

Interactive Teaching & Learning Program in Pakistan
Cooperative Agreement No. 391-A-00-6-01075-00

Fifth Quarterly Report
(March 2007 – May 2007)



Submitted By:
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June 29, 2007

LIST OF ABBREVIATIONS

APSACS	Army Public School and College Systems
CRI	Children’s Resources International, Pakistan
ECCO	Early Childhood Classroom Observation
FDE	Federal Directorate of Education
HEC	Higher Education Commission
LUMS	Lahore University of Management Sciences
NGOs	Non Governmental Organizations
NRSP	National Rural Support Program
PPAF	Pakistan Poverty Alleviation Fund
RCA	Recipient Contacted Audit
RSPN	Rural Support Program Network
SAFWCO	Sindh Agriculture and Forestry Works Coordinating Organization
TRC	Teachers Resource Center
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nation Fund for Children
USA	United States of America
USAID	United States Agency for International Development
USEFP	United States Education Foundation in Pakistan

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I. Executive Summary

This report presents the detail program activities that took place during the fifth quarter of program March-May, 2007 during which eight follow up trainings were organized for Grade I-II teachers of partner schools included in phase - I. More than five hundred teachers participated in these interactive trainings. The participants provided positive feedback and ensured to implement the learnt techniques in their classrooms.

A series of certificate distribution ceremonies were organized at National Library Auditorium to give away certificates to more than fifteen hundred learners of partner schools of Islamabad and Rawalpindi on completion of Family Literacy session (September 06- April 07).

Technical assistance which is an integral component of the program was an on going activity throughout the quarter. The Master Teacher Trainers of Basic Education Program and Family Literacy Program paid regular visits to schools and provided on job facilitation to teachers.

Besides program activities funded by USAID, CRI trainers trained more than four hundred teachers of schools of partner organizations. These included schools run by Pakistan Poverty Alleviation Fund partner organizations, Rural Support Program Network (RSPN/NRSP) and Army Public Schools and College Systems (APSACS) in Karachi.

CRI staff also held fruitful meetings with different organizations to explore venues for future collaboration and provided positive feedback in consultative meetings and policy seminars. The detail of the activities is shared in the remaining sections of the report.

II. KEY RESULTS IN THIS QUARTER

1. BASIC EDUCATION PROGRAM

During the fifth quarter, eight follow up trainings were organized for the teachers of grade I & II of 140 partner schools in Islamabad. These trainings were helpful in reviving the key components of CRI's methodology. Besides trainings, technical assistance was an ongoing activity throughout the fifth quarter. The Master Teacher Trainers paid regular visits to all existing and new partner schools in Islamabad, Rawalpindi and Karachi and provided on job facilitation to teachers.

1.1 Follow up Training of Grade I & II

CRI Pakistan organized eight (8) five-day follow up trainings for teachers of grade I & II of the partner schools included in phase - I of program expansion. These training took place from March 12 - 30, 2007. The purpose to organize these follow up trainings was to reinforce the teachers to implement child centered methodology in their classroom as

well as resolve the issues and concerns faced by the teachers during program implementation. Total of five hundred and twelve (512) class and subject teachers participated in these trainings. (The detailed reports of follow up trainings are attached in **Annex-I**).

1.2 Early Childhood Classroom Observation (ECCO)

In accordance with the timeline of activities, Master Teacher Trainers and Monitoring and Evaluation sections together conducted Early Childhood Classroom Observation (ECCO) survey in the selected CRI and non CRI schools. Early Childhood Classroom Observation survey is a tool used for internal evaluation of program implementation. The survey was conducted in fifty eight (58) new, old partner and non CRI schools in Islamabad, Rawalpindi and Karachi. This activity was carried out during the month of April and May, 2007.

1.3 Technical Assistance in CRI Partner Schools

Technical Assistance which is the backbone of the program was an ongoing activity throughout the quarter. Islamabad, Rawalpindi and Karachi teams paid regular visits to all partner schools during the months of March and April, 2007. Facilitation was provided to teachers on the following key components of child centered methodology:

- ❖ Setting up the classroom environment
- ❖ Formation of learning centers
- ❖ Labeling of the shelves
- ❖ Seating arrangement
- ❖ Morning meeting
- ❖ Different Reading/Writing strategies
- ❖ Family Involvement in curriculum related activities
- ❖ Activity based teaching

1.4 Supplies of Learning Equipment in Expansion Classrooms

CRI's interactive approach towards education has been successful throughout the year in the public schools as parents of neighboring schools' children continue to enroll them in CRI partner schools. Due to increase in the enrollment, the classroom sections have increased in partner classrooms. CRI provided learning material compatible with the methodology to these sixteen (16) additional classrooms during the month of March, 2007. Additionally, around one hundred and sixty three (163) grade-V classrooms were provided material consisted of manipulative for teaching science, social studies, mathematics and languages in Islamabad, Rawalpindi and Karachi.

1.5 “Open Day” in CRI Partner Schools, Rawalpindi

Open day activity was organized in old partner schools of Rawalpindi. This activity was a joint initiative of teachers and CRI team scheduled from April 2nd to 30th May 2007 in selected schools. The activity remained quite successful as large number of parents came to schools and attended the events. CRI team emphasized on the importance of parents’ involvement in child’s learning process. CRI team also shared the strategies with teachers to enhance motivation of parents to play their role in the educational process of their children. Mr. Iqbal Naeem, DDEO Rawalpindi also attended this activity and encouraged the parents and teachers to continue their efforts for improved learning outcomes of the children.

1.6 Earth Day Celebrations

Earth day was celebrated in Government Girls Primary School Mission Road, Karachi on 21st March, 2007. Class and head teachers made excellent effort in celebrating the event. They planned various activities such as essay writing competition, paragraph writing, drama and posters. Students also designed different types of projects based activities on the theme. A large number of parents visited the schools at the occasion. The event was the reflection of parent teacher collaboration for improved learning of children.

1.7 Global Warming Day

The administration of North Nazimabad Town, Karachi zealously celebrated Global Warming Day at Syed Ahmad Shaheed School on 18th April 2007. All schools situated in the cluster participated in this activity. They organized different activities, set stalls for art creation, live projects, tableaus and set up plantation area. By utilizing recycled material, children also prepared colorful models. The event was organized for raising the awareness among all stakeholders on environmental issues.

2. PARENTS AND FAMILY INVOLVEMENT PROGRAM

Increased involvement of parents and families is often cited as one of the most important ways to improve not only public schools but private schools as well. The research studies confirm that parents’ involvement makes an enormous impact on students' attitude, attendance, and academic achievements. Realizing the importance of this, stakeholder CRI Pakistan has inbuilt component for increased parental participation in educational activity. During the quarter, four Bi-monthly meetings were held with the heads of the partner schools, who are also designated as Family Involvement Coordinators.

2.1 Bi-monthly Meetings for Enhanced Family Involvement

Bi-monthly meeting was a regular feature of this program component. During the last quarter four (4) bi-monthly meetings were held with heads partner schools Islamabad, Rawalpindi and Karachi. These meetings served as a platform for teachers to develop

strategies to establish stronger communication among students and families and also to reiterate the utilization of Bulletin Board as a communication tool between parents and teachers. Total of 205 teachers participated in these meeting (The detailed report is attached in **Annex-II**).

3. FAMILY LITERACY PROGRAM

3.1 Family Literacy Monthly Meetings

Family Literacy team held regular monthly meetings with heads and trainers of partner schools in Rawlapindi, Islamabad and Karachi during the quarter. The aims and objectives of these meetings were:

- ❖ To share schools' performances and their learning experiences with one another.
- ❖ Sharing of ideas and new motivational techniques with literacy trainers.

The team and teachers reflected different perspectives and highlighted parents' performance during the month to identify areas where teachers or parents need more efforts and also shared the problems and successes during the month. Monthly stipend was also distributed among the trainers at the end of the activity.

3.2 Certificate Distribution Ceremony

A series of three certificate distribution ceremonies were organized at National Library Auditorium Islamabad to give away certificates to the learners for completion of learning session (September 06- April 07) on May 24th, May 31st and June 2nd, 2007. Certificates were given to 1,568 learners of partner schools of Islamabad and Rawalpindi. The objective of organizing these ceremonies was to encourage and appreciate the learners' successes and sharing their learning experiences. Senator Anisa Zeb Tahirkheli, Minister of State for Education, Mr. Shahid Iqbal Additional Secretary Ministry of Education, Mr. Jan Vandermortele UN Coordinator for Pakistan, Dr. Randy Hatfield Education Office Director USAID Pakistan, Raja Mohammad Javed Ikhlas, City District Nazim Rawalpindi and Mr. Iqbal Naeem, Deputy DEO Rawalpindi honored the events as Chief Guests. (The detail of the events is attached in **Annex-III**).

3.3 Technical Assistance Visits

During t quarter, Family Literacy teams remained involved in visiting Family Literacy partner schools in Islamabad and Karachi to provide on job technical assistance. During visits, the team assessed the implementation of program and activities as per program requirements. The team also interacted with learners to share their concerns and issues and gave suggestions to resolve these issues.

3.4 Participation of FLP Learner in Basic Education Program

Different program components do not work in isolation, rather these program components are implemented in close collaboration. One such example is volunteer assistance offered by FLP Learners to teachers in Basic Education Program. The CRI team also facilitated these learners for providing benefit not only their own children but to the other children as well. These learners now visit the classroom twice a week and facilitate teachers in classroom activities.

4. MONITORING AND EVALUATION

Monitoring and evaluation is about systematic collection of information that helps organizations to ensure timely completion of planned activities and measure the program outcomes. CRI believes in formative evaluation and its M&E section has three major components:

1. Performance Management Plan
2. Evaluative Research
3. Quality Monitoring and Standardization

The M& E section in compliance with the performance management plan approved by USAID undertakes the activities which ensure that the program outcomes have been achieved against the set targets and quality of support to partner schools is maintained.

During the quarter, CRI team held meetings with LUMS evaluation team to finalize the research methodology, gathering data from randomly selected partner schools and sharing of initial findings on the evaluative research study of CRI's program. The detail of the activities carried out by M & E sections are given below.

4.1 Evaluative Research of CRI Program by LUMS

Lahore University of Management Sciences in collaboration with CRI and FDE is undertaking an extensive evaluative research on impact of CRI's Interactive Teaching and Learning Program in 35 schools partnered in 2002. The evaluative research is being lead by Dr. Ali Cheema, Chairman Department of Economics, LUMS. The evaluation team includes Dr. Rehana Reza, Dr. Farooq Naseer, Assistant Professors and Ms. Mansa Patnam, Teaching Fellow, Department of Economics, Lahore University of Management Sciences. The advisors to the research evaluation process are top international economists, namely Dr. Asim Ijaz Khawja from Harvard University, Dr.Tahir Andrabi, Associate Professor, Pomona College, USA and Dr. Jishnu Das, The World Bank USA. CRI Pakistan has signed Memorandum of Understanding with the Lahore University of Management Sciences. The budget for phase zero evaluative research is Rs. 1,258,700 out of which 600,000 will be CRI's contribution and remainder Rs.6,58,700 will be LUMS contribution for Phase Zero 35 schools. (The copy of MoU is attached as **Annex IV**).

The objective of this research evaluation was to see the impact of CRI's program on children's learning and educational performance and gather survey outcomes and baseline data. To achieve the objective of the evaluative research, the LUMS team will undertake a number of evaluation studies which includes:

- Comparing the performance of student achievement of CRI and non CRI schools.(Phase Zero Schools)
- Comparison of Grade-V student achievement levels on Board exams for the CRI Vs Non CRI schools.
- Comparison of CRI intervention on attendance records in CRI Vs Non CRI schools.

The LUMS team will submit CRI Pakistan final research paper on each of the above research approach to share the initial findings with the CRI Pakistan. The final report for the complete study will be prepared and submitted to CRI Pakistan in March-April, 2008

A number of meetings were held between LUMS, CRI and FDE teams to discuss the research strategy, school selection and availability of information about schools and mechanism for coordination between CRI, LUMS and FDE and future plans for data collection and analysis to evaluate the impact of CRI's interventions in old partner schools in Islamabad.

The questionnaires developed by LUMS evaluation team and officials from LEAPS under the guidance of Dr. Asim Ijaz Khawaja from Harvard University, Dr.Tahir Andrabi, Associate Professor, Pomona College, USA and Dr. Jishnu Das The World Bank USA, were approved by Federal Directorate of Education for Administering in the randomly selected 68 CRI and Non CRI schools.

Research Consultants (RCons) administered these questionnaires in randomly selected CRI and non CRI schools of Federal Directorate of Education. Nine survey teams collected the data from the selected 68 schools. The RCons team after gathering, entering and cleaning the data submitted it to LUMS evaluation team for analysis. On the basis of the data collected, LUMS evaluation team analyzed it and compiled an interim report on the findings of CRI's program impact in public schools.

The LUMS team organized a presentation on the initial findings of the first evaluative research on May 18, 2007. The main objective of the presentation was to share the initial results of the research study with Dr. Ali Cheema, Head/Chairman and faculty members of Department of Economics, LUMS and take feed back on the results and approach & methodology. CRI Pakistan's team was also invited to participate in the presentation. Dr. Rehana Raza, Dr. Farooq Naseer and Ms. Manasa Patnam presented the initial findings and shared that there is significant impact of the CRI's program on student learning outcomes as compared to non CRI schools. The test scores of children in Math, Urdu and English were considerably higher than the non CRI school children.

At the end of the presentation Dr. Ali Cheema, Head of Economics Department acknowledged this relationship between a reputable academic institution and a not for profit organization as first of first of its kind and a model for other such initiatives. He appreciated the CRI Pakistan, Federal Directorate of Education and LUMS teams for this collaborative activity.

