward providing the best education they can. "We have to listen to parents because otherwise they will admit their children to a different school. I have to constantly find new ways to keep parents interested in my school," says Saleem.

The last two decades have witnessed the rising popularity of low-cost private schools across the developing world. Researchers estimate that there are now 1 million budget schools in countries like Ghana, Kenya, Nigeria, China, Pakistan, the Philippines, and Uganda. Started by local entrepreneurs, these schools are most often located in urban slums, operate out of a few rooms, and are run by teachers who are paid less than half the salary of a government teacher. Few receive state support or external funding.

And yet, low-cost private schools are far more effective than their government counterparts. In India, for example, the country's largest educational NGO, Pratham, has estimated that 68 percent of the students enrolled in low-cost private schools can read fluently as opposed to just 53 percent in government schools. In Ghana, James Tooley, a University of Newcastle professor who has been studying low-cost schools, found that in English, private school students on average scored 72 points out of 100 on a test designed by Tooley, while government school students scored 58 points.

The results have been so impressive that some researchers are now suggesting that low-cost private schools might be the answer to educating the world's poor. Advocates like Tooley are asking for government deregulation, private investment, and international support to help the sector expand and bring in children who for too long have had to deal with crippled state schools. "International and governmental support will lead to increased competition; more schools will want to enter the market, giving rise to better schools," says Tooley.

Education has long been directly related to a country's rise out of poverty. Literate citizens tend to have smaller families, better health and sanitation, lower mortality rates, lower infant mortality, and ultimately, higher incomes. Educated societies are also more gender-equal, less corrupt, and better governed. According to the World Bank, every year of schooling increases wages by

a worldwide average of about 10 percent. The completion of primary school reduces a child's chances of contracting HIV/AIDS by half.

However, in large swaths of the developing world, public education has failed. In India, despite an education budget of $10 billion, 33 percent of the country's population continues to be illiterate. In Nigeria, teacher absenteeism is astonishingly high and teacher–pupil ratios are as low as 1:90. In Uganda and China, public schools exist only in urban or semi–urban areas, while in Kenya, public schools are over–enrolled and teachers frequently go on strike. The common problem is a lack of accountability: Public school principals are often answerable only to bureaucrats sitting in distant offices who rarely visit the schools. Parents have little or no control over the education of their children.

It was this disillusionment with the public sector that inspired Hyderabad's first few entrepreneurs––often parents whose children had been forced to attend government schools––to start private schools in the 1980s. By the time Tooley arrived in Hyderabad in 2000 on an assignment from the International Finance Corporation, a member of the World Bank group that promotes private investment in developing countries, the number of low–cost schools in the city had ballooned. "I was supposed to be studying private schools for the rich," he says. "But instead I discovered this flourishing movement that empowered the poor."

After a year of investigating the phenomenon in India, Tooley traveled across continents in search of other low–cost private schools. What he saw shocked him: Small, private educational enterprises were almost ubiquitous in developing countries. He even found schools in rural China where officials insisted there were none. Soon other academics began studying the steadily expanding movement.

One of the reasons that educators began championing low–cost private schools was their economic efficiency. In India, the government spends an average of $125 per child per year. The annual cost of a low–cost private school is rarely more than $80 per child. It was clear that the private sector––unorganized and scattered as it was––was providing a better education, at a lower cost than the government.

For the international development community, the crisis surrounding education is growing. Despite sustained campaigns and considerable developmental aid, universal primary education remains elusive and illiteracy rampant. As of January 2010, 72 million school–age children were still out of school. And according to current projections by the UN, 58 of the 86 countries that are not yet fully literate will not be able to get there by 2015.

As a result, some organizations are beginning to alter their tactics. The World Bank, for instance, has supported two pilot projects for low–cost schools in India and Pakistan and also funded subsidies for school voucher projects in Colombia and the Philippines. "There is a growing sense that this is a sector worth looking at. It's time to be bold and try new things," says Harry Patrinos, lead education economist for the World Bank.

Proponents are hoping that the World Bank's enthusiasm will encourage other organizations to push governments to support low–cost schools. One suggestion is to allow companies to invest and offer loans to schools. Currently, a few countries like Ghana and the Dominican Republic allow private companies in education, but others, like India, don't. Several organizations have already begun to invest in low–cost education: Opportunity International, for instance, offers loans to hundreds of budget schools in Africa, Asia, and Latin America. In India, on the other hand, entrepreneurs like K Suryakala Reddy, founder of New Little Scholars School in Hyderabad, are forced to file false applications for home loans to finance schools.

