



**Creating Child-Centered Schools in
Morocco, Tunisia, Qatar, and Oman**

**Quarterly Programmatic Report
April – June 2005**

Under Leader Award No. GEG-A-00-01-00005-00

Submitted by Pact on behalf of
Children's Resources International (CRI)

As indicated in the corresponding quarterly financial report, the total amount expensed under this sub-award to date is \$761,880.54. This figure accurately represents amounts reported to Pact for the period ending May 31, 2005.

I. Executive Summary

During the program's seventh quarter of operation, Children's Resources International staff members have been involved in the following program tasks:

- CRI developed training and workshop agendas for Morocco, Qatar and Oman and secured appropriate logistical arrangements for training in the three countries.
- CRI disseminated educational materials to classrooms in Morocco and Oman.
- CRI Washington with the assistance of the local CRI-MEPI team in Morocco conducted a five-day (April 4–8, 2005) Creating Child Centered Classrooms first-grade training workshop for 40 teachers and administrators from the Kenitra region.
- CRI Washington in partnership with the Moroccan Ministry of Education, Division of Cooperation conducted Training of Trainers workshops for 24 members of the Central Training Group April 11- 15, 2005.
- CRI Washington early childhood experts conducted a five-day (May 1-5, 2005) Creating Child Centered Classrooms kindergarten-training workshop in Doha, Qatar for 61 teachers and administrators and SSO staff.
- CRI Washington with the assistance of the local CRI-MEPI team in Oman developed and provided Training of Trainers workshops for 31 school inspector/supervisors. The workshop was held in Muscat May 8 -12 2005.
- CRI Washington with the assistance of the MEPI-CRI team in Oman conducted training for over 500 first and second grade teachers and educational administrators June 12-22, 2005. Training was provided in four regions of Oman. by CRI's team of 12 international trainers.
- CRI maintained ongoing communication with the US Embassies and the Ministry of Educations in Morocco, Oman, Qatar and Tunisia.
- CRI program staff met with MEPI staff at the State Department to discuss program expansion of the program and concept paper, and subsequently developed and submitted a Concept Paper regarding Creating Child Centered Classrooms.
- Prepared the quarterly financial, narrative reports, and CRI-MEPI bi-monthly e-mail reports.

II. Background

The Creating Child Centered Schools program in Morocco, Tunisia, Qatar, and Oman is a democratic, child-centered educational program for kindergarten and primary school age children, their teachers and their families. It began in October 2003 as part of the US State Department's Middle East Partnership Initiative (MEPI) in collaboration with USAID. Its principal aim is to introduce new teaching methodologies that are democratic and child-centered in nature to teachers of young children and draws families into the life of the school community.

The primary objectives of the program include:

- Increased use of democratic, child-centered methods in the education of kindergarten and primary school children.
- Increased participation of families in kindergarten and primary school activities.
- Increased attendance and retention rates of kindergarten and primary school children.
- Increased access to education among kindergarten and primary school boys and girls.
- Increased quality of preparation for teachers-in-training.

The program has a five-year cycle that begins as CRI trains a national team of educators in each country on new methods of teaching kindergarten and/or primary school children. This activity occurs in the first year of the program. In subsequent years the program would expand in scope and participation to include replication of the kindergarten level or first grade level and introduction of the methodologies to teachers of higher grades, and introduction of the teaching concepts to early childhood faculty who train teachers of young children. The program implementation cycle is flexible enough to accommodate variations.

In an effort to implement the Creating Child Centered Schools program in a timely and educationally appropriate manner, some host country schools began using the new teaching methods in September 2004, which coincides with the opening of the 2004-2005 school year. Other host country schools will begin implementation in the later half of the 2004-2005 school year. The initial program size will vary according to the needs and resources of the implementing country.

CRI has realized child-centered educational reform in over 30 countries. The success of the Creating Child Centered Schools programs in Pakistan, Indonesia, Kazakhstan, and Kyrgyzstan has demonstrated that CRI's methods are well received in Islamic cultures. The program features methods that can be adapted to various cultures and educational standards without altering the national curriculum. Educators and policy strategists recognize that, in a global society, CRI's pragmatic approach to education inculcates qualities of thoughtful citizenry even in the youngest members.

CRI's Creating Child Centered Schools program introduces new active teaching and learning methods and supports community and family involvement in kindergartens and primary schools. The teaching methods encourage children to make choices, take responsibility for their decisions, express their ideas with creativity, respect differing styles, and abilities of their classmates, develop critical thinking skills, and practice independent thinking.