4.2 Early Childhood Classroom Observation Survey (ECCO)

The M&E section in collaboration with Basic Education Program team conducted ECCO in selected (58) sample schools (old, new, non CRI schools). The internal evaluation tools included Early Childhood Classroom Observation Survey, Parents Survey, Teacher's Survey, Principal & Administrative Survey and Attendance Survey. On the basis of information gathered from partner and non partner schools, the data was analyzed and report has been generated to share the findings and impact of program. (The detailed report is attached in **Annex-V**)

5. HIGHER EDUCATION PROGRAM

5.1 Meetings with HEC Officials

Three meetings were held with the Higher Education Commission in this quarter to discuss further collaboration with the Higher Education Commission. The CRI and HEC teams through consultation identified the areas in the elementary education, curriculum of public universities that need to be strengthened further besides "Inclusive Education" as identified in a meeting in Karachi in May 2006. The meeting also discussed future course of action after the induction of four CRI specialized faculty courses in the course outline of M. Ed and B.Ed Curriculum and institutionalization of CRI's work. This curriculum will be introduced in the universities in the sessions starting in year 2008. (The copy of the curriculum is attached as **Annex-VI**).

As a result of series of meetings, the HEC officials requested CRI to organize national level trainings in phases, of faculty members/teachers along with their Deans/Chairman/Directors from IER and Education Departments of universities and colleges as Master Trainers. In the first phase, CRI Pakistan will train approximately 80 faculty members across Pakistan as Master Trainers in Child Centered Interactive Teaching and Learning Methodologies in Islamabad to be hosted by HEC. These trainers will then replicate and share experiences with other faculty members of their respective institution. CRI would tentatively conduct this training in September 2007.

6. PUBLICATIONS

6.1 Morning Meeting Book

One thousand (1000) copies of Morning Meeting book have been printed in this quarter. These books will be disseminated to teachers participating in the trainings for different

grades. Two thousand (2,000) additional copies will be printed for distribution in the series of trainings scheduled from June to August 2007.

6.2 Methodology Books

One thousand (1000) copies of methodology book *Creating Child Centered Classrooms* for ages 6-7 have been printed during the quarter. Work on reprinting of methodology book *Creating Child-Centered Classrooms* for ages 3-5 years and 8-10 years has also been started in this quarter. These books will be distributed among the teachers in the upcoming trainings.

6.3 Newsletter

The 7th issue of CRI's Newsletter *Laddu* was finalized in this quarter. Five thousand (5000) copies of the Newsletter have been printed. The newsletter focuses on reading, writing and communication skills besides Early Childhood Education. Distribution of the newsletter has been started. Laddu's readership includes Federal Ministers, Ministers of States, senior government officials, print and electronic media, embassy officials, US congressmen, international and local NGOs, business community, teachers, parents and educational institutions. It represents a full year of CRI's accomplishments.

7. ADMINISTRATION AND PROCUREMENT

7.1 Logistics Arrangement for Trainings

The Administration and Procurement sections carried out the following activities during the quarter and provided their support in program implementation:

- ❖ Made logistic arrangements for eight follow up training for grade I –II teachers of 140 schools included in phase-I. Since the trainers of Karachi team also took training sessions, therefore the boarding and lodging arrangements were also made.
- ❖ Made logistics arrangements for the three certificate distribution ceremonies of Family Literacy program organized at National Library Auditorium.
- ❖ Equipped four out of ten Teacher Resource Centers (TRCs) established by Federal Directorate of Education with training facilities. A series of trainings for different grades are taking place in four TRCs these days.
- ❖ Procured classroom material, stationery material, story books for partner classrooms.

8. FINANCE

8.1 Financial Activities

Computerized posting of transactions was an on going activity throughout the quarter. Besides this, the petty cash book, monthly bank reconciliation, statement recording of transition at Islamabad and Karachi, leave and payroll record was maintained on monthly basis. The quarterly statement under section 153 of the Income Tax Ordinance 2002 for the period of Feb-April, 2007 was submitted to Income Tax Authorities. Financial accrual data, liquidation report till March 31, 2007 along with the monthly advance request was sent to USAID. Additionally, finance section prepared contracts for new staff and renewed the contracts of existing staff. M/s Khalid Majid Rehman, Chartered Accountants has been appointed as auditors for Recipient Contacted Audit (RCA). The audit will be started in the last week of June, 2007.

9. CONSULTATIVE MEETINGS AND POLICY SEMINARS

9.1 Meeting of USAID Partners in Education

The meeting of USAID partners in education was held in CRI office on March 27, 2007. The Meeting was chaired by Dr. Randy Hatfield Director Education Office USAID to review the work of USAID partner organization for the quarter March-May, 2007. Each of the partner organization gave a presentation of its work. The participants of the meeting were also briefed about the USAID branding policy.

9.2 Meeting in Curriculum Wing Ministry of Education

The Chief Executive CRI and Master Teacher Trainers held a meeting with Mrs. Zareen Jamshed Consultant Humanities Curriculum Council, Curriculum Wing, and Ministry of Education on March 30, 2007. The meeting was called by the Curriculum Wing to hand over the task of drafting a guide for ECE teachers. CRI Pakistan submitted a draft of the guide for ECE teachers to Curriculum Wing. It is in the process of being reviewed by Curriculum Wing officials.

9.3 IUCN Conference on Education for Sustainable Development in Pakistan

CRI Karachi staff attended National Conference on Education for Sustainable Development (ESD) organized by IUCN on March 13, 2007. The presenters emphasized that Education for Sustainable Development (ESD) should be looked upon as an approach that helps people evaluate what they expect from society to be and what can be done. The two-day conference titled "Learning to Live on the Plane Earth" completed after exchange of interesting ideas and view points about ESD.

9.4 Pakistan JICA-Net Workshop Program

CRI staff attended a net workshop organized by JICA on March 27, 2007. The purpose of the workshop was to improve sustainable development of Early Childhood Education with effective use of Video Conference. Twenty participants from Ministry of Education, Heads and teachers of public schools Islamabad, UNESCO Islamabad, UNICEF Islamabad, NGO's working for Early Childhood Education and National Education Foundation were present in the conference.

9.5 Meeting on ECE Policy Review

During this quarter, meetings were held with UNESCO, UNICEF and Ministry of Education teams to chalk out work plan for policy review on Early Childhood Education. Most of these meetings were held in CRI office. As mentioned in the previous quarter at Regional Training Workshop on Early Childhood Policy Review in Bangkok, CRI Pakistan was entrusted with the task of conducting a Policy Review on Early Childhood Education in collaboration with the Ministry of Education, UNICEF and UNESCO.

10. VISITS

10.1 Visit of Mrs. Mary Fallon to Partner Schools

On March 26, 2007, the wife of Commander in Chief Central US Command Mrs. Mary Fallon visited two CRI partner schools, Federal Government Junior Model School # 2 G-9/2 Islamabad and Federal Government Junior Model School G-9/3 Islamabad, to see CRI's program in practice. She visited the classrooms in both the schools and interacted with the children. She also visited the family literacy centers and interacted with the learners and asked for their feedback about the program. She appreciated the efforts of CRI and school teachers in implementing this unique program in Pakistan.

10.2 Visit of Mr. Mark Ward to CRI Office

Mr. Mark Ward, Senior Deputy Assistant Administrator for the Asia and Near East Bureau USAID Washington visited CRI office on 27th of April. He was accompanied by Jonathan Addelton during his visit to Pakistan. During the meeting, the Chief Executive CRI briefed about the progress on implementation of program in public schools and also shared the process of evaluative research undertaken by LUMS.

10.3 Visit of Training Hall by Mr. Jonathan Addelton Mission Director, USAID

Mr. Jonathan Addelton, Mission Director USAID along with Mr. Mohammad Rafiq Tahir, Director Trainings Federal Directorate of Education visited Teacher Resource Center FGJMS G/9/3 to interact with teachers undergoing various training activities on March 27th, 2007. The guests appreciated the efforts made by teachers to improve their teaching skills. He set the open house for questions answer session in which teachers

asked a number of questions which were dually satisfied by the Mission Director as well as Director Trainings.

10.4 Visit of Government Officials to Partner School, Karachi

A team of government official, District Education Officer Mr. Niazi along with focal person Mr. Aftab visited CRI partner school GGPS Ibrahim Ali Bhai Gizri in Sadder town Karachi. The guests were fascinated by children's work displayed in the classrooms. They appreciated the efforts of teachers in implementing child centered methodology and utilization of learning material. They encouraged the teachers to improve upon their teaching methodology and further enhance their teaching skills.

10.5 Visit of Mrs. Afshan Ahsan Azher at APSACS Training Workshop

The wife of Core Commander Mrs. Afshan Ahsan Azher visited the Training venue on May 4, 2007 where the APSACS teachers were being trained by CRI's Master Teacher Trainers on child centered methodology. The guest appreciated the efforts made by CRI team and encouraged APSACS teachers to learn new techniques from the training to transfer the knowledge to the students.

11 CAPACITY BUILDING OF CRI STAFF

11.1 Monitoring and Evaluation (M&E) Training Workshop at SDPI

M&E staff attended three-day workshop on "Monitoring and Evaluation of the Projects" organized by SDPI on 24th -26th April 2007. The overall goal of the workshop was to equip professionals with effective M&E skills, knowledge and best practices. Twenty three (23) representatives from the Civil Society Organizations participated in this training.

11.2 Workshop on Five Skills of Powerful Working Women

CRI staff also attended a one-day workshop on "five skills of powerful working women" organized by Educacy Foundation on May 27, 2007. The guest speaker was renowned educationist Dr. Abbass Hussain who shared the five skills that working women should possess to perform their job precisely.

11.3 Meeting with USEFP Officials Regarding Training of CRI Team in USA

In compliance with cooperative agreement signed between CRI and USAID, CRI will arrange three orientation trainings for its program staff for their capacity building so that they continue the methodology and incorporate the recent trends and research. In this context, CRI Pakistan approached United States Education Foundation in Pakistan (USEFP) for assistance in identification of appropriate US institution offering trainings according to CRI staff needs.

After continuous efforts of various months, United States Education Foundation in Pakistan (USEFP) has identified Montana State University, USA which is offering three weeks intensive learning program which will provide Children's Resources International (CRI Pakistan) professionals with an opportunity to expand their horizons in the area of primary, elementary and secondary education practices in the United States. The program will cover topics related to early childhood development, elementary and secondary education, educational planning and management, assessment and networking, special education, ESL instruction, and statistics. The program covers training sessions, school visits, meeting with primary and secondary school teachers and experiences some of the American West's finest outdoor activities. USEFP is processing the visa and other requirements for the team's visit to USA from 11th August, 2007.

12. NETWORKING AND EXTERNAL RELATIONS

12.1 Milad at Aiwan-e-Sadr & Prime Minister House

The Chief Executive CRI was invited to Milad ceremony by the first lady Mrs. Sehba Musharaf at Aiwan-e-Sadr Islamabad on March 22, 2007. The ceremony was attended amongst others by the wives of the Ministers, Ministers of State, senior Army officials and Ambassadors of Islamic countries etc. Mrs. Mehnaz Aziz attended a similar ceremony on the invitation of the wife of the Prime Minister of Pakistan Mrs. Rukhsana Aziz at PM house in the month of April.

III. Comparison of Planned and Actual Accomplishments

The following planned activities for the quarter have been completed or are underway.

Program Activities	Timeline	Status
<p>Teachers Trainings: Basic Education:</p> <ul style="list-style-type: none"> · Follow – Up training of grade I & II of new 140 partner schools (Phase-I) · Develop Training Modules & Methodologies for 6th-8th Grade Teachers · Equip Teacher Resource Centers 	<p style="text-align: center;">Feb-March, 2007</p> <p style="text-align: center;">May, 2007</p> <p style="text-align: center;">May, 2007</p>	<p>The follow- up training for grade I & II of new partner schools completed on March 30, 2007.</p> <p>MoU with ISSA/RWCT for training of Grade VI – VIII teachers is being finalized. ISSA/RWCT has informed CRI that due to political situation in Pakistan, their Board has issued travel advisory stating not to travel to Pakistan. These organizations are finalizing the modules. As soon as the political situation improves, training of Grade VI-VIII teachers will be conducted.</p> <p>The work for equipping TRC has been initiated.</p>
<p>Parenting/Community Support:</p> <ul style="list-style-type: none"> · Parents participate in school activities 	Ongoing	Ongoing activity throughout the program implementation.
<ul style="list-style-type: none"> · Bi-monthly meetings with Heads of Partner Schools 	March-April, 2007	Bi-monthly meetings were held with the heads of partner schools.
<p>Technical Assistance to Staff and Schools:</p> <ul style="list-style-type: none"> · Ongoing technical assistance 	Ongoing	Ongoing activity throughout the program implementation
<p>Family Literacy:</p> <ul style="list-style-type: none"> · Monthly meetings with the Trainers · Family Literacy Certificate Distribution 	<p style="text-align: center;">March – May, 2007</p> <p style="text-align: center;">May</p>	<p>Regular monthly meetings have been organized in Islamabad and Karachi during the quarter. Certificate distribution ceremonies held in Islamabad and Karachi in May, 2007</p>

<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> · Monitor Quality of Program Implementation · Gather Evaluation Data · Classroom Observation Visit · Finalize Evaluation Agreement with LUMS · Initiate Baseline Data Collection. 	<p>Ongoing Ongoing</p> <p>Ongoing April, 2007</p> <p>April, 2007</p>	<p>Ongoing</p> <p>Date gathered during the months of March – May, 2007</p> <p>Ongoing</p> <p>The evaluation agreement was finalized in April, 2007.</p> <p>The data collection process completed in April, 2007. LUMS has submitted the initial paper (Interim Draft Report) on the findings of the research evaluation.</p>
<ul style="list-style-type: none"> · Share M&E Findings with USAID in Quarterly Progress Reports 	<p>May, 2007</p>	<p>The report on M&E findings has been finalized and is being sent with the quarterly report.</p>
<p>Publications:</p> <ul style="list-style-type: none"> · Printing of Morning Meeting Book. · Printing of Newsletter 	<p>March – April, 2007</p> <p>March – April, 2007</p>	<p>Morning Meeting book has been received from the printer. CRI's Newsletter "<i>Laddu</i>" received from printer in April, 2007. More than 2,500 copies have been disseminated to donors, academia, NGOs and other Civil society Organization.</p>
<p>Reports:</p> <ul style="list-style-type: none"> · Report on Liquidation of Advances (Quarterly) · Forecast of Cash requirements for following 3 months · Summary on Non Federal Cost Share Contribution (Mandatory) · Program Performance Report (Quarterly Progress Report) · (to be submitted to CTO) 	<p>Monthly/Quarterly</p> <p>Monthly</p> <p>Quarterly</p> <p>Quarterly</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Quarterly</p> <p>Quarterly</p>