For critics, though, the popularity of low–cost schools is a dangerous trend, one that will ultimately marginalize the very poor. Society's poorest, says Dina Craissati, UNICEF's senior education adviser, often cannot pay even the very meager fees of budget schools. Worse, low–cost schools are ultimately unsustainable because "in times of economic crisis, the poor will sacrifice nonessentials like schools fees first." And finally, public schools are the only way to hold governments accountable for providing their citizens with education––a right that many countries have enshrined in their constitutions.

But proponents of budget schools insist that there is a way around these objections: Governments can fund vouchers for extremely poor students. Many low–cost schools already offer scholarships based on need, but state intervention will help standardize the practice and solve the problem of limited access. However, says Tooley, there is a caveat: Making the vouchers too freely available may topple the careful balance of competition, parental choice, and accountability that makes these schools work.

Other critics say that an increasing dependence on private schools will create a more unequal society. Rich students will opt for better schools, with the poor having to make do with underfunded, badly staffed schools. "Low–cost private schools are a response to a very bad situation. Instead of encouraging them, we need to make the public system more effective," says Henry Levin, professor of economics and education at Columbia University.

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But back in the dusty, baking heat of Hyderabad, 37–year–old Hazrat Sultana is too battle–worn to believe that more money will improve the local public school. Sultana, a stay–at–home mother whose husband owns a footwear stall in the slum, recently pulled her daughters out of the government school.

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Campaigns: Ending Extreme Poverty; United Nations – UNICEF (United Nations International Childrens Emergency Fund); World Bank
Updated Mar 20, 2013 · https://reliefdb.org/shelters/6041

Ghana

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School
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Campaigns: Ending Extreme Poverty; United Nations – UNICEF (United Nations International Childrens Emergency Fund); World Bank
Updated Mar 20, 2013 · https://reliefdb.org/shelters/6040

Haiti

Ecoworks International

Info/Hotline · Open

Non–Profit Community Development
U.S. ADDR: 333 Aragon Avenue, Suite 506,; Coral Gables, FL 33134; HAITI
Web www.ecoworksinternational.org
Serves Ganthier, Haiti
Service Temporary

Current Project: Breaking the Cycle of Poverty, Ganthier, Haiti

Project's Focus

EcoWorks International (EWI) has initiated the Breaking the Cycle of Poverty, Ganthier, Haiti Project in response to the dire needs that are prevalent in Haiti and in conformity with the priorities established by the Haitian government. The Project's aim is to establish a comprehensive program that will turn around this destitute area and transform it into a viable and sustainable community. Ganthier, a 'commune' (a town made up of small villages) of 80,000 inhabitants is located east of Port of Prince between Croix–des–Bouquets and the Dominican Republic.

Though the Project will serve the entire population, its first emphasis will be to help single women who are sole providers for their families. They are the mainstay of rural communities. Often, they are responsible for raising their own children and those of their relatives who died due to an egregious lack of access to healthcare. Each such family unit may comprise 4–6 children that are raised by one woman, and often on less than one dollar a day.
Project's Goal and Components

The project's goal is to break the cycle of poverty. To achieve this EWI has adopted a holistic approach based on the following three pillars:
A Regional Economic Growth Engine

* An income producing 20,000 laying hen Egg Farm (priority)
* A Cooperative to train, support and mentor independent egg farmers
* An Entrepreneurship program for adults and youth to create new income generating businesses and create jobs in different sectors so as to diversify the economy. Also, to channel youth toward positive endeavors.
* A Revolving Fund for farmers and entrepreneurs
* Public information programs to increase egg consumption, particularly among the very poor to stem malnutrition

A Community Building Program

* Access to education for children from disadvantaged backgrounds
* A Montessori–based education program to enable children to thrive in becoming self–directed, self–reliant, independent thinkers who will respect themselves, other human beings and the environment, and who will be the change agents transforming the rural communities they come from.
* An education program to bring children who have never been in school to their respective grade level
* Adult Literacy
* Vocational Training
* Access to healthcare, including vaccination
* Access to social services
* Infrastructure: funded in part by the EWI Community Development Fund will focus on building schools, clinics, wells, etc.
* Additional classes in parenting skills, nutrition, hygiene
* Partnerships with other NGOs and community–based organizations

Environmental Stewardship

* Protection of the Environment and Management of Natural Resources, especially in relation to immediate consequences of deforestation during hurricane season
* The Egg Farm will use green building principles and materials; solar energy; water management; transform chicken waste into fertilizer.
* Reforestation; urban and rural planning

The EWI Method

Part of the EWI holistic approach is to not only implement a comprehensive, multisectoral program, but to also create a built–in method to make the project self–sustainable and profitable for the community as a whole.