By reaching children in their early years, and working with those who most influence the, teachers and parents, the program aims to develop within the youngest members of society skills, values, and attitudes that are necessary for success in a global society. The program targets the following four primary audiences-children, families, teachers, and faculty that train teachers. Parents are the first and most important educators of children. In CRI's program, they participate in classroom activities and involve themselves in the governance of the school. By using child-centered teaching methods, teachers learn to shift the emphasis from rote learning to working with each student to construct knowledge based on the individual interest, needs, and strengths of each student. CRI courses for faculty at universities and pedagogic institutions introduce these child-centered educational practices to new teachers.

III. Key Results This Period

Individual country key results for each CRI MEPI program are listed below.

Oman

CRI Washington staff worked closely with Dr. Janet Mohammed Al-Lamki, the Oman Country Director for Creating Child-Centered Schools programs, and Master Teacher Trainers Mr. Hamoud Kalfan A’Nasri and Mr. Mubarek Al-Salami, CRI team members in Oman, regarding plans for the 2005-2006 school year. The plan includes implementation at 22 schools and 171 classrooms across Oman, of which 63 classrooms are located in Muscat, 39 classrooms in Batinah South, 35 classrooms in Dakiliya, and 34 classrooms in the Shariqiyah North region.

Training of trainers

The Oman Ministry of Education approved the plan submitted by the MEPI-CRI in-country team. To get ready for the additional of new classrooms, CRI Washington with the assistance of the local CRI-MEPI team developed and provided Training of Trainers (TOT) workshops in Muscat May 8 -12 2005 for 31 school inspectors and supervisors from Muscat, Batinah South, Dakiliya, and Shariqiyah North. Each of these participants provided support and assistance to CRI Washington’s international team of trainers during the June training.

Teacher training

CRI conducted training for first and second grade classrooms on June 12-22 in four regions of Oman—Muscat, Batinah South, Dakiliya and Shariqiyah North. CRI Washington sent a team of 12 international trainers to Oman to train approximately 500 first and second grade teachers, head teachers, and school administrators.

In Oman CRI is working with the Ministry of Education to better ensure stable educational environments for children in primary school. The current structure of educational services in primary schools is more typical of the system used for middle and high school students than early primary student. Children as young as 6 years old move from classroom to classroom while content teachers remain in their classrooms. This system in Oman is referred to as the “flying classroom.” In the CRI classrooms, the teachers move, not the students, which provides for a more stable educational environment, and less chaos in the children's day.

Sarah Jackson the Coordinator of Special Programs, Public Affairs Section attended the Train the Trainer workshop in May. CRI staff met with Ambassador Baltimore and Christopher Quade of the Public Affairs Section of the US Embassy in Oman to keep them informed of the work in Oman. Embassy staff has been extremely helpful and supportive of the CRI initiatives and program implementation plans.

Qatar

With assistance from the Qatar SEC, CRI conducted a five-day teacher training workshop for 60 kindergarten teachers, administrators, and school support organization staff on May 1-5, 2005 at the Al-Bayan Educational Complex in Doha, Qatar.

CRI implemented the CRI-MEPI Creating Child-Centered Schools program in the kindergartens operating in the schools functioning under the Supreme Education Council (SEC) of Qatar. CRI trainers visited kindergarten classrooms involved in the January training and offered individual classroom teachers direct technical assistance.

In May, CRI staff met with staff from the Education Institute and Jan Wilson of the Professional Development Office of the Supreme Education Council. SEC representatives told CRI staff members that the SEC plans to open 20 more schools in September 2005. The schools for 2005 include two exemplary (pre-school), eight primary, six preparatory, and four secondary schools.

The SEC requested that CRI develop a Training of Trainers workshop, so that local Qatari trainers can be prepared to lead professional development activities for kindergarten teachers. The US Embassy Counselor for Public Affairs Patricia Kabra and her staff Jinnie Lee and Mohamed Ahmed have been most helpful in assisting and advising CRI. We will miss Dr. Kabra support when she leaves for Tunisia.

Morocco

Kenitra Academie Regionale d'Education

CRI international early childhood experts returned to Kenitra, Morocco, to conduct first grade training April 4-8, 2005 for 40 first grade teachers, school administrators and staff from the teacher training college. CRI staff participated in a village festival while in the Kenitra Region meeting with the Governor of the Province. During this meeting CRI staff were ask about the possibility of working with the region regarding a Family Literacy Initiative.