IV. Activities Planned For the Next Quarter

Program Activities	Timeline
Teachers Trainings: Basic Education: <ul style="list-style-type: none"> · Training of Grade III - V Teachers of FDE Schools (Phase I) · Follow-up Training of Grade V Teachers of FDE Schools · Training of KG Teachers of FDE Schools (Phase I & II) · Training of Grade I & II Teachers of FDE Schools (Phase II) · Training of CRI Program team in USA 	<p style="text-align: center;">June, 2007 July, 2007 July- August, 2007 July - August, 2007 August, 2007</p>
Parenting/Community Support: <ul style="list-style-type: none"> · Parents participate in school activities 	As schools are closed due to summer vacations, no Family Involvement Activity is planned during the quarter.
Technical Assistance to Staff and Schools: <ul style="list-style-type: none"> · Ongoing technical assistance 	As schools are closed due to summer vacations, no Technical Assistance is planned during the quarter.
Family Literacy: <ul style="list-style-type: none"> · Technical assistance to Literacy centers. 	As schools are closed due to summer vacations, no Technical Assistance is planned during the quarter.
Publications: <ul style="list-style-type: none"> · Printing of Methodology Books · Morning Meeting Book 	<p style="text-align: center;">June – July, 2007 June – July, 2007</p>
Reports: <ul style="list-style-type: none"> · Report on Liquidation of Advances (Quarterly) · Forecast of Cash requirements for following 3 months · Program Performance Report (Quarterly Progress Report) · (to be submitted to CTO) 	<p style="text-align: center;">Monthly/Quarterly Monthly Quarterly</p>

13. OTHER CRI ACTIVITIES (NON-USAID)

CRI Pakistan does not only work with the government side but also work in collaboration with other national and regional NGOs and government institutions. Master Teacher Trainers are invited to conduct trainings not only on child centered methodology but other educational issues. CRI team conducted the following trainings other than public schools during the quarter:

13.1 Training of PPAF Partner Organizations

Five-day training was organized for the community teachers of National Rural Support Program's (NRSP) regional office in Bahawalpur. The training workshop took place from May 21-25, 2007. Altogether 45 participants including 19 male and 26 female teachers participated in the training.

Another five-day training was organized for the community school teachers of NRSP funded schools on child centered methodology in Mianwali. The training took place from 9-13 April, 2007. Twenty female (20) and twenty (20) male teachers participated in this training.

Similarly, a five-day training workshop was organized for another PPAF partner organization, Sindh Agriculture and Forestry Workers Coordinating Organization. Total of thirty three (33) teachers including five (5) Males and twenty eight (28) female teachers participated in the training workshop.

13.2 Training of APSACS Teachers in Karachi

On the request of Begum Aziza Hayat, Director (Army Public School and College System) two five-day trainings were organized for the teachers of APSACS on child centered methodology in Karachi. These trainings took place from April 23-May 4, 2007. The Master Teacher Trainers of both Karachi and Islamabad teams collaboratively conducted the training sessions. The focus of the training was to introduce innovative teaching techniques for early grades, focusing on building conducive and interesting classroom environment for the children. Eighty (80) teachers participated in the trainings.

13.3 Training Need Assessment of RSPN Partner Community Schools in AJK

The M&E section developed training assessment tools to identify needs of community school teachers in Muzaffarabad, Bagh and Rawalakot. This pre-training survey helped to assess the teacher's training requirements in order to prepare a comprehensive training package which would help in implementing interactive teaching methodology effectively in the community schools run by National Rural Support Program (NRSP). This one year training project has been funded by Rural Support Program Network (RSPN).

13.4 Training of Teachers in Collaboration with RSPN/NRSP in Bagh, Rawalakot and Muzzafarabad

CRI Pakistan has joined hands with Rural Support Program Network to revitalize the educational process in earthquake affected areas of Muzzafarabad, Rawalakot and Bagh districts. This one year training program will cover 30 community schools, ten from each district.

A series of five-day training workshops were organized in the above mentioned three districts from May 7- 25, 2007. Before organizing these trainings, a need identification survey was conducted to know the needs and requirements of the teachers about the training. The key concepts of CRI's methodology were elaborated to the participants. Three hundred and twenty six (326) teachers including 40 male and 286 female teachers participated in six (6) trainings. The RSPN /NRSP staff was also present in these trainings.

TRAINING **W**ORKSHOP **R**EPORTS

ON

**CHILD CENTERED INTERACTIVE
TEACHING & LEARNING METHODOLOGIES**

GRADE I & II

I S L A M A B A D

Organized by:



Children's Resources International, Pakistan

PART - I

GRADE I

**REPORT ON
FOLLOW-UP TRAINING
For Grade-I Teachers**

12th to 16th March, 2007

VENUE
FGJMS, G-9/3, Islamabad.

ORGANIZED BY
Children's Resources International, Pakistan (Guarantee) Ltd.
With the Funding Support of USAID

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Introduction

CRI Pakistan is an education institution, implementing child centered Interactive Teaching and Learning Methodologies Program from Kindergarten to Grade VIII in collaboration with the government at federal and provincial level in public schools. These schools are located in the entire school District of Islamabad Capital Territory besides Rawalpindi City District, and the Karachi City District. The best global methodology tried and tested in more than 35 countries of the world was initiated in Pakistan in 2002 with the funding support of USAID to improve the capacity of the public sector management and delivery of services in education especially to the marginalized.

The five main implementation pillars of CRI Methodology are:

- Elementary Education (KG through Grade VIII)
- Family Literacy
- Families and Community Involvement program
- Higher Education
- Inclusive Education

CRI Pakistan is also helping teachers to meet the new curriculum standards while implementing activity based learning by holding trainings on compatible methods of child-centered teaching. CRI has trained more than three thousand and eight hundred school teachers, principals and administrators in interactive teaching and learning methodologies at primary level through fifty one trainings.

CRI through Parent and Community Involvement Program involves family members in school life through planned activities by inviting them in their child's classroom to assist teacher by telling stories, sharing their knowledge, demonstrating and sharing professional skills thus creating communication channels between teachers and parents.

Our intergenerational Family Literacy Program is working with the aim to teach non-literate parents basic literacy and math skills in partner schools and to involve them in their child's learning thus helping improve the adult literacy rate. To date more than 3,000 parents have benefited from the parenting sessions conducted after school, twice a week for one and a half hour. With the introduction of the Family Literacy Program in 110 more schools over 5,000 more parents would benefit in the next three years.

CRI has also successfully introduced three specialized faculty courses on interactive teaching and learning methodologies to more than 90 faculty members in 40 public universities of Pakistan. These courses have been incorporated as reference material in course outline of B.Ed and M. Ed curriculum being revamped by the Higher Education Commission.

CRI's methodology books, *Creating Child-Centered Classrooms* for ages 3-5 Year olds 6-7 years old and 8-10 have been translated, adapted and printed in Urdu, to facilitate the implementation of the CRI Program in partner classrooms. These books are a written resource for the teachers as well as a practical Basic Education guide and have been distributed among partner school teachers. Besides these books we have a number of other publications and modules that support us in the implementation of our program

Our efforts are directed to achieve learning expertise, knowledge skills and values necessary to prepare teachers and children of Pakistan for the challenges of the 21st century.

This five-day follow-up training workshop for the teachers of Grade I had been organized for the teachers of new CRI partner schools. This training was a part of the series of eight training workshops conducted for the teachers of Grade I & II, in the month of March, 2007. The contents of this training were based on teaching the basic concepts of child centered methodology, building classroom room community, morning meeting, parental involvement, classroom environment, thematic teaching, science etc. The inclusion of theoretical knowledge as well as practical activities made the training sessions more interactive and provided hands on experiences to the participants for the understanding of various concepts. The activities introduced during the sessions were designed and integrated with the curriculum of Grade-I. The participants enthusiastically took part in the activities and ensured that they would replicate these activities in the classrooms.

ABOUT THE TRAINING:

Eighty-two Grade I teachers from all FDE schools of Islamabad Capital Territory (ICT) took part in the five-day Teachers' Training Workshop.

Trainers:

- Ms. Fakhira Najeeb
- Ms. Sadia Shakeel
- Ms. Sarah Qaiser
- Ms. Hina Kokub
- Ms. Shabana Akram
- Ms. Saima Qadeer
- Ms. Humaira Jamil
- Ms. Quarat-ul-Ain
- Ms. Nazakat Bibi

Note Taking: Ms. Humaira Jamil

OBJECTIVES

- To share success and concerns of CRI and the partner schools.
- To find solutions of the problems in adopting CRI methodology.
- To integrate activities with their syllabus.

Registration

The first day of the follow-up training workshop began with the registration of the participants. A verse of the Holy Quran was recited by a participant followed by the formal introduction of the Master Teacher Trainers. Participants were also asked to introduce themselves and mention their teaching experiences. The trainers also shared training agenda with the participants.

Welcome Address by Chief Executive CRI

Chief Executive Children's Resources International, Pakistan Ms. Mehnaz Aziz inaugurated the training workshop by welcoming all participants and sharing CRI successes with them. She shared the profound research and child centered philosophy behind CRI methodology that had been instrumental in bringing positive change in the performances of the learners. She appreciated the efforts of all the teachers of old partner schools in making CRI program a huge success and acknowledged their hard work by congratulating them. She hoped that they would continue with same spirit in future as well. She highlighted CRI's aims, objectives and future prospects to the participants.

Training Hall Rules

For creating affable learning environment, rules were made with the consent of the participants.

The rules made were:

- Keeping mobile phones on silent mode.
- Waiting for turn.
- Listening to other's point of view.
- Keeping in mind the time limit.

Name Tags

Name tags were distributed among the participants and were asked to write their names on the tags and draw four different symbols portraying their personalities. One participant from each table shared her symbol with others.

Group Formation

The participants were divided in 12 groups through circle formation strategy. The trainers requested them to stand in a circle and call out numbers from 1-12. Members having same numbers were gathered in one group. Each group had six members. Each group selected a name for their group identification.

The names of these groups were;

- Knowledge
- Galaxy
- Smile
- Initiatives
- Spring
- Diamonds
- Unity
- The Falcon
- Rainbow
- Strength
- Candle
- Rain

Job Chart

The trainer gave description of the job chart and shared its importance for the smooth running of activities during the session. To maintain discipline in their classrooms teachers can adopt such procedures. Every group allocated one job to every group member for co-operative learning during the training. The jobs were;

- Material Collector
- Presenter
- Work Displayer
- Table Manager
- Time Keeper
- Recorder
- Handout Collector

Reflection Book

Observations and views about the training were recorded in the reflection book and was shared among the participants.

Success & Concerns

The trainer shared some of the successes of CRI with relevance of its old partner school and its working with different organizations on different educational activities and projects with the cooperation of Federal and District Government. Then she asked teachers to share their successes and concerns regarding the implementation of CRI methodology.

Successes Shared By Participants

They shared the following successes:

- Practical work has motivated children in their learning process.
- CRI methodology has changed classrooms from dull and uninvited to attractive and encouraging for children.
- Art center helps enhancing creativity of children.
- The morning meeting creates interest for the students.
- Due to the 'Morning Meeting', students have become more vocal, responsive, confident, co-operative, and communicative.
- Geo Board is a good helper in understanding different concepts.
- By making rules and assigning jobs, students have become responsible.
- Critical thinking has developed by involving students in interacting activities and providing them opportunities for extensive learning.
- CRI material has been a great source for creative learning as this material has been integrated with different subjects and concepts successfully.
- Family involvement helps in bridging the gap between parents, children and school.
- The bond between children and teacher has strengthened.
- Positive and encouraging attitude of the teacher has made classroom environment much pleasant than ever before.

After sharing the successes, participants were asked to share their problems as well.

Concerns Shared By Participants

- Large number of students in each class.
- Children of multiple ages in one class.
- Helpers are required in the classes.
- Syllabus is too lengthy.
- Syllabus and activities can not go side by side.
- Discipline problem arises during the activities.
- Sitting arrangement in groups is a big issue.
- Problem of time management.
- Language barrier for children.
- Trained teachers are not being involved in the class for which they have been trained for.

- Lack of parent's involvement.
- Parents do not encourage activities.
- Need for inclusive education training for the teachers.
- Lack of A.V aids for teaching languages.
- Non-cooperative attitude of school administration.
- Difficult to teaching Urdu language.

Solution

Participants were asked to suggest some possible solutions for these issues and problems beside the policy matters.

The participants gave the following solutions:

- Sitting arrangement should be flexible.
- Recruitment of new teachers from FDE or with the student fund / PTA fund.
- Helper can be taken from the families.
- To overcome the time problem, activities should be made part of syllabus and lesson planning should be done in advance.
- Syllabus should be integrated with the material and different interactive activities.
- Maximum interaction with parents.
- To check the complaints of parents. It is necessary to give orientation of the school system and policies in detail to the parents.
- The teacher should be well equipped to do all the activities in the class. She can involve parents in her activities but should chalk out activities for parents in advance.

The trainer explained that there were some issues directly related to the school administration or the policy matter and that effort should be made to resolve them.

SESSION-I

Morning Meeting

Philosophy

The trainer asked the participants to share their general concerns regarding morning meeting.

Concerns

The participants shared their concerns that were:

- It is difficult to conduct morning meeting with all students at one time.
- Discipline problems arise while conducting morning meeting.
- It is difficult to conduct all components of morning meeting at a time.

The trainer explained that it was not necessary to address all the components at a time except Greetings and News and Announcements, while Sharing and Group Activity could be done at any time during the day. Similarly, discipline problem can be solved by making groups of children and changing members of the groups daily for morning meeting. They were also advised to let less than two participants to do the sharing.

Why We Do Morning Meeting?