The not–for–profit egg production farm will be managed as if it were a for profit enterprise. It will produce income that will make it self–sufficient in the third year of its operations. In addition, it will generate a profit, 60% of which will be funneled into the EWI Community Development Fund (EWI–CDF) to co–fund local infrastructure such as schools, clinics and wells. To achieve this EWI–CDF will partner with the national and local government. The EWI–CDF will be managed by a board representing EWI, the community, and the funders. It will practice transparency and post at Ganthier's city hall its programmatic and financial activities.
Beneficiaries

The EWI project will benefit the entire Ganthier population of 72,000. Establishing the egg farm is a priority, and so is focusing first on women who are heads of household, and their children.
Partners

EcoWorks International's partners are:

* The Government of Haiti through its Presidential Commission on the Development of Border Territories (FDF), Ministry of Finance
* The Community of Ganthier, the Mayor and his team
* The 20–30 local organizations that geographically represent groups of peasants, women and youth who live in the different villages of the 'commune' of Ganthier
* The Project's Funders

Project Location: Ganthier

FDF and EWI have selected Ganthier as the location of the EWI Project for several reasons.
There is a demonstrable need:

* Ganthier has no industry or business center
* The majority of the population lives on less than one dollar a day
* A large number of children are malnourished
* A significant number of children do not attend school
* Having been neglected for decades, the community's needs are acute in all areas: employment, education, healthcare, access to potable water, hurricane preparedness, etc.

Ganthier has potential advantages:

* Located between the capital and the Dominican Republic, Ganthier has one of the best main roads in the country that has been maintained because it is the main thoroughfare for imported goods. The quality of the road is essential for accessing the main egg markets in Haiti without incurring significant breakage.
* The proximity to the capital is also proximity to the main egg market
* It has a dry climate but enough water to develop site–appropriate farming
* It borders a lake which could be a tremendous asset for developing ecotourism
* The mayor is a non–politician (he teaches literature at a high school) who is devoted to his community
* There is a tremendous willpower of the local population to turnaround the community and transform it into a viable economic entity

Egg Market in Haiti

The egg market growth potential is huge. In the US egg consumption is 250/year/person; in the Dominican Republic 176/year/person; in Haiti 18/year/person. In addition, the Haitian government stopped the importation of eggs from the Dominican Republic following a bird flu alert in that country. This creates a severe egg shortage in Haiti.
Time–Frame

This is a five–year project, which will be completely self–sufficient in three years from the moment the egg farm is started. It is currently in Phase One that includes planning, fundraising, land acquisition, creating architectural and engineering blueprints, starting partnering with the local organizations and, together, developing and prioritizing programs.

Services offered: Demographic Served: Children; Demographic Served: Low Income Folks; Demographic Served: Sustainable Communities; Demographic Served: Vulnerable & Marginalized Populations; Demographic Served: Women; Sponsorship Program, Children (Education/Health Care/Food, etc.); Sponsorship Program, For Populations of Developing Countries; Training * (ANY/ALL Types of Instruction)
Campaigns: 2010 Haiti Earthquake; Ending Extreme Poverty; USAID; World Bank
Updated Oct 23, 2010 · https://reliefdb.org/shelters/6556

Logistics Cluster – 2010 Haiti Earthquake

Info/Hotline · Open

Web www.logcluster.org
Serves Haiti
Service Temporary

About the Logistics Cluster
Document type: Brief / Last update: Jan 04, 2010

The Cluster Approach was endorsed by the Inter Agency Standing Committee (IASC) in Sept. '05 The IASC, in its own words, is "the primary mechanism for inter agency coordination of humanitarian assistance. It is a unique forum involving key UN and non–UN humanitarian partners". http://www.humanitarianinfo.org/iasc/

The IASC committee is chaired by the Emergency Relief Coordinator (ERC), Sir John Holmes. The full members are the heads of the UN humanitarian agencies, standing invitees include OHCHR, World Bank, IOM, ICRC, IFRC, Inter–Action, ICVA (represented by World Vision International) and the Steering Committee for Humanitarian Response (represented by Oxfam).

Nine Clusters were agreed with a lead agency for each. WFP is the lead agency for Logistics Cluster.

The global cluster leads are "accountable to the Emergency Relief Coordinator for ensuring predictable and effective inter–agency preparedness and response within the concerned areas of activity". This entails the very important element of accountability and where necessary the lead agency becomes the provider of last resort.

Cluster Activation
Clusters can be activated in response to "sudden major new emergency requiring a multi sectoral response with the participation of a wide range of humanitarian actors" as well as during ongoing emergencies.

– When clusters are needed:
1. HC / RC informs the ERC
2. ERC informs the global cluster leads
3. Global cluster leads assess to determine nature of response required.
4. Some of the clusters might not be needed
5. Country level clusters are activated according to scale/nature of need

Logistics Cluster Lead
WFP is the logistics cluster lead at global level. Cluster leadership at field level is generally the same as at global level. However, in exceptional circumstances where WFP is unable to fulfil this role at field level, another field level cluster lead agency/organisation can be allocated the responsibility.