While in Kenitra, CRI staff met with Mr. Boualame, Director of the Kenitra Academy, and his staff, and discussed their plan for the 2005-2006 school year. The following plan was proposed by the Academy:

July 18-22, 2005	Training for staff of 27 preschools in the region
November 2005	Technical Assistance Visits to first grade classrooms and Child-Centered Schools - Training for second grade teachers
February 2006	Technical Assistance Visits to first and second grade classes and Child-Centered Schools Training for second grade teachers
April 2006	Technical Assistance Visits to first and second grade classes and Child-Centered Schools Training for third grade teachers

Ministry of Education, Morocco

In response to a request for training from Mr. Aziz Nahya, Mr. El Hassan El Yazidi and Mr. Hammou Amzil of the Ministry of Education, Division of Cooperation, CRI agreed to conduct a Training of Trainers workshop to present Creating Child-Centered Schools methodologies to assist with the implementation of a kindergarten program under the sponsorship of the Ministry of Education. CRI trainers provided Training of Trainers workshops to 25 members of the Central Training Group on April 11- 15, 2005. CRI continues to communicate with Ministry regarding upcoming trainings with regional trainers.

CRI is in regular communication with Terry White, Adnane Yacoubi, and Dominique Benbrahim of the Public Affairs Section of the U.S. Embassy. Staff from the Public Affairs Sections has attended CRI training sessions, meetings with CRI partner organizations, the Academie Regionale d'education in Kenitra, and the Ministry of Education. In April CRI staff met with Embassy staff and discussed the idea of developing a CRI Morocco NGO to support the significant growth of the CRI-MEPI Creating Child-Centered Schools program in the country.

CRI has maintained regular communication with Terry White and Dominique Benbrahim of the US Embassy's Cultural Affairs Office, as well as the Academic Regionale d'Education in Kenitra and the Ministry of Education, regarding the trainings in April.

CRI looks forward to the ongoing implementation and expansion of the Creating Child-Centered Schools program in the primary schools of Kenitra and kindergartens throughout Morocco.

Tunisia

CRI Washington attempted to work with the Ministry of Education to schedule training for Tunisia in June 2005. Although the Ministry of Education indicated an interest in receiving training and met with Cultural Affairs Specialist, Khaled Souissi, from the U.S. Embassy, no training could be scheduled. The Ministry of Education in Tunisia subsequently contacted CRI and indicated that they have not received approval to hold the training, resulting in its cancellation.

Based on repeated delays in program implementation, Tunisia is not included in the concept paper for the 2005-2008 school years.

IV. Comparison of Planned and Actual Accomplishments

Activities	Timeline	Status
Morocco teacher training workshop	April	Completed
Morocco Training of Trainers workshop	April	Completed
Qatar teacher training workshop	May	Completed
Oman Training of Trainers workshop	April - May	Completed
Oman teacher training	March-June	Completed
Assistance to partner organizations in supporting new CRI classrooms and teachers	April-June	Ongoing
Equipping classrooms in Morocco and Oman with educational learning materials and children's literature	March-June	Completed
Promotion of parent participation in school activities	April	Underway
Concept paper/plan for the 2005-2008 school years for the Creating Child Centered Schools program	June	Complete
Printing in Arabic of the methodologies, Creating Child Centered Classrooms for 6-7 Year Olds and Creating Child Centered Classrooms for 3-5 Year Olds.	April-June	Completed
Five-day teacher training workshop for teachers and administrators in Tunisia	April-June	Cancelled (see above)

VI. Activities Planned for Next Quarter

Although the project was initially scheduled to end on July 31, 2005, Pact recently granted CRI a no-cost extension through August 31, 2005.

The activities planned for the next quarter are listed below:

- CRI, with the assistance of the local CRI-MEPI team in Kenitra, Morocco, and the staff from the Regional Resource Center, will host a five-day teacher training workshop in July for pre-school teachers, pre-school administrators and staff from the Regional Resource Center in Kenitra.
- CRI will provide direct technical assistance to the CRI-MEPI team in Kenitra, Morocco, as they begin to offer ongoing support to the newly implementing teachers.
- CRI will provide direct technical assistance to the CRI-MEPI team in Oman as they begin to offer ongoing support to the newly implementing teachers.
- CRI will equip classrooms in Oman and Morocco, where needed, with educational learning materials and children's literature books, which engage children in active, explorative learning.
- CRI-MEPI teams in Oman and Morocco will gather evaluation data by observing classroom implementation in September and completing the Classroom Observation Form.