Then the philosophy of Morning Meeting was shared among participants:

- It helps in normalizing the child.
- It sets the tone of the day.
- Improves children's conversational and thinking abilities and make them confident.
- Promotes community building.
- Creates friendly environment and give students an opportunity to express their feelings.
- It has become an interesting way for communication.
- It's a play-way teaching technique for young children.
- It lessens the traditional fear of teacher for the students.

After that the trainer shared the four basic components of morning meeting.

- Greeting
- Sharing
- Group activity
- News and Announcements

The trainer gave a brief description of each component of the Morning Meeting.

Greeting: It is the first component of the Mornings Meeting in which participants greet each other, tell their names or any other thing specified by the teacher.

Sharing: The participants may be asked to share information about a specific topic or it can be an open sharing. It is better to share things which occur frequently. The teacher should start by sharing her own experience.

Group Activity:

The participants are given a specific activity related to any specific concept. It can be done in any part of the day.

News & Announcement: In the end, the teacher or any student read aloud the written news and announcement of the day e.g. that day's date, month, year, weather or temperature. It can be done in different ways.

Practical Demonstration

Two participants from each table were asked to come on the stage for the morning meeting.

Greetings: Each participant introduced herself in the circle by telling her likes and dislikes.

Group Activity:

In group activity, participants had to finish the phrase 'I LIKE THE RAINY DAY BECAUSE.....' with illustration.

News & Announcement: Volunteer participants from the circle came forward and helped the trainer in writing and announcing the 'News and Announcement'.

Feedback

At the end of the day, feedback from the participants were collected which showed their satisfaction towards Morning Meeting session

Reflections

The participants shared that they want to learn more about conducting Morning Meeting so to make their concepts more clear. They shared that morning meeting was helpful in co-operative learning.

Morning Meeting

Two participants from each group were asked to volunteer for the Morning Meeting.

Greetings: In this component, participants were asked to greet each other and to make a word starting with the first alphabet of their name.

Sharing: Any three participants had to share something about the previous day and two questions were asked related to the sharing.

News & Announcement: Date, day, month and agenda of the day was shared among the participants. The trainer requested the participants to read the news and announcement with her in one voice.

Group Activity

The trainer involved the entire hall for this activity. The trainer told them to put two fingers from each hand on the table and start counting till 20. After 20, they had to start counting again till all the fingers of the group members vanished.

Trainer shared that through such techniques one could learn:

- Counting by two
- Table of two
- Even numbers
- Taking Turns
- Co-operation

Activity 2

A marble jar was put on the stage and members of the group had to guess the number of marbles present in the jar. They also had to write their presumptions on a slip of a paper and put them in the basket. Later, a gift was given to the participant who had guessed correctly.

SESSION-I

Individualization

Role Play

The trainer started the session by performing a role play of a traditional teacher and treated participants in very authoritarian way. She did not allow any disturbance in her class. All the time she kept on instructing students about what to do and what not. She discouraged questions in her class and gave participants an activity to perform.

Activity 1

Participants were given a sketch of a butterfly on a plain white paper in which they had to colour by following the trainer's instructions strictly. They were not allowed to use their interest, choice and creativity. Participants were asked to sit quietly and to make their own butterflies without consulting their group members. They were not allowed to ask any questions regarding the material or the purpose of the activity. After completing that activity they were asked to paste their work on the wall by forming a line.

Activity 2

In another activity, trainer asked each group to make a butterfly by using their own imagination and creativity. They were given a free choice regarding the use of material and colours. Discussion within the group was allowed. Trainer's tone with the participants was soft, friendly and encouraging that caused enthusiasm among the participants. At the end, participants displayed vibrantly coloured butterflies using poster colours, fabric colours, sequences, beads etc.

Summing -up the Role Play

The trainer summed-up the activity by taking feedback from the participants about the attitude, & tone of the teacher in both the activities.

Participants shared the following feedback on the teacher's attitude in the first part of the activity:

- We were unable to express our thoughts.
- The teacher was authoritative.
- It was one-way teaching.
- We were not provided opportunity to use our potential.
- Individualization was not given importance.
- Atmosphere of the class was tense.
- Students were suppressed.

- Sharing was not allowed.
- Learning process was not interesting.
- Choice time was not given.
- The teacher's instructions were central.

Teacher's attitude in the second part of the activity was:

- Encouraging, motivating and liberal.
- Co-operative learning was going on during the activity.
- Students were part of the learning process.
- Atmosphere was relaxed.
- Creative process started due to the free hand given to the child.
- Competition increased due to group learning.
- The child felt a sense of achievement.
- Every body was working at his own will.

When the butterflies of both the activities were compare it was observed that butterflies made in the teacher-directed class were colourless and monotonous while in child centered classroom butterflies were colourful with different shapes and presentation. This proves that every child has his own individual personality and it is the duty of a teacher to promote his individuality.

Basic Needs of a Child Centred Classroom

Children belonging to different age groups face different challenges. It is the teacher's duty to fulfil the needs of each child which are:

- Individualization
- Choice Time
- Family Involvement

How to Teach a Child?

- By asking questions to develop their thinking process and make them critical thinkers.
- By bringing change and facing it.
- By understanding and solving problems.
- By being creative and letting him use his imagination.
- To be aware of his community, environment, and country.

The trainer then showed a story book named "**Leo the late bloomer**" to the participants and asked them to guess what they think the story would be about. Some of the participants guessed that it could be about flowers, butterfly, some said that it might be about a tiger as they can see a tiger in the title cover. Later the story was shared among the participants.

The story explained that young learners had their own individual capacity for learning and growth therefore we cannot consider every individual to have same level of capability of development and growth. Parents and teachers play an important role in the developmental phase of a child. The trainer also shared that teachers or parents should not label any child as a slow learner or a failure as some children are late bloomers who learn slowly and steadily. Our attitudes towards them should be positive.

The trainer gave explained that Individualization includes:

- Child's individual behaviour
- Strengths
- Weaknesses
- Attitudes
- Aptitudes
- Psychology
- Growth
- Development

The participants also shared some of the examples of individualization while teaching in their classrooms.

The trainer shared "Principals of education and development that help in making appropriate activities" with the participants on OPH.

Group Activity

Participants had to put their students in their mind and plan activities that cater each of their student's capacities, interests, potentials and weaknesses.

Each group later gave presentations.

SESSION-II

Classroom Environment

The trainer started the session by sharing a documentary of CRI classroom. The trainer explained to them the activities shown in the documentary i.e.100 day celebrations, Science day, adopting a plant etc.

What is Classroom Environment?

Environment is what we see, observe and feel around us. A classroom is the combination of both physical and psychological environment. The trainer discussed the physical and psychological environment in detail with the participants.

Physical Environment

Physical environment includes all the basic facilities that are provided to child in his classroom. Physical features include teacher, students, furniture, stationery, displays on walls, AV aids, learning material, spacious classrooms, and learning centers, etc.

Psychological Environment

Psychological environment of the classroom includes the teacher's tone with the students, teacher's attitudes or behaviour, teacher interaction and approach towards solving problems, students' interest and their behaviour towards the teacher, their peers and towards learning. All these things strongly affect children's learning behaviour.

The trainer explained different learning centers that should be in a class are:

Art Center	Science Center
Block Center	Music Center
Literacy Center	Kitchen
Mathematic Center	Sand And Water
Drama Center	

While making the centers it should be kept in mind that material and resources must be according to the age and mental level of the child .The selected material should be open-ended so that it can be used in every center. The child should be able to use and explore the material easily. Always use material from simple to complex.

Group Activity 1

Participants were given an activity to experiment with the Cuisenaire rods, pattern blocks and building blocks.

Group Activity 2

Each group was given different tasks to perform and present a complete classroom environment according to CRI methodology.

The tasks were as follows:

- Writing News and Announcements in three different styles or ways.
- Making a schedule chart.
- Making Parent's Bulletin Board.
- Making alphabet strips or flash cards of both English and Urdu language.
- Making a birthday charts of their own group members.
- Arranging and labelling different centers on the shelf.
- Selecting any story book and to make a word wall.

- Making class rules.
- Making hundred numbers chart.
- Making job chart for your class.
- Making sentence chart.
- Making three books for literacy center.

Each group later gave presentations.

The third day of the training started with the recitation of a verse of the holy Quran by one of the participants.

Reflections

Participants shared what they had learnt during the previous day's training sessions. All of them showed their satisfaction towards individualization and classroom environment sessions and appreciated the hard work of all the trainers.

Morning Meeting

Any one whose birthday was in March was invited to sit in the circle. The participants sat in a circle on the stage and the trainer started the meeting.

Greeting: The trainer told the participants to introduce themselves and share their liking about any season and weather and give reasons for their liking. First of all, the trainer introduced herself and her favourite season. Later on each participant in the circle introduced herself and shared her favourite season with all.

Sharing: Participants had to share "what they do after going from training hall". They had to share three sharing from the circle and the rest of the participants had to ask two questions related to sharing.

News & Announcement: The trainer asked one participant to volunteer for writing and reading the news and announcement. Participants were informed that they would learn about thematic teaching that day.

Group Activity

For group activity, the trainer involved all the participants in the hall by giving them twelve different tasks in groups. She explained each task and told how to symbolize each. The themes for the group activity were:

Sunny day
Rainy day
Snowy day
Lighting
Summer
Winter

Windy Day
Cloudy day
Hailey Day
Thunder
Autumn
Spring

Each group later gave presentations.

SESSION-I

Thematic Teaching

The session started by sharing a multimedia presentation of a story called, "*A VERY HUNGRY CATERPILLAR*". She then asked participants to share what they understand about this book. They all had varied opinions. After that, the trainer narrated the whole story to the participants and asked several questions to raise their curiosity and interest. At the end, she asked them to relate this story with their subjects.

The participants related the story with the following subjects:

- Languages
- Mathematics
- Science
- Arts
- Social Studies

The trainer explained how one small activity could integrate almost all aspects of their syllabus. She shared that children should always be the center of activities as it enables them to:

- Interact
- Observe
- Motivate
- Involve
- Develop Critical Thinking
- Imagination
- Participation

Improvisation of integrated syllabus would never be successful until it involves:

- Pleasure
- Aesthetic
- Curiosity
- Spontaneity
- Wonder
- Critical thinking
- Interest

Advantages of Thematic Teaching

Through thematic teaching a child's learning capabilities can be integrated. He learns at broader level because activities are interrelated with the real environment.

Thematic Syllabus

Trainer discussed how teachers can integrate different activities with their syllabus. She explained that through thematic syllabus the developmental domains of child can be enhanced. Topics of syllabus can be divided into different groups in different week.

At this point participants were asked to list down the topics of their syllabus.

Following topics were highlighted,

- Seasons
- Family
- Animals
- Our environment
- Heat
- Living and non -living thing
- Means of transport
- Parts of body
- Healthy habits
- Plants
- Birds
- Values

At this point, the trainer introduced thematic web to the participants and guided them in the integration of their syllabus with the thematic web.

Web Making Activity

Participants were given the time for brain storming to select topics of their choice from the syllabus. They had to choose topics, divide them into subjects and then into activities.

The selected topics for web making were:

- My Family
- Living and Non - living things
- Shapes
- Environment
- Seasons
- My Hobby
- Pollution
- My Country
- Parts of body

Energizer

After the activity, the poem "If you're happy and you know it" was shared with the participants as an energizer.

Presentation

Later each group shared their thematic web with all the participants.

The trainer then advised participants to keep the following points in mind while developing thematic web.

- Age of children.
- Child's interest.
- Activities should be related to child's immediate environment.
- Activities should be formulized to help child in building his imagination and creativity.
- Material should be present in the class.
- The topic should be displayed in class for a certain time period.
- The child should be given opportunity to choose the method of his choice while answering a question.
- The activities should be broader and flexible.

Group Activity 2

Different stations were distributed among the participants. They had to design activities according to the topic. Stations for the activities were:

- Sort out speedy and slow means of transportation from the given list and make opposite words.
- Imagine going on a vacation use a mean of transportation and make a story book about it.
- Make a model of means of transportation by using wooden blocks. Write down their names and make sentences on sentence strip chart.
- Role play on rules of travelling. Make sentences on five rules and display them by using sentence strip chart.
- Make Urdu dictionary by arranging given words in Urdu alphabetical order.
- Write down a poem on means of transportation.
- Make a mural on means of transportation.
- Make English dictionary by arranging given words in alphabetical order.
- Use geometrical shapes of glazed paper and make means of transport on chart paper and make a work sheet.
- Perform a role play on animals used in means of transportation with the help of mask or puppet show.
- Make a model of means of transportation by using plaster cine or clay.

Presentation

Each group gave its presentation. All the projects were very colourful and were perceived very aesthetically.

Web on Means of Transport

In the end of the thematic session the trainer summed up the group work by making thematic web in relation with subject and activities related to the syllabus. All the activities in the web were around 'Transportation'. In this way the participants learnt to use one topic in different subjects by forming different activities.

Planning of Topic

The trainer shared the following points before planning a topic for thematic teaching:

- Selection of the topic.
- Division of syllabus into groups.
- Divide activities into different groups
- Teacher should have knowledge of the developmental domains of each and every child of the class.
- Relation of the Topic with the activities.
- Integration of centers.

Home work for the day

In the end, the participants were told to bring bottles, bottle covers, seeds, shells, leaves, pet animal etc, for the next day activities.

Feedback of the Day

The participants shared in the parking lot that the philosophy of thematic teaching was cleared to them and that the trainer had full command over the subject. The concept of morning meeting was portrayed in an interesting manner. They also shared their concerns that were that they needed helpers in classrooms because of the presence of a large number of students in classroom. They requested to bring this problem in FDE notice.

The fourth day of the training started with the recitation of a verse from the holy Quran by one of the participants.

Reflection

The trainer welcomed the participants and asked for only three reflections to share with all. The trainer gave possible solutions to the last day's concerns shared by the participants.

Morning Meeting

For the morning meeting activity, the fifth member of each group was invited to participate in the morning meeting.