Logistics Cluster Operations
Logistics cluster operations vary in scale from information sharing/coordination (such as infrastructure assessment, port & corridor coordination, transporters & rates, customs, equipment supplier information) to those involving information sharing and common air, ocean and overland transport, storage etc. Regular coordination meetings will be established involving all stakeholder (UN agencies, Government, International and local NGOs).

Where there are gaps such as lack of transport capacity the first option will be for organisations to help each other with capacity. Where this is not possible the logistics cluster lead will be required to act as a provider of last resort.

Reporting Lines
At field level, the logistics cluster reports to the HC/RC. There is a technical reporting line between field level logistics clusters and the global logistics cluster support cell (based in Rome HQ). The global logistics cluster support cell provides guidance and support to field level logistics clusters.

SEE ALSO –

http://oneresponse.info/DISASTERS/HAITI/Pages/default.aspx
https://reliefdb.org/shelters/5400

Services offered: Information Resource * (ANY/ALL Types); Information Resource, Online Networking, Facebook Page/Group; Information Resource, Online Networking, Twitter Page/Twitter Feeds; Information Resource, Situation Reports & Status Reports; Services, Logistics Support
Campaigns: 2010 /2011 Haiti Cholera Epidemic; 2010 Haiti Earthquake; American Red Cross / Int'l Federation of RC / ICRC / IFRC; OXFAM; United Nations – U.N.; United Nations – WFP (World Food Program); World Bank; World Vision International
Updated Feb 17, 2010 · https://reliefdb.org/shelters/5370

India

MA Ideal "Budget School" (private school for the poor)

School · Open

School
Kishanbagh

Contact Mohammed Anwar, the school's proprietor
Web www.boston.com/bostonglobe/ideas/articles/2010/05/09/class_difference
Service Temporary

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MA Ideal also offers its students free karate lessons, computer classes, soccer training, and health camps. But the school––a private, small–scale venture––is not situated in a plush upper–middle–class neighborhood. Instead, it is tucked away in Kishanbagh, a sprawling slum of low–slung concrete huts, tin–roofed shanties, and bare–bellied children who gambol with skinny, underfed dogs. And the average fee at MA Ideal High School? About $3 per month––one–20th the cost of a typical private school in India.

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Principals like Mohammed Saleem of the nearby Adams High School say that fierce competition between schools forces institutes to strive toward providing the best education they can. "We have to listen to parents because otherwise they will admit their children to a different school. I have to constantly find new ways to keep parents interested in my school," says Saleem.

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The results have been so impressive that some researchers are now suggesting that low–cost private schools might be the answer to educating the world's poor. Advocates like Tooley are asking for government deregulation, private investment, and

international support to help the sector expand and bring in children who for too long have had to deal with crippled state schools. "International and governmental support will lead to increased competition; more schools will want to enter the market, giving rise to better schools," says Tooley.

Education has long been directly related to a country's rise out of poverty. Literate citizens tend to have smaller families, better health and sanitation, lower mortality rates, lower infant mortality, and ultimately, higher incomes. Educated societies are also more gender–equal, less corrupt, and better governed. According to the World Bank, every year of schooling increases wages by a worldwide average of about 10 percent. The completion of primary school reduces a child's chances of contracting HIV/AIDS by half.

However, in large swaths of the developing world, public education has failed. In India, despite an education budget of $10 billion, 33 percent of the country's population continues to be illiterate. In Nigeria, teacher absenteeism is astonishingly high and teacher–pupil ratios are as low as 1:90. In Uganda and China, public schools exist only in urban or semi–urban areas, while in Kenya, public schools are over–enrolled and teachers frequently go on strike. The common problem is a lack of accountability: Public school principals are often answerable only to bureaucrats sitting in distant offices who rarely visit the schools. Parents have little or no control over the education of their children.

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One of the reasons that educators began championing low–cost private schools was their economic efficiency. In India, the government spends an average of $125 per child per year. The annual cost of a low–cost private school is rarely more than $80 per child. It was clear that the private sector––unorganized and scattered as it was––was providing a better education, at a lower cost than the government.

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But proponents of budget schools insist that there is a way around these objections: Governments can fund vouchers for extremely poor students. Many low–cost schools already offer scholarships based on need, but state intervention will help standardize the practice and solve the problem of limited access. However, says Tooley, there is a caveat: Making the vouchers too freely available may topple the careful balance of competition, parental choice, and accountability that makes these schools work.

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Updated Mar 20, 2013 · https://reliefdb.org/shelters/6044

Nigeria

Budget Schools (school for the poor, in developing countries)

Info/Hotline · Open

School
Web www.boston.com/bostonglobe/ideas/articles/2010/05/09/class_difference
Service Temporary

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MA Ideal is part of a grass-roots private school movement that has spread through India in the last two decades. Kishanbagh, a 5-square-kilometer patch of land, has 28 low-cost private schools, while India itself has some 300,000, each a buzzing hive of teaching, learning, and extracurricular activity. These schools offer poor residents across the country an alternative to the inefficient public school system. In Kishanbagh, for example, the local public school is a cavernous building where teachers rarely show up, toilets regularly overflow, and classes are almost never held. In the western world, private schools are associated with high fees and plentiful resources, but Hyderabad's schools succeed by focusing on efficiency and accountability.

Principals like Mohammed Saleem of the nearby Adams High School say that fierce competition between schools forces institutes to strive toward providing the best education they can. "We have to listen to parents because otherwise they will admit their children to a different school. I have to constantly find new ways to keep parents interested in my school," says Saleem.

The last two decades have witnessed the rising popularity of low-cost private schools across the developing world. Researchers estimate that there are now 1 million budget schools in countries like Ghana, Kenya, Nigeria, China, Pakistan, the Philippines, and Uganda. Started by local entrepreneurs, these schools are most often located in urban slums, operate out of a few rooms, and are run by teachers who are paid less than half the salary of a government teacher. Few receive state support or external funding.

And yet, low-cost private schools are far more effective than their government counterparts. In India, for example, the country's largest educational NGO, Pratham, has estimated that 68 percent of the students enrolled in low-cost private schools can read fluently as opposed to just 53 percent in government schools. In Ghana, James Tooley, a University of Newcastle professor who has been studying low-cost schools, found that in English, private school students on average scored 72 points out of 100 on a test designed by Tooley, while government school students scored 58 points.

The results have been so impressive that some researchers are now suggesting that low-cost private schools might be the answer to educating the world's poor. Advocates like Tooley are asking for government deregulation, private investment, and international support to help the sector expand and bring in children who for too long have had to deal with crippled state schools. "International and governmental support will lead to increased competition; more schools will want to enter the market, giving rise to better schools," says Tooley.

Education has long been directly related to a country's rise out of poverty. Literate citizens tend to have smaller families, better health and sanitation, lower mortality rates, lower infant mortality, and ultimately, higher incomes. Educated societies are also more gender-equal, less corrupt, and better governed. According to the World Bank, every year of schooling increases wages by a worldwide average of about 10 percent. The completion of primary school reduces a child's chances of contracting HIV/AIDS by half.

However, in large swaths of the developing world, public education has failed. In India, despite an education budget of $10 billion, 33 percent of the country's population continues to be illiterate. In Nigeria, teacher absenteeism is astonishingly high and teacher-pupil ratios are as low as 1:90. In Uganda and China, public schools exist only in urban or semi-urban areas, while in Kenya, public schools are over-enrolled and teachers frequently go on strike. The common problem is a lack of accountability: Public school principals are often answerable only to bureaucrats sitting in distant offices who rarely visit the schools. Parents have little or no control over the education of their children.

It was this disillusionment with the public sector that inspired Hyderabad's first few entrepreneurs--often parents whose children had been forced to attend government schools--to start private schools in the 1980s. By the time Tooley arrived in Hyderabad in 2000 on an assignment from the International Finance Corporation, a member of the World Bank group that promotes private investment in developing countries, the number of low-cost schools in the city had ballooned. "I was supposed to be studying private schools for the rich," he says. "But instead I discovered this flourishing movement that empowered the poor."

After a year of investigating the phenomenon in India, Tooley traveled across continents in search of other low-cost private schools. What he saw shocked him: Small, private educational enterprises were almost ubiquitous in developing countries. He even found schools in rural China where officials insisted there were none. Soon other academics began studying the steadily expanding movement.

One of the reasons that educators began championing low–cost private schools was their economic efficiency. In India, the government spends an average of $125 per child per year. The annual cost of a low–cost private school is rarely more than $80 per child. It was clear that the private sector––unorganized and scattered as it was––was providing a better education, at a lower cost than the government.

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As a result, some organizations are beginning to alter their tactics. The World Bank, for instance, has supported two pilot projects for low–cost schools in India and Pakistan and also funded subsidies for school voucher projects in Colombia and the Philippines. "There is a growing sense that this is a sector worth looking at. It's time to be bold and try new things," says Harry Patrinos, lead education economist for the World Bank.