Greeting: Every member introduced herself and shared her favourite fruit and gave reasons for her liking. Later, pictorial graph of 'My Favourite Fruit' was pasted on the wall and participants were requested to paste the name of their favourite fruit in the appropriate columns.

Sharing: Second component of morning meeting i.e., sharing was not conducted to give participants the idea that sometime they could omit this element or could do it at any other time of the day.

News & Announcements: The trainer asked a volunteer to come and assist her in the news and announcement activity by writing and reading the news and announcement. Participants were informed that they would learn about thematic teaching that day.

Group Activity

The participants had to make books upon 'Eating Habits'. Twelve different task sheets were distributed among the participants. Task stations were junk food, fruits, vegetables, dry fruits, ice-creams, sea food, hot drinks, cold drinks, deserts, baked food, meat, and dairy food. The trainer guided them in their groups about book formation.

Reformation of Groups

The seventh and eighth members of each group were selected for the reformation of the group. Different shapes were distributed among the groups to fill the jobs in the job chart.

SESSION-I

Science

The trainer started the session by initiating a game “**Simons Says**” among the participants.

Activity 1

Material collectors of each group were asked to take one paper plate, glass and some quantity of bottle caps for each member of the group. They were asked to mark a point on the glass and estimate the number of the bottle caps that would be needed to fill up that mark. It was an individual activity. First they wrote their estimate and then they actually put the bottle caps into the glass to see whether their presumption was right or not.

The objective of doing this activity was to sharpen their senses for analyzing the results through observation, estimation and experimentation. It also developed curiosity among the participants. Estimation of six to eight participants from different groups was accurate.

The trainer summed up the activity with the responses from the participants about the work they did in this activity.

They responded that they did:

- Observation
- Estimation
- Guess
- Measurement
- Findings
- Counting
- Communication

The trainer told them that all these steps build up the scientific thinking in an individual. She also shared that questions such as Why, What, When, Where, were the first step towards exploring science. It is the responsibility of a teacher to indoctrinate scientific approaches in their students while teaching science. Teacher can conduct small experiments and ask students open-ended and close-ended questions for building problem solving as well as better understanding of different concepts in them. The trainer explained the exact definition of open ended and close ended questions.

Open-Ended Questions

Open-ended questions have multiple answers.

Close-Ended Questions

Close-ended questions have only one answer.

Aims of Teaching Science at Primary Level

The trainer shared National goals for teaching science at primary level with the participants. Some of those are given below:

- Giving scientific knowledge to children.
- Helpful in economic growth
- Develops logical thinking.
- Development of observational skill.
- Provides everybody with a chance to have hands on science.

Goals of Teaching Science at Primary Level

- Enquiring and Investigating.
- Understanding and Applying.
- Communication of Scientific Knowledge.
- Developing Scientific Attitude.
- Tolerance for others scientific opinions.

Group Activity

Trainer distributed five tasks, based on different concepts taken from the syllabus of Grade-I, among the groups. Each of these tasks was divided into two activities among twelve groups.

The tasks were:

1. Sort out the leaves from different plants and form their groups according to their types/shapes. Paste these leaves on chart papers and make a book. Build two open-ended and two close-ended questions.
2. Create an environment for animals living on land and label them. Build two open-ended and close-ended questions.
3. Make a model of an aquarium of sea animals. Build two open-ended and close-ended questions.
4. Plan a hunt and collect at least ten objects according to living and non living. Make a pictograph of these selected things. Build two open-ended and close-ended questions.
5. Plan a "sense walk" with group members. Make a chart of senses and show the record of each sense and draw and label all the specific organ of the human body. Build two open-ended and close-ended questions.

At the end of the activity, participants were asked to give presentations. The trainer mentioned that indigenous material was used in the making all the projects. Therefore, science could be taught with almost no expenses. It was further emphasized that different techniques like games, poems; group activity, etc could be used at primary level to make it interesting for the children.

SESSION-II

Observation & Assessment

The session formally started by asking participants to define Observation and Assessment. Different responses came from the participants. Then the trainer asked them to observe what they could see in the hall. She shared that continuous study and evaluation were called observation and assessment.

She explained that observation and assessment can be used in the following areas.

1. Social development.
2. Written expression.
3. Oral expression.
4. Cognitive development.

She told them that assessment could be Formal or Informal. There were two methods by which one can assess a child in a classroom. One was to ask questions directly from the children and get his response. While on the other hand, children can be assessed by observing them during group activities.

Teachers can develop assessment tools with the help of qualities and information which they observe in a child. It's the duty of a teacher to check and observe the multiple intelligences and individual needs of a child. Teacher can assess children by creating interesting activities and by giving them options. Teachers can assess child by creating interesting activities and by giving options to him.

Activity

The trainer requested one of her co-trainers to leave the training hall just for a few minutes. When she left, the trainer asked participants to share on feature of her personality that they had been observing in her for the last three days.

The participants shared that she was:

- Nice
- Active
- Friendly
- Well-dressed
- Confident

- Communicative
- Well-organized
- Disciplined

The trainer told them that their observation was not an objective observation instead it was the subjective observation and that they were just portraying one side of her personality.

She then explained the two types of observation to the participants:

- Subjective
- Objective

Subjective Observation

Subjective observation includes observer's biased opinion and also his own likes and dislikes.

Objective Observation

Objective observation and assessment is unbiased and authentic as well as more valid and reliable than the subjective one.

Teacher must assess children with objectivity and not with subjectivity. Teacher must put aside his/her personal ties with the child and should not label him.

The trainer shared some techniques and tools that help assessing children.

- Checklist
- Anecdotal record
- Video/audio tape ,Photographs
- Map of child's movement towards different activities
- Interview with children
- Portfolios
- Drawings of a child

Teachers could use one or two methods at a time.

The trainer then explained that authentic document can be obtained through:

- Observation
- Journals
- Actual Work Samples
- Performances
- Anecdotal Record
- Logos
- Portfolio

The trainer explained that the purpose of assessment is to check the level of a child.

One of the sources of getting the observation about child is his work, therefore it is necessary to maintain and keep record of his work. For this purpose portfolio helps teachers in maintaining the record of child's development. Portfolio can be for teachers and students. Samples portfolios could be shared with the participants.

Activity

Participants were asked to make portfolio in a given time period.

Visit of Director FDE

Professor Rafiq Tahir, Director Training, Federal Directorate of Education gave a brief visit to the training hall where he addressed the participants and appreciated their efforts in adopting child-centered methodology of CRI.

Feedback of the Day

The participants shared that they had learnt different ideas and activities for making science more interesting and conversant for the child. They appreciated both objective and subjective approaches for judging children. They were satisfied with the proceedings of the training sessions and acknowledged the hard work of all the trainers

The last day of the training workshop started with the recitation of a verse of the Holy Quran by one of the participants.

Reflection

Participants shared their enthusiasm towards Observation and Assessment and Science sessions. They also shared that now they understand the importance of objective and subjective approach for proper assessment. They asked for more such workshops as they proved beneficial to them.

Morning Meeting

The trainer started morning meeting by asking several questions regarding it.

Greetings: Participants introduced themselves and gave one comment about the person sitting next to them.

Sharing: Participants had to share their views regarding the training workshop.

Group Activity

The trainer shared a story "THE EARTH DANCE" with everyone. She asked them to imagine themselves as a child while she narrated the story. They were asked to collect those words which were new for them. At the end of the story, each group gave their words and the trainer linked those words with the topics from the syllabus. Themes or activities which they could relate with the story were transport, seasons, colours, body parts, animals.

News & Announcement

The trainer called a volunteer to come and read the news and announcement.

SESSION-I

Family Involvement

At the start of this session, participants were asked to do an activity.

Activity

They had to make a hand and write five different activities that helpers can do for teachers in classrooms. A specific time was allocated to finish this individual activity.

Participants shared the following activities through which parents can participate in classrooms:

- They could share information about their profession.
- Demonstrate any Islamic ritual.
- Help teacher in writing copies.
- Involve in interactive activities.
- Help in children hygiene practices.
- Tell any story.
- Become an active member of Parent Teacher Association.

The trainer asked them to share any success related to family involvement in their schools. Some participants shared success stories of family involvement in their schools.

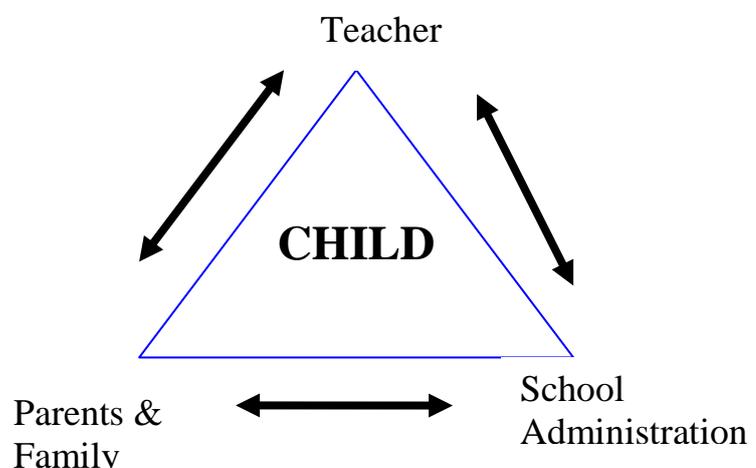
The trainer then discussed the reasons for lesser participation of families in schools. Participants mentioned the following major reasons for the lack of family involvement in their schools:

- Illiterate parents.
- Lack of understanding.
- Lack of coordination between families and schools.
- Communication gap.
- Language barrier.
- Gender issues.
- Lack of awareness.

The trainer then shared CRI program triangle for family involvement with the participants. She explained that teacher cannot achieve his/her educational objectives until there has a strong coordination among student, teacher/school and parents.

The trainer shared the following points with the participants to improve family involvement:

- We can celebrate different days and invite parents as guests.
- Communication gap between school and parents should be abridged.



- PTA meetings can be used as a platform for guiding parents about the Programme.
- Orientation day can be selected in which parents are guided about the advantages and objectives of the programme. (For this CRI has designed a special form through which basic information about family and child can be observed).

Purpose of Family Involvement

Purposes of Family Involvement were also shared among participants that were:

- To make family aware about the status of their child in the class.
- The child has a role model to follow.
- The teacher can adopt and manage different types of activities.
- To aware parents about the types of activities happening in school and also know about the input of teachers towards the child.
- Children like interaction between teacher and family.
- Family, school and community unite and give more fruitful education to the child.

The trainer then briefed the teachers about the significance of Family Involvement in classes. She shared that teachers can improve children's performance and attendance by calling their parents in classrooms.

Closing Activities

Evaluation Form

Evaluation forms were then distributed among the participants. They had to fill the forms and return them back to the trainer.

Certificate Distribution Ceremony

At the end of the training, certificates were distributed among the participants. Chief Executive of CRI, Ms. Mehnaz Aziz distributed the certificates.

Address of Chief Executive:

Ms. Mehnaz Aziz addressed the participants after distributing the certificates. She thanked all the teachers for their participation in the training. She rendered special thanks to the Principal of FGJMS G-9/3, Ms. Shugfta and Coordinator Training FDE, Ms. Amna Tariq for their co-operation and facilitation for conducting this workshop on teachers training. She hoped that the participants would apply CRI methodology in their respective institutes as this was not the one time activity but an on going process. She also stated that if we wanted to progress as a nation then we have to prepare critical thinkers. She further stated that a child's brain was a combination of multiple intelligences and it was a teacher's duty to guide him/her to reach the sky.

She emphasized on the need of family involvement in the school for producing life long learners. And only by reducing the communication gap between families, she shared schools can increase the success rate of child's learning.

**Follow-Up Agenda for Five Day Interactive Teachers Training Workshop
CHILDREN'S RESOURCES INTERNATIONAL PAKISTAN (GUARANTEED) LTD.**

GRADE-I (CITY)

TIMINGS: 09.00 A.M. TO 04.00 P.M.

VENUE: TRC, FGJMS, G-9/3

DATED: 12TH MARCH, 07 TO 16TH MARCH, 07.

DAYS/TIMINGS	CONTENT	RESPONSIBILITIES
MONDAY		
09.00 a.m. - 09.30 a.m.	Registration	Sarah,Hina,Shabana
09.30 a.m. - 10.30 a.m.	Opening Activities	Fakhira
10.30 a.m. - 11.00 a.m.	Tea	---
11.00 a.m. - 01.00 p.m.	Successes & Concerns	Fakhira
01.00 p.m. - 02.00 p.m.	Lunch	---
02.00 p.m. - 04.00 p.m.	Morning Meeting	Sadia
TUESDAY		
09.00 a.m. - 09.15 a.m.	Reflections	Sadia
09.15 a.m. - 10.00 a.m.	Morning Meeting	Sarah
10.00 a.m. - 10.30 a.m.	Tea	---
10.30 a.m. - 01.00 p.m.	Thematic Teaching	Fakhira
01.00 p.m. - 02.00 p.m.	Lunch	---
02.00 p.m. - 04.00 p.m.	Projects & Presentations	Fakhira
WEDNESDAY		
09.00 a.m. - 09.15 a.m.	Reflections	Fakhira
09.15 a.m.-10.00 a.m.	Morning Meeting	Fakhira
10.00 a.m. - 10.30 a.m.	Tea	---
11.00 a.m.-01.00 a.m.	Classroom Environment	Sarah
01.00 p.m. - 02.00 p.m.	Lunch	---
02.00 p.m. - 04.00 p.m.	Observation & Assessment	Sadia
THURSDAY		
09.00 a.m. - 09.15 a.m.	Reflections	Sadia
09.15 a.m.-10.00 a.m.	Morning Meeting	Hina
10.00 a.m. - 10.30 a.m.	Tea	----
11.00 a.m. - 01.00 p.m.	Science	Nazakat
01.00 p.m. - 02.00 p.m.	Lunch	---
02.00 p.m. - 04.00 p.m.	Individualization	Sadia
FRIDAY		
09.00 a.m. - 09.15 a.m.	Reflections	Fakhira
09.15 a.m.-10.00 a.m.	Morning Meeting	Sarah
10.00 a.m. - 10.30 a.m.	Tea	---
11.00 a.m. - 01.00 p.m.	Parent Involvement	Saima
01.00 p.m. - 02.30 p.m.	Lunch	---
02.30 p.m. - 03.00 p.m.	Evaluation	Sadia/ Fakhira
03.00 p.m. - 04.00 p.m.	Closing	---

REPORT ON FOLLOW-UP TRAINING

For Grade-I Teachers

12th -16th March, 2007

VENUE
FGJMS, I-8/I, Islamabad.