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Campaigns: Ending Extreme Poverty; United Nations – UNICEF (United Nations International Childrens Emergency Fund); World Bank
Updated Mar 20, 2013 · https://reliefdb.org/shelters/6045

Pakistan

Rural Support Programs Network (RSPN) (SitReps, DROP SITES etc)

Info/Hotline · Open

Community Development

House No.7, Street 49, F–6/4, Pakistana, Islamabad

Phone Main: 00–92–51–2829141
Contact Khaleel Ahmed Tetlay, Chief Operating Officer / For information on RSPN relief efforts contact: Amina Askari Disaster Relief Coordinator
Email Info@rspn.org.pk, Khaleel.tetlay@rspn.org.pk / amina@rspn.org.pk (see more contacts below)
Web www.rspn.org/news/flood.html
Service Temporary

Main: 00–92–51–2829141,2829556, 2822476,2826792,2821736
Disaster Relief Coordinator: 092–51– 2829115

See Disaster Relief News:

http://www.rspn.org/news/flood.html

In–Kind Donations Needed:

RELIEF ITEM CONTRIBUTIONS
RSPN is also collecting relief items for its partners who are working directly with effected families. Effected families are CURRENTLY in need of the following:

FOOD ITEMS PER FAMILY

1. Flour Bag (20kg)
2. Ghee/cooking oil (3kg)
3. Rice (7kg)
4. Sugar (5kg)
5. Daal Maash (1kg)
6. Daal Channa (1kg)
7. Kurkha (1kg)
8. Salt (1kg)
9. Mix Masala (200gm)
10. Tea (1/2kg)
11. Milk small (27)
12. Match box (12)

Other Items

1. Water purifying tablets
2. Anti–malaria Medicine
3. Water

FOR RELIEF ITEMS DONATION DROP POINT

Islamabad:
House 7, Street 49, F 6/4
Islamabad
Telephone: 051 –2828004, 051– 2822476

Karachi:
F–178/3. Block–5
Kehkashan Clifton, Karachi
Telephone: 091–5868791–3

Lahore:
Umar Agha
17–H, Gulberg II,
Lahore
Telephone: 0321–8422425

See this site (scroll to the bottom) to find local drop points for supply donations, and contact info for drop point operators:

http://www.rspn.org/news/flood.html

See their "network" of service partners:

http://www.rspn.org/about_us/partner_network.html

Contacts:

http://www.rspn.org/about_us/directors_staff.html

FLOOD SUPPORT SIT REPS:
(EXCELLENT Job...GREAT Sit Reps)

Here's an example:

http://www.rspn.org/news/flood_pdfs/DSR-8-.pdf

See full list of reports:

SitReps:

http://www.rspn.org/news/flood_situation_report.html

Relief Activities:

http://www.rspn.org/news/flood_relief_activities.html

Damage Assessments:

http://www.rspn.org/news/flood_assessment.html

from the website:

EMERGENCY FLOOD APPEAL
SUPPORT TO FAMILIES AFFECTED BY THE CATASTOPHIC
FLOODS IN PAKISTAN

After a year wrought with conflict which led to the displacement of approximately 2.2 million people, Pakistan has now been hit with the worst floods in 80 years. The unprecedented flooding has been caused by very heavy Monsoon rains, and has affected all parts of the country. With the death toll rising everyday it has not been possible to get an accurate estimate of the individuals affected by the floods but conservative estimates put the number at 6 million, with over 1,800 deaths.
The floods have destroyed homes, inundated crops, killed livestock, washed away communication links and led to a scare of a health catastrophe. With further rains forecasted for the coming weeks, the dams full to capacity and the relief agencies stretched to their limits it is time for Pakistanis and for our friends all over the world to help these people - who have been the continuous victims of strife and hardship.