ORGANIZED BY
Children's Resources International, Pakistan
With the Funding Support of USAID

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INTRODUCTION

CRI Pakistan is an education institution, implementing child centered Interactive Teaching and Learning Methodologies Program from Kindergarten to Grade VIII in collaboration with the government at federal and provincial level in public schools. These schools are located in the entire school District of Islamabad Capital Territory besides Rawalpindi City District, and the Karachi City District. The best global methodology tried and tested in more than 35 countries of the world was initiated in Pakistan in 2002 with the funding support of USAID to improve the capacity of the public sector management and delivery of services in education especially to the marginalized.

The five main implementation pillars of CRI Methodology are:

- Elementary Education (KG through Grade VIII)
- Family Literacy
- Families and Community Involvement program
- Higher Education
- Inclusive Education

CRI Pakistan is also helping teachers to meet the new curriculum standards while implementing activity based learning by holding trainings on compatible methods of child-centered teaching. CRI has trained more than three thousand and eight hundred school teachers, principals and administrators in interactive teaching and learning methodologies at primary level through fifty one trainings.

CRI through Parent and Community Involvement Program involves family members in school life through planned activities by inviting them in their child's classroom to assist teacher by telling stories, sharing their knowledge, demonstrating and sharing professional skills thus creating communication channels between teachers and parents.

Our intergenerational Family Literacy Program is working with the aim to teach non-literate parents basic literacy and math skills in partner schools and to involve them in their child's learning thus helping improve the adult literacy rate. To date more than 3,000 parents have benefited from the parenting sessions conducted after school, twice a week for one and a half hour. With the introduction of the Family Literacy Program in 110 more schools over 5,000 more parents would benefit in the next three years.

CRI has also successfully introduced three specialized faculty courses on interactive teaching and learning methodologies to more than 90 faculty members in 40 public universities of Pakistan. These courses have been incorporated as reference material in course outline of B.Ed and M. Ed curriculum being revamped by the Higher Education Commission.

CRI's methodology books, *Creating Child-Centered Classrooms* for ages 3-5 Year olds 6-7 years old and 8-10 have been translated, adapted and printed in Urdu, to facilitate the implementation of the CRI Program in partner classrooms. These books are a written resource for the teachers as well as a practical Basic Education guide and have been distributed among partner school teachers. Besides these books we have a number of other publications and modules that support us in the implementation of our program

Our efforts are directed to achieve learning expertise, knowledge skills and values necessary to prepare teachers and children of Pakistan for the challenges of the 21st century.

This five-day follow-up training workshop for the teachers of Grade I had been organized for the teachers of new CRI partner schools. This training was a part of the series of eight training workshops conducted for the teachers of Grade I & II, in the month of March, 2007. The contents of this training were based on teaching the basic concepts of child centered methodology, building classroom room community, morning meeting, parental involvement, classroom environment, thematic teaching, science etc. The inclusion of theoretical knowledge as well as practical activities made the training sessions more interactive and provided hands on experiences to the participants for the understanding of various concepts. The activities introduced during the sessions were designed and integrated with the curriculum of Grade-I. The participants enthusiastically took part in the activities and ensured that they would replicate these activities in the classrooms.

ABOUT THE TRAINING

Grade-I teachers from Tarnual sector took part in the five-day training sessions.

Names of the Trainer:

Ms. Tasneem
Ms. Saira
Ms. Samina
Ms. Saima
Ms. Uzma
Mr. Abid
Ms. Masooma
Ms. Sabahat

Facilitator:

Mr. Noman

Note Taking:

Ms. Sabahat Yasmeen

OBJECTIVES

- To share successes and concerns of CRI.
- To practice the approach of integrated studies through thematic teaching.
- To create awareness about the individual differences of the children.
- To ensure a positive change in the classroom environment.
- To integrate interactive activities with the syllabus.

Proceedings

Registration

The first day of the follow-up teachers' training workshop began with the registration of all the participants. The Master Teacher Trainers formally introduced themselves after one of the participants recited a verse of the Holy Quran. They also shared the training agenda with them.

Opening Activity

Different shapes were distributed among the participants who had to make a proper shape out of them. They were also asked to question the following three questions from each other:

- What is your name?
- What if you were not a teacher?
- What is your wish as a teacher?

Training Rules

For creating affable learning environment, rules were made with the consent of the participants.

The rules set were:

- Raise hands to get attention.
- Keep mobiles on vibration.
- Be punctual.
- Respect each other.

Group Formation

Participants were divided into 7 groups through number assigning technique. They were asked to call numbers from 1-7. Participants calling same numbers formed groups. Each group selected a name for its group identification.

Assigning Jobs

The trainer distributed colorful shapes cards which had specific jobs written on them. Participants were requested to assign these jobs cards within their group members for better co-operative leaning while doing different activities during the training.

The shapes cards distributed were:

- Pink triangle for table organizer.
- Blue square for time keeper.
- Red flower for presenter.
- Orange rectangle for hand-out collector.
- Green oval for material collector.

Welcome Address by Chief Executive of CRI

Ms. Mehnaz Akber Aziz, the Chief Executive of Children's Resources International, Pakistan inaugurated the training workshop by welcoming all participants and sharing CRI successes with them. She shared the profound research and child centered philosophy behind CRI methodology that had been instrumental in bring positive change in the performances of the learners. She told them that teachers' training do not work like magic, changing performances in a moment but bring changes gradually and steadily. She stressed on the role of teachers who can play a vital role in bringing such change in the educational environment.

She further shared the successful signing of the Memorandum of Understanding between Federal Directorate of Education and CRI that would help children of rural as well as urban areas to get the equal opportunities of learning in better environment.

SESSION-I

Successes & Concerns

The session started by distributing Flash cards among the participants who had to write down their successes and concerns regarding the implementation of CRI methodology in their classrooms. The success and concerns they shared are given as follow:

SUCSESSES	CONCERNS
Establishing groups and assigning duties has helped in organizing various activities in classes.	Large number of students in classrooms.
Teachers can plan lessons and activities to cover the syllabus.	Lengthy syllabus.
MOU signed between Federal Government and CRI has bound teachers to teach the same class for three years for which they have been trained.	Multi-grade teaching system. Teachers have to take periods in different classes as well.
Most of the Heads understands the	Trained teachers are not given classes

methodology of CRI, rest of them can be motivated.	for which they are trained.
	Heads do not allow parents to come to in the classes.
	Interference of Heads.
	Non-cooperative and discouraging behaviour of parents.
	Language barrier.
	To teach Urdu is difficult.

Solution

Participants suggested the following solutions:

- If teachers pay more attention to the students, language barrier can be solved.
- By using old Newspapers teachers can develop writing skills among children.
- Head should cooperate more.

The trainer then shared a poem as an energizer.

SESSION-II

Morning Meeting

The trainer explained the four components of Morning Meeting to the participants.

Greeting: It is the first component of mornings meeting in which participants greet each other, tell their names or share any thing asked by the teacher. If the number of students is large, it can be done in groups or it could be held outside the classroom, i.e. in a school yard or ground.

Sharing: Children may be asked to share any specific topic or event. Teacher should start sharing herself. It is the most difficult component because child is hesitant towards sharing therefore it's the responsibility of the teacher to help him overcome his hesitation by asking small questions. Teacher could share a story, poem or any important saying with the students.

Group Activity: For group activity, participants are given a specific activity related to any specific concepts which have to be done in groups. It helps children work together and learn writing, spellings and explore new ideas.

News & Announcements: This is the most important part of the morning meeting that keep children aware about the day, date and weather and any other important news or event of the school or country.

She also discussed the four basic developmental domains that were linked with morning meeting, like:

- Physical Development
- Social Development
- Emotional Development
- Cognitive Development

With the regular morning meetings, students can perform their work very easily.

Practical demonstration of Morning Meeting

She invited twenty participants to form the inner circle to conduct Morning Meeting.

Greeting: Each participant introduced herself in the circle and shared their favorite color with each other.

Sharing: Participants were asked to share the most successful moment of their life.

Group Activity: For group activity they had to make a wish and blow in the wish box.

They wished to:

- Become Prime Minister.
- A good person
- Be able to do something better for the teachers.
- Implement best efforts in the class room.
- Help poor people.

During the activity, participants raised some queries that were:

- How to conduct activities in large groups?
- How to conduct group activities for shorter period of time?
- How to improve writing and spellings?

The trainer responded to their queries by providing possible solutions.

- Allocate a part of black board for morning meeting messages.
- Set the routine through schedule chart for your class.
- Divide your class into small groups and daily invite one group for morning meetings.
- Conduct group activities with the help of CRI material.

Summarization

The day was concluded by sharing goals of Morning Meeting with the teachers and asking them to make "Port Folio" of each student and keep their daily work and activity record in it.

Goals of Morning Meeting

Goals of Morning Meeting were shared among all the participants.

Those were:

- To prepare students for better learning.
- To bring out capabilities of students.
- Socialize them and develop their sense of responsibility.

Feedback of the Day

At the end, their feedback related to the day's proceedings was taken to evaluate their learning. Participants showed their satisfaction on the proceedings of the first day of the training workshop.

The second day of the training workshop started with the recitation of a verse of the Holy Quran closely followed by Naat by one of the participants.

Reflections

The trainer then shared reflections of the previous day. Some of the concerns and queries were also discussed which are given below:

Concerns

- Syllabus is too lengthy and need more time to cover.
- How can activities help in teaching?
- Concept of morning meeting is not clear.
- How to improve writing skills of children.
- What activities could be done using Wooden Blocks?
- How to handle large number of students in a class?
- How to teach Math and Science?

Solutions

The trainer answered their concerns and queries in an effective manner.

- Group activities are part of syllabus and they help in making concepts more clear.
- Regular Morning Meeting sessions throughout the training workshop.
- By using old Newspapers teachers can develop writing skills among children.
- Wooden blocks could be used to make house, school or any thing from their books or related to their environment. It also helps improving vocabulary.
- Make classroom rules with the help of students and assign them duties which they want.
- Math session already conducted in the previous training would be conduct in the refresher courses. But science session will be conducted during this training.

SESSION-I

Morning Meeting

Two participants from each group were invited to form the inner circle for Morning Meeting.

Greeting: Participants greeted each other and shared the name of that object or thing which started with the first letter of their name. The trainer repeated the words shared in the greeting and told participants to do so in their classrooms as this could be helpful for children to memorize new words as well as improve their vocabulary.

Sharing: Two of the participants shared their environment friendly acts. Two questions were asked for each sharing.

Group Activity: For group activities, each participant had to draw and name one thing that move as well as grow on the given heart-shaped papers. They later pasted those on the chart when Morning Meeting was over.

News & Announcement: The date, day and agenda of the day were shared among the participants.

SESSION-II

Science

The trainer started the science session with an activity.

Activity 1

Participants were provided paper-cups and bottle caps. They had to mark a point on the cup and estimate how many bottle caps would be needed to come up till that mark. This activity had to be conducted individually. All of them wrote their estimation on paper and then put the bottle caps into the cup to check how close they were.

The trainer shared different scientific strategies used while doing this activity:

- Hypothesis
- Observation
- Curiosity
- Experimentation
- Result

Role of the Science Teacher

The trainer also shared that a science teacher must be:

- Curious
- Keen Observer
- Data Collector
- Critical Thinker

- Experimental

Supportive environment must be provided to students to help them grow as scientists and critical thinkers. Children are curious learners and by engaging them in the process of learning and providing them hand-on experiences help them learn better.

Activity 2

Participants were asked to develop three open ended questions for each given tasks. The tasks were as follows:

- Matter and its properties.
- Living and non living things.
- Different things in our environment.
- Animals and Plants.
- Light and Temperature.
- Parts of human body.
- Means of Transportation.

The purpose of this activity was to develop skills to teach science in an interesting and useful way.

Activity 3

Another similar activity was conducted in which participants had to perform the following tasks:

- Draw parts of a plant and collect natural resources from the environment.
- Identify living and non living things and paste them accordingly on the chart.
- Draw parts of human body on the chart and color them.
- Collect natural resource from your environment, label and paste them on the chart.
- List the names of moving things and draw them on the chart.
- Draw shadows explaining different times of the day with the help of given material.

SESSION-III

Parent's Involvement

The trainer introduced the topic "Parent Involvement" and asked the following questions about it:

- Do you call parents in classrooms?
- Do you create a linkage between Parents and teachers?
- What message do you give to the parents?

- Are parents only called on result days?

Children feel proud on seeing their parents in their classroom while it provides teachers an easy way to give messages about the performances of children. Parents also come to know about the skills and progress of their child when they visit teachers and actually see their children engaged in the classroom activities. The trainer explained that parents can act as a role model and their participation can push others to involve in the classroom or the betterment of their own child.

Activity 1

Participants were asked to write four problems which they face or would face by inviting parents in classroom. They then shared their concerns/problems with each other.

- Lack of education
- Language problem
- Hesitation and criticism
- Teacher's responsibilities
- Time management
- Customs and traditions of the community
- Lack of interest
- Discipline problem
- Role of administration

The trainer asked them to think of some possible solutions of the problems discussed earlier. Each group was asked to work on one concern. Later each group gave presentation.

The trainer then shared CRI Family Involvement Triangle with the participants. She explained that teacher cannot achieve his/her educational objectives until he/she has a strong coordination among student, teacher/school and parents. She emphasized that the two components of Family Involvement i.e. Parents and Teacher worked together to create better learning atmosphere for children.

To involve parents in the school the trainer asked following questions to the participants:

- What is the Family?
- What role a family can play in their children's education?
- What can families affect on a child's education?
- How to make parents come to school?

The responses of the participants were received with appropriate suggestions. They all agreed that the home environment play a vital role in educational brought up of a child. A family member could assist teachers by helping them conduct different

activities in the classrooms. Illiterate parents can also help by sharing information about animals or birds or make clay etc.

Parent Bulletin Board

She further explained that Parent Bulletin Board could also be used to involve parents. With the start of the new educational session, teachers can call parents to share their experiences with the students.

Summarization

She summarized the session by explaining that family involvement play a vital role and helps building children into more confident personalities and better civilians of the society. She also shared Family Literacy Program of CRI that comprises of 100 basic techniques to make adults literate.

Feed Back of the Day

At the end of the day, she collected feedback from the participants and gathered what they had learnt.

They shared that they:

- Learned to integrate different activities with science.
- Learned importance of family involvement.

The third day of the training started with the recitation of a verse of the holy Quran by one of the participants.

Reflections

Participants were asked to share their feedback about the previous day's training sessions. They shared some common concerns with the trainer who satisfied them by providing appropriate solutions. She shared that by using CRI material, teacher can improve writing, reading and creative skills of students as activities were the main source of learning and teaching.

SESSION-I

Morning Meeting

The trainer called two participants from each group to form the inner circle for morning meeting.

Greeting: Each participant told his/her favorite color and gave reasons for its liking.

Sharing: Two of the participants in the circle shared an incident related to friendly environment.

Group Activity: The participants made a book on the ideas which they had shared before and gave presentation.

News & Announcement: Date, day, month and agenda of the day were shared among the participants.

SESSION-II

Thematic Teaching

The trainer started the second session by conducting an activity.

Activity

Participants were asked to share their hobbies within their groups and then with all. The trainer rearranged the groups with participants having similar hobbies. They

were asked to discuss their hobby with each other and gather information about it. Trainer asked several questions during the activity to develop inquisitiveness pertaining to aforementioned skills within them.

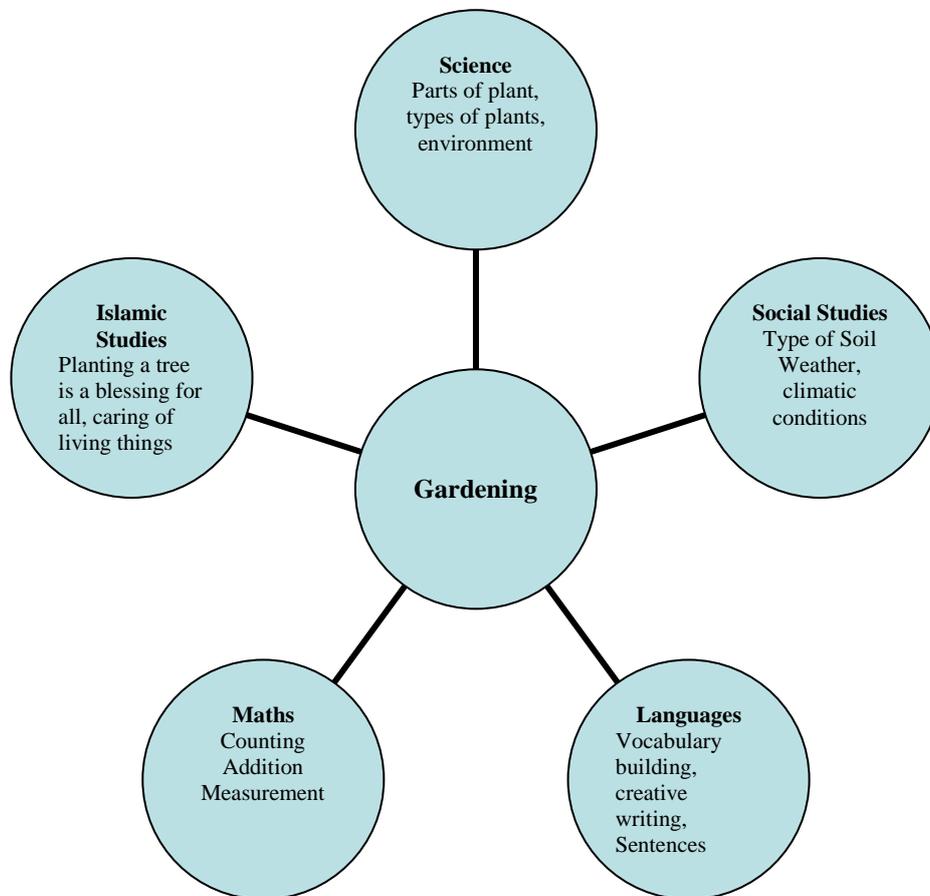
She explained that such discussions in groups enhance skills of participants and add to their previous knowledge.

The trainer then shared the following skills that nurture through such activities:

- Curiosity
- Wonder
- Imagination
- Critical thinking
- Spontaneity

Activity 2

In another activity, a hobby 'Gardening' was selected in which participants were asked to do brainstorming about the number of subjects that could be integrated in this hobby. With their responses the trainer made a web.



The trainer explained the interrelation of different subjects and shared that by integrating subject areas teachers can make teaching more effective and overcome the pressure of timely coverage of entire syllabus. Thematic teaching was a contemporary technique for teaching multiple subjects through a unified theme. She shared that an effective start of introducing 'Thematic Project' in the class requires the use of KWL Approach that help teachers to check:

- Previous knowledge of the children.
- What they want to know?
- What they have learnt?

Various researches had proved that children learn better through thematic teaching than through traditional method. The trainer then shared benefits of thematic teaching with the participants which are given below:

- Integration of different subjects.
- Learning is connected to real life.
- Children have control over their learning process. They owned it and take full responsibility of it.
- It works to enhance all the developmental domains of a child.
- They learn to find solutions of the problems and become critical thinkers.
- Children learn about their capabilities.
- They gain confidence and learn new ways to obtain information.
- Learn cooperative learning.

Activity 3

Participants selected a theme/topic from their syllabus and brainstormed about the number of subjects that they could teach with it. They were asked to make a web and integrate subjects with the theme. Later, each group gave its presentations.

Activity 4

Each group was given different tasks to perform.

The tasks were:

- Sort out different means of transportation with regards to their speed from the given list and make words opposites.
- Write a story about the means of transportation used while going on a trip.
- Make model of the means of transportation using wooden blocks. Write down their names. Use these words to make sentences and paste them on the sentence chart.
- Perform role play on the etiquette of traveling. Make five sentences about it and place them in the sentence chart.
- Make new words by rearrange the alphabets of the words. Then arrange the words according to the alphabetical order and make dictionaries. (One group will work on Urdu dictionary while the other will work on English dictionary).

- Make a mural on the means of transportation.
- Use different shapes to make different means of transportation.
- Perform role play on animals used for transportation by making masks or puppets.
- Make a model on the means of transport using plaster shine/clay.
- Write down a poem on means of transportation.

They had to complete their tasks on the given time. Later, each group gave its presentation.

The trainer explained that the theme behind this session was upon 'Means of transportation' and it was selected from grade-I syllabus. The participants shared that going through all the tasks focused on one theme, they were able to integrate different subjects in it.

Then she explained the three essentials of 'Thematic Teaching' with them.

- Planning
- Lesson
- Cooperative learning

Teachers could promote the intellectual, social, physical and aesthetic aspects of children's personality through Thematic Teaching. Trainer told that the planning phase of thematic unit required thorough study of the following questions:

- What are the learning goals for the children?
- What do you expect each child to accomplish?
- What skills are you focusing on?

After that she asked teachers to make plans that should include:

- Selection of a theme.
- Communicate the selected theme and goals to parents in an introductory letter and ask for their participation, assistance and expertise.
- Make sure that the theme reflects children's interest and is of their age level.
- Facilitate children by providing resource material.
- Assign a time for the completion of the theme study; allow extra days for final projects.
- Make a theme calendar with the help of children in the class.

The trainer concluded the session by sharing that thematic teaching support the simultaneous growth of developmental domains rather than focusing on isolated aspects as it enhances group exploration, critical thinking and help children to become life long learners and problem solvers etc. And parents' participation can facilitate children to give their maximum output in completing the thematic project.

Project Presentation

Participants were given the following tasks to perform by the trainer.

The tasks were:

- Perform a role play on the Lesson "Safar Kay Adaab". And also make sentences upon the principles of traveling.
- Make basic shapes of geometry and relate those with the lesson.
- Make a story and mime on the ways of transportation.
- Make dictionary of new words with the given material and arrange them in alphabetical order.
- Draw vehicles.
- Create a story with the help of given words.
- Write opposite words of the given names of transportation.

Specific time was allocated for the tasks; later participants demonstrated and presented their tasks.

Summarization

She concluded the session by sharing the following points:

- To develop writing skills of the students in class room.
- Share activities regularly.
- To improve spoken capacity in languages.
- Invite Parents to build up the moral of children.
- Take students on field trips off and on.
- Teachers should do proper planning for the lessons.
- To give opportunity to the students to share problems.

Feedback of the Day

The participants were asked to share about their learning through out the training sessions.

They shared that they learned:

- How to relate different subjects together.
- How to teach an interactive lesson.
- Book making activity.
- How to introduce thematic unit in the class and its importance.

The fourth day of the training workshop started with the recitation of a Holy verse of the Quran by one of the participants.

Reflections

Reflections were also taken by the trainer who addressed their concerns and satisfied their queries.

Morning Meeting

Two participants from each group were called to take part in the morning meeting.

Greeting: Participants were given a doll and were asked to greet each other holding the doll and share one good quality about their personality. The trainer explained that teachers can gather lots of adjectives from children and can make a word wall. This could help children in memorizing adjectives.

Sharing: The change in classrooms brought in by CRI methodology was shared among the participants.

Group Activity: Participants were asked to make sentences using adjective shared in the greeting component and paste them on the wall.

News & Announcement: News, event, day, date and agenda of the day were written on the board that was read aloud by the participants.

SESSION-I

Classroom Environment

Environment is what we see, observe and feel around us. It is a place where children learn and acquire knowledge. One of the participants inquired about how to decorate classrooms with informative material. The trainer explained that classroom is not a room with walls, but comprises of different accessories such as black board, chalk, books, note books, charts, word all, students and teachers. Classroom is the combination of both physical and psychological environment. So it can be said that classroom is a place where:

- Social development can be improved.
- Develops positive attitude.
- It is a home away from home.

- Provides opportunities to children.
- Provide freedom of expressing.
- Teacher-student interaction.
- Where every child is treated equally.

Physical environment

Physical environment include all the basic amenities that were provided to the child in his classroom.

The physical features include:

1. Seating arrangement

- Flexible
- Sitting in groups during activities

2. Material

- Open
- Labeled/organized
- Within children's reach
- Different Centers i.e. Math, Arts
- Indigenous material.

3. What's on the walls?

- Schedule
- Class rules
- Groups names
- Job chart
- Weather chart
- Children's work

Psychological environment

Psychological environment of the classroom comprises of teacher's tone, attitude and behavior, student teacher interaction, teacher's approach for problem solving, teachers understanding of child's mental capabilities etc.

Psychological environment includes:

- Teacher's attitude and tone
- Comfortable environment
- Teacher-child interaction
- Freedom of speech
- Interest of children
- Appreciation and Encouragement.

At the end of the session, the trainer shared an Interactive video showing children's activities.

SESSION-II

Observation & Assessment

Every teacher observes, assesses and evaluates his/her students but it is also necessary to judge children psychologically and emotionally. The trainer shared that assessment & observation is an on-going process and shared few methods of observation & assessment with the participants.

New Methods

On going & as a whole.

Unlimited methods of assessment.

Different patterns.

Involving child in the process.

Traditional Methods

Annual

Selecting the right answers from the given answer.

One pattern.

No involvement of children.

The trainer discussed that teachers should not label any child as 'slow learner' or 'failure'. They should be provided maximum chance to improve their learning. How to assess students monthly and know about their individual differences was then discussed with the participants.

The trainer asked them to think about any child whom they dislike most and give reason in one word.

Participants shared the following problems that they had with children:

Naughty

Trouble Makers

Lazy

Having physical problem

Psychologically upset

Compulsive liar

The trainer explained that while dealing with such children, teachers must be careful of not giving any negative comments in front of the child or his parents as it would shatter his already perplexed confidence. She discussed different checklists about Observing and Assessing a child with participants. She then shared a story named 'David goes to school' with them. After listening to the story, participants shared that almost every class had the same type of character (David) as depicted in the story.

The instructor shared samples of portfolios, anecdotal reports with the participants.

Activity

Participants were asked to make individual portfolios.

Feedback of the Day

Participants shared that they learned how to organize shelves and different centers in the class room. They appreciated the efforts of all the trainers throughout the training sessions.

The last day of the training workshop started with the recitation of a verse of the Holy Quran by one of the participants.

Reflections

Reflections were taken by the trainer who addressed their concerns and satisfied their queries.

Morning Meeting

The trainer invited two participants to form the inner circle.

Greeting

Participants were provided a doll and were asked to greet each other holding the doll and share one good quality about their personality. The trainer explained that teachers can gather lots of adjectives from children and can make a word wall. This could help children in memorizing adjectives.

Sharing

The change in classrooms brought in by CRI methodology was shared among the participants.

Group Activity

Participants were asked to make a book on 'Peace'.

News & Announcement

News, event, day, date and agenda of the day were written on the board that was read aloud by the participants.

SESSION-I

Individualization

The session started by sharing a story "**Leo the Late Bloomer**". The trainer then discussed some essential points teachers must always keep in their mind, that were:

- Keep eye-contact with students.

- Make every child feel important.
- Create positive thinking in children.
- Have patience.
- Treat them all equally.

Every child has his own personality. Every child is different. She further elaborates the theme to discuss the 'Peace book' which they had made in the earlier session. She told that there were three methods for learning i.e.

- Learn to See
- Learn to Listen
- Learn through Act.

She explained that children react in different manners according to their environment. Teacher should allocate time for games and different activities to the students. After that, she shared four components of development:

- Physical
- Cognitive
- Emotional
- Logical

Activity

Participants were given sketches of butterfly and told to mark a red circle on the right corner and a black circle on the left wing and paste it on the right wall of the room.