Services offered: Advocacy, Anti-Poverty; Advocacy, * (ANY/ALL Types); Advocacy, Battered Women ; Advocacy, Child Advocacy; Advocacy, Domestic Violence; Advocacy, Economic Justice for Impoverished Populations; Advocacy, Education; Advocacy, Employment, "At-Risk" Job Applicants; Advocacy, Environmental; Advocacy, Environmental, Energy; Advocacy, Health & Human Rights; Advocacy, Housing, Community, Housing Development; Advocacy, International Policy; Advocacy, Medical, Patient Rights; Advocacy, Social Justice; Advocacy, Womens Rights; Agriculture/Farming/Gardening Resource; Assistance * (ANY Type of: Referrals or "How to" Assistance); Assistance, How to, Navigate Disaster Relief Resources; Assistance, Referrals, Employment & Job Resources; Assistance, Referrals * General Information & Referral; Assistance, Referrals, Health Referrals; Community Garden Program; Community Outreach Programs; Community Outreach Programs, Rural; Community Outreach, Public Awareness, Humanitarian Issues; Community Service Program; Counseling, Career Counseling; Demographic Served: Animals; Demographic Served: Armed Conflict Populations; Demographic Served: Diaspora Populations; Demographic Served: Survivors, Natural Disaster Impacted Communities; Demographic Served: Survivors, Violence; Demographic Served: Sustainable Communities; Demographic Served: Unemployed; Demographic Served: Vulnerable & Marginalized Populations; Directories of Services & Programs * (ANY/ALL Types); Donations, Drop-Off, Collection Site Location; Grants, Green Building, Low-Income Housing; Information Resource, Alternative Schools/Education; Information Resource * (ANY/ALL Types); Information Resource, Economics, Sustainable; Information Resource, Environmental Education; Information Resource, Navigating the Disaster Recovery Process; Information Resource, Recycling Methods; Information Resource, Situation Reports & Status Reports; Information Resource, Watchdog Site, Social Justice; International Disaster Response; Jobs, Paying; Literacy Program; Long Term Recovery, International; Media, Online News Reports; Medical, Education, Health Awareness; News Source, Online, Disaster Coverage; Recycling, Animal Dung; Recycling, Services * (ANY/ALL Types); School, Adult Education/Adult School; School, Mission School; Services *0* (Choose this if You Provide or Need ANY Type of Social Services); Services, Disaster Recovery ; Services, Disaster Relief; Services, Disaster Response; Services, Disaster Response, Recovery, Preparedness & Mitigation; Services, Educational Services (See also Category for School); Services, Humanitarian Aid ; Services, Social Services, General Social Services; Social Event, Networking Group, Employment/Professional Networking; Sponsoring Organization; Sponsorship Program, Children (Education/Health Care/Food, etc.); Support for "All Local" Disasters; Training * (ANY/ALL Types of Instruction) ; Training Classes, Agronomy; Training Classes, Business Skills; Training Classes, Construction, Bio-Remediation Instruction; Training Classes, Construction, Building Skills; Training Classes, Construction Skills Training; Training Classes, Education, Nutrition Education Classes; Training Classes, Employment, On the Job, Training; Training Classes, Financial Literacy; Training Classes, Financial, Money Management; Training Classes, Gardening Instruction; Training Classes, Life Skills, Misc.; Training Classes, Literacy Training; Training Classes, Trade Skills, Training; Training Classes, Vocational; Training, Education, Health, Sanitation / Hygiene; Training, Employment, Job Skills, Youth; Training, Farming, Organic Farming; Training, Green Building; Training, Green Energy, Development of Energy Creation Facilities; Training, Medical, Education, General Health; Training, Services, Employment /JobTraining ; Translators, Volunteer * (ANY/ALL); Volunteer Opportunities, International; Youth Program

Campaigns: 2010 Pakistan Floods; 2010 Pakistan – Humanitarian Support for Armed Conflict; Ending Extreme Poverty; Ending Pollution; Global Warming Relief Supplies/Services; Government, City/Town Agency; Government, Federal, In–Country; Government, USAID; World Bank
Updated Apr 21, 2011 · https://reliefdb.org/shelters/6141

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Philippines

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MA Ideal also offers its students free karate lessons, computer classes, soccer training, and health camps. But the school––a private, small–scale venture––is not situated in a plush upper–middle–class neighborhood. Instead, it is tucked away in Kishanbagh, a sprawling slum of low–slung concrete huts, tin–roofed shanties, and bare–bellied children who gambol with skinny, underfed dogs. And the average fee at MA Ideal High School? About $3 per month––one–20th the cost of a typical private school in India.

MA Ideal is part of a grass–roots private school movement that has spread through India in the last two decades. Kishanbagh, a 5–square–kilometer patch of land, has 28 low–cost private schools, while India itself has some 300,000, each a buzzing hive of teaching, learning, and extracurricular activity. These schools offer poor residents across the country an alternative to the inefficient public school system. In Kishanbagh, for example, the local public school is a cavernous building where teachers rarely show up, toilets regularly overflow, and classes are almost never held. In the western world, private schools are associated with high fees and plentiful resources, but Hyderabad's schools succeed by focusing on efficiency and accountability.

Principals like Mohammed Saleem of the nearby Adams High School say that fierce competition between schools forces institutes to strive toward providing the best education they can. "We have to listen to parents because otherwise they will admit their children to a different school. I have to constantly find new ways to keep parents interested in my school," says Saleem.

The last two decades have witnessed the rising popularity of low–cost private schools across the developing world. Researchers estimate that there are now 1 million budget schools in countries like Ghana, Kenya, Nigeria, China, Pakistan, the Philippines, and Uganda. Started by local entrepreneurs, these schools are most often located in urban slums, operate out of a few rooms, and are run by teachers who are paid less than half the salary of a government teacher. Few receive state support or external funding.

And yet, low–cost private schools are far more effective than their government counterparts. In India, for example, the country's largest educational NGO, Pratham, has estimated that 68 percent of the students enrolled in low–cost private schools can read fluently as opposed to just 53 percent in government schools. In Ghana, James Tooley, a University of Newcastle professor who

has been studying low–cost schools, found that in English, private school students on average scored 72 points out of 100 on a test designed by Tooley, while government school students scored 58 points.

The results have been so impressive that some researchers are now suggesting that low–cost private schools might be the answer to educating the world's poor. Advocates like Tooley are asking for government deregulation, private investment, and international support to help the sector expand and bring in children who for too long have had to deal with crippled state schools. "International and governmental support will lead to increased competition; more schools will want to enter the market, giving rise to better schools," says Tooley.

Education has long been directly related to a country's rise out of poverty. Literate citizens tend to have smaller families, better health and sanitation, lower mortality rates, lower infant mortality, and ultimately, higher incomes. Educated societies are also more gender–equal, less corrupt, and better governed. According to the World Bank, every year of schooling increases wages by a worldwide average of about 10 percent. The completion of primary school reduces a child's chances of contracting HIV/AIDS by half.

However, in large swaths of the developing world, public education has failed. In India, despite an education budget of $10 billion, 33 percent of the country's population continues to be illiterate. In Nigeria, teacher absenteeism is astonishingly high and teacher–pupil ratios are as low as 1:90. In Uganda and China, public schools exist only in urban or semi–urban areas, while in Kenya, public schools are over–enrolled and teachers frequently go on strike. The common problem is a lack of accountability: Public school principals are often answerable only to bureaucrats sitting in distant offices who rarely visit the schools. Parents have little or no control over the education of their children.

It was this disillusionment with the public sector that inspired Hyderabad's first few entrepreneurs––often parents whose children had been forced to attend government schools––to start private schools in the 1980s. By the time Tooley arrived in Hyderabad in 2000 on an assignment from the International Finance Corporation, a member of the World Bank group that promotes private investment in developing countries, the number of low–cost schools in the city had ballooned. "I was supposed to be studying private schools for the rich," he says. "But instead I discovered this flourishing movement that empowered the poor."

After a year of investigating the phenomenon in India, Tooley traveled across continents in search of other low–cost private schools. What he saw shocked him: Small, private educational enterprises were almost ubiquitous in developing countries. He even found schools in rural China where officials insisted there were none. Soon other academics began studying the steadily expanding movement.

One of the reasons that educators began championing low–cost private schools was their economic efficiency. In India, the government spends an average of $125 per child per year. The annual cost of a low–cost private school is rarely more than $80 per child. It was clear that the private sector––unorganized and scattered as it was––was providing a better education, at a lower cost than the government.

For the international development community, the crisis surrounding education is growing. Despite sustained campaigns and considerable developmental aid, universal primary education remains elusive and illiteracy rampant. As of January 2010, 72 million school–age children were still out of school. And according to current projections by the UN, 58 of the 86 countries that are not yet fully literate will not be able to get there by 2015.

As a result, some organizations are beginning to alter their tactics. The World Bank, for instance, has supported two pilot projects for low–cost schools in India and Pakistan and also funded subsidies for school voucher projects in Colombia and the Philippines. "There is a growing sense that this is a sector worth looking at. It's time to be bold and try new things," says Harry Patrinos, lead education economist for the World Bank.

Proponents are hoping that the World Bank's enthusiasm will encourage other organizations to push governments to support low–cost schools. One suggestion is to allow companies to invest and offer loans to schools. Currently, a few countries like Ghana and the Dominican Republic allow private companies in education, but others, like India, don't. Several organizations have already begun to invest in low–cost education: Opportunity International, for instance, offers loans to hundreds of budget schools in Africa, Asia, and Latin America. In India, on the other hand, entrepreneurs like K Suryakala Reddy, founder of New Little Scholars School in Hyderabad, are forced to file false applications for home loans to finance schools.

For critics, though, the popularity of low–cost schools is a dangerous trend, one that will ultimately marginalize the very poor. Society's poorest, says Dina Craissati, UNICEF's senior education adviser, often cannot pay even the very meager fees of budget schools. Worse, low–cost schools are ultimately unsustainable because "in times of economic crisis, the poor will sacrifice nonessentials like schools fees first." And finally, public schools are the only way to hold governments accountable for providing their citizens with education––a right that many countries have enshrined in their constitutions.

But proponents of budget schools insist that there is a way around these objections: Governments can fund vouchers for extremely poor students. Many low–cost schools already offer scholarships based on need, but state intervention will help standardize the practice and solve the problem of limited access. However, says Tooley, there is a caveat: Making the vouchers too freely available may topple the careful balance of competition, parental choice, and accountability that makes these schools work.

Other critics say that an increasing dependence on private schools will create a more unequal society. Rich students will opt for better schools, with the poor having to make do with underfunded, badly staffed schools. "Low–cost private schools are a

response to a very bad situation. Instead of encouraging them, we need to make the public system more effective," says Henry Levin, professor of economics and education at Columbia University.

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