Next time they were provided an opportunity to draw a butterfly and color it by themselves and paste it any where in the room they like. Participants were seen happily engaged in this activity and finished their work on time. Their faces were blooming with pride while pasting their masterpieces on the wall.

The trainer discussed that by providing such environment to children they feel free to explore and learn more. They build sense of ownership and put all their efforts to produce the best outcome. She concluded the session by sharing the following phrase:

“Each child is Unique. Each child is a Gift. Each child is full of Surprises”.

Evaluation Forms

Evaluation Forms were distributed among the participants to collect their observations about the first week of the training.

Closing Ceremony

The closing ceremony formally started by the recitation of a holy verse of the Quran by one of the participants. The trainer appreciated the participation of all the teachers and shared that this Teachers' Training Workshop had helped us to learn more and provided opportunity to make new friends and help each other. She also thanked CRI team. At the end, she invited participants to share their experiences that they encountered during this five-day training. Some of the participants shared their experiences which are given at the end of the report.

Address by the Chief Guest

The Chief Guest for the occasion was Deputy Headmistress of F.G.J.M.S I-8/I, Ms. Shahida Nasreen who thanked CRI team for conducting interactive teachers' trainings workshop for bringing positive change in the traditional teaching methods in schools. She praised CRI methodology for helping them understand that children like to learn when provided opportunities and hand-on experiences. She advised all the participants to replicate all the techniques and teaching methods that they learned during the training workshop in their classrooms. She said that it gave immense pleasure to the teachers when they witness children enjoying during their learning process.

Distribution of Certificate

At the end, certificates were distributed by the Chief Guest among all participants.

Feedback

Mr. Mubashar Hussain - FGBMS, BADHANA

He thanked CRI team for their efforts. He said that this training would bring a positive change in the attitude of teachers and classroom environment.

Ms. Shaheen Akhter - FGGPS, I/14

"Before the training I have a different opinion about teaching but now I am aware of the responsibilities of this profession. Now I understand that its teachers' responsibility to build-up a nation".

Muhammed Shafiq - FGBPS, Saray Kharbooza

"I used to teach my class with a stick but now I don't care whether there are 200 children in my class as now can make their groups and assign them duties and teach them better than ever. CRI has helped us understand the importance of friendly

environment for better learning. CRI methodology and manipulative has improved the attendance in the school as well".

Annex
Follow-up Agenda for Five Day Interactive Teachers Training Workshop
Children's Resources International Pakistan (Guaranteed) LTD.

Grade-I Tarnaul

Timings: 09.00 a.m. to 04.00 p.m.

Venue: TRC, FGJMS, I-8/1.

Dated: 12th March, 07 to 16th March, 07

Monday	Content	Responsibilities
09.00a.m. - 09.30 a.m.	Registration	Uzma,Sabahat,Abid, Masooma
09.30 a.m. - 10.30 a.m.	Opening Activities	Tasneem Sarwar
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Successes & Concern	Tasneem Sarwar
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Morning Meeting	Samina
Tuesday		
09.00a.m. - 09.15 a.m.	Reflections	Samina
09.15 a.m.-10.00 a.m.	Morning Meeting	Uzma
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 01.00 p.m.	Science	Sabahat
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Parent Involvement	Saima Qadeer
Wednesday		
09.00 a.m. - 09.15 a.m.	Reflections	Tasneem
09.15 a.m.-10.00 a.m.	Morning Meeting	Sabahat
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m.-01.00 a.m.	Thematic Teaching	Uzma
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Projects and presentation	Uzma
Thursday		
09.00 a.m. - 09.15 a.m.	Reflections	Saira
09.15 a.m.-10.00 a.m.	Morning Meeting	Uzma
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 01.00 p.m.	Classroom Enviornment	Masooma
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Observation and assesment	Samina
Friday		
09.00 a.m. - 09.15 a.m.	Reflections	Tasneem
09.15 a.m.-10.00 a.m.	Morning Meeting	Masooma
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 01.00 p.m.	Individulization	Tasneem
01.00 p.m. - 02.30 p.m.	Lunch	
02.30 p.m. - 03.00 p.m.	Evaluation	Tasneem/Samina
03.00 p.m. - 04.00 p.m.	Closing	Tasneem/Saira

**FOLLOW UP TRAINING REPORT
ON
CHILD CENTERED INTERACTIVE TEACHING &
LEARNING METHODOLOGIES
FOR GRADE-I**

19th -24th March, 2007

**VENUE
FGJMS, G-6/4, Islamabad.**

**ORGANIZED BY
Children's Resources International, Pakistan (Guarantee) Ltd.
With the Funding Support of USAID**

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INTRODUCTION

CRI Pakistan is an education institution, implementing child centered Interactive Teaching and Learning Methodologies Program from Kindergarten to Grade VIII in collaboration with the government at federal and provincial level in public schools. These schools are located in the entire school District of Islamabad Capital Territory besides Rawalpindi City District, and the Karachi City District. The best global methodology tried and tested in more than 35 countries of the world was initiated in Pakistan in 2002 with the funding support of USAID to improve the capacity of the public sector management and delivery of services in education especially to the marginalized.

The five main implementation pillars of CRI Methodology are:

- Elementary Education (KG through Grade VIII)
- Family Literacy
- Families and Community Involvement program
- Higher Education
- Inclusive Education

CRI Pakistan is also helping teachers to meet the new curriculum standards while implementing activity based learning by holding trainings on compatible methods of child-centered teaching. CRI has trained more than three thousand and eight hundred school teachers, principals and administrators in interactive teaching and learning methodologies at primary level through fifty one trainings.

CRI through Parent and Community Involvement Program involves family members in school life through planned activities by inviting them in their child's classroom to assist teacher by telling stories, sharing their knowledge, demonstrating and sharing professional skills thus creating communication channels between teachers and parents.

Our intergenerational Family Literacy Program is working with the aim to teach non-literate parents basic literacy and math skills in partner schools and to involve them in their child's learning thus helping improve the adult literacy rate. To date more than 3,000 parents have benefited from the parenting sessions conducted after school, twice a week for one and a half hour. With the introduction of the Family Literacy Program in 110 more schools over 5,000 more parents would benefit in the next three years.

CRI has also successfully introduced three specialized faculty courses on interactive teaching and learning methodologies to more than 90 faculty members in 40 public universities of Pakistan. These courses have been incorporated as reference material in course outline of B.Ed and M. Ed curriculum being revamped by the Higher Education Commission.

CRI's methodology books, *Creating Child-Centered Classrooms* for ages 3-5 Year olds 6-7 years old and 8-10 have been translated, adapted and printed in Urdu, to facilitate the implementation of the CRI Program in partner classrooms. These books are a written resource for the teachers as well as a practical Basic Education guide and have been distributed among partner school teachers. Besides these books we have a number of other publications and modules that support us in the implementation of our program

Our efforts are directed to achieve learning expertise, knowledge skills and values necessary to prepare teachers and children of Pakistan for the challenges of the 21st century.

This four-day follow-up training for the Grade I teachers of Nilore and Sihala sector was the part of the series of eight training workshops conducted for the teachers of Grade I & II, in the month of March, 2007. The contents of this training were based on teaching the basic concepts of child centered methodology, building classroom room community, morning meeting, parental involvement, classroom environment, math, thematic teaching, science etc. The inclusion of theoretical knowledge as well as practical activities made the training sessions more interactive and provided hands on experiences to the participants for the understanding of various concepts. The activities introduced during the sessions were designed and integrated with the curriculum of Grade-I. The participants enthusiastically took part in the activities and ensured that they would replicate these activities in the classrooms.

ABOUT TRAINING WORKSHOP

All Grade I Teachers of Nilore and Sihala sectors took part in the four-day Training Workshop.

Names of the trainers: Ms. Nazakat Bibi
Ms. Maryam Shah
Ms. Samina Anjum
Ms. Munazza
Ms. Tayyabba
Ms. Saira Mubarak
Ms. Qurat-ul-Ain
Ms. Humaira Jamil
Ms. Saima Qadeer

Facilitator: Mr. Sallauddin

Note taking: Ms. Maryam Shah

OBJECTIVES

- To share successes and concerns of CRI.
- To practice the approaches of integrated studies through thematic teaching.
- To create awareness about the individual differences of the children.
- To ensure a positive change in classroom environment.
- To integrate interactive activities with the syllabus.

Registration

The first day of the follow-up training workshop began with the registration of the participants.

The Master Teacher Trainers introduced themselves after the recitation of a verse of the Holy Quran by one of the participants. The agenda of the training workshop was also shared among them.

Opening Activity

Participants were divided into 10 groups through number assigning technique. Each participant was asked to call numbers from 1-10. Participants calling same numbers were asked to form groups. Each group selected a name for its group. They also fixed specific jobs within their group members for better co-operative learning while doing different activities during the training.



Name Tag Activity

Name tags were distributed among the participants who had to write their names on these tags and draw four different symbols reflecting their personalities.

Successes & Concerns

The trainer shared CRI's successes with relevance to its old partner schools. She also shared CRI's working with different organization on different educational activities as well as working on projects with the Federal and District Government.

Successes Shared by the Participants

After sharing CRI successes, the trainer asked teachers to share their successes regarding the implementation of CRI methodology in their classrooms.

They shared the following successes:

- Morning meeting has built interest in students.
- Students have become more vocal, responsive, confident and expressive.
- The sense of responsibility in students has increased.

- By involving students in interacting activities and providing them opportunities for extensive learning, they have grown more critical.
- CRI material has been a great source for creative learning.
- Co-operative learning among students has increased.
- Positive change in the attitude of the teachers towards students.

Participants were also asked to share their concerns and problems as well.

Concerns Shared by Participants

- Lack of parent's involvement.
- Large strength of students in classes.
- Syllabus is too lengthy.
- Time management for interactive activities.
- Language barrier.
- Trained teachers are provided classes for which they are trained for.
- Job security among the contractual based teachers effects their efficiency and involvement in their job.
- Multi-grade teaching.
- Need teachers' training in inclusive education
- Less A.V aids for teaching languages.
- Non-cooperative attitude of school administration.
- Over-age students in classes.
- Teaching Urdu language is difficult.

After taking their concerns, the trainer asked them to suggest possible solutions for these issues besides the policy matters.

Their shared solutions are given below:

- Recruitment of new teachers from FDE or with the student fund / PTA fund.
- Maximum interaction with parents for strong communication.
- Syllabus should be integrated with the material and different interactive activities.
- Lesson planning for better time management.

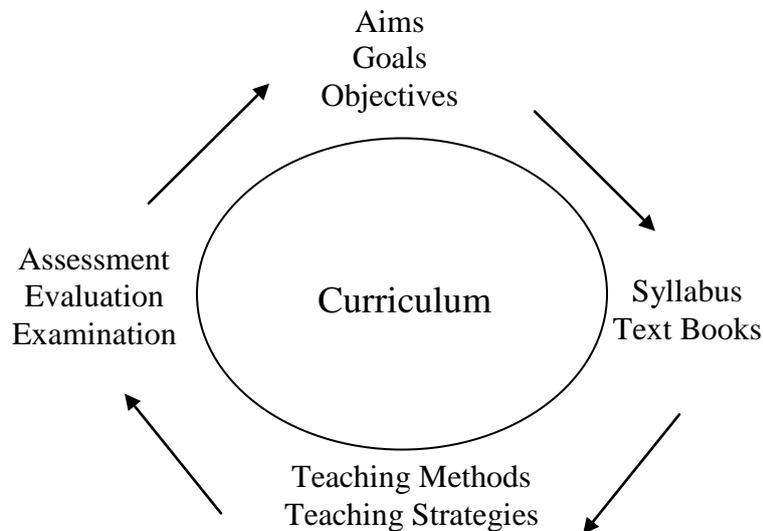
Trainer discussed all these concerns and explained that some of them were directly related to the classroom environment and negative teaching strategies of the teachers.

To focus participants on their actual teaching concerns related to the curriculum/syllabus the trainer shared curriculum web on OHP.

A teacher must go through different aims and objectives set for the curriculum and make out best strategies to carry them in teaching along with the assessment of the level of achievement of all those objectives. The trainer explained how these four components of curriculum development (objectives, assessment, syllabus and

teaching method) were inter-linked with each other and revolves around the curriculum as a complete process.

Components of Curriculum Development



SESSION-I

Morning Meeting

Philosophy

As it was the follow-up training and teachers must had been conducting morning meetings in their classes, so the trainer asked them to share successes related to morning meetings.

Following successes had been shared:

- It has become an interesting way of communication.
- It sets the tone for the whole day.
- It can be used as ice breaker.
- It's a play-way teaching technique for young children.
- It lessens the traditional fear of students for teachers.
- It gives students an opportunity to express their feelings.



The trainer then shared the four basic components of morning meeting.

- Greeting.
- Sharing.
- Group activity.

- News and announcements.

The trainer explained all four components of Morning Meeting in detail and then with the help of participants, practically demonstrated Morning Meeting.

Practical Demonstration

Trainer requested two participants from each group to form the inner circle for conducting morning meeting while remaining participants were requested to form an outer circle as observers.

Greeting: Participants introduced themselves to the person sitting next to them and shared one of their qualities.

Sharing: Any three participants from the inner circle were asked to share anything they like. But it must to be an open-ended sharing. After each sharing, three questions were asked from the person who had shared.

Group Activity: Trainer distributed yellow paper among all participants of both inner circle and the outer circle and told them to draw their 'face of mood' by which they came for the training hall.

Three moods were pasted on the chart:

- Good
- Bad
- Neutral

Most of the participants drew happy faces.

Concluding Activity

Participants were asked to write one sentence about "what I have learnt today" to obtain their feed back for that day's learning.

The second day of the training started with the recitation of a verse of the Holy Quran.

Reflections

Participants were asked to share what they had learnt during the previous day's training sessions. They appreciated morning meeting session and shared that it helped them understand the importance of co-operative learning.

Morning Meeting

Every participant whose birthday falls in March was asked to come and form a circle for morning meeting. Others were requested to observe.

Greeting: Participants told their name and favorite hobby with each other.

Sharing: Three participants were asked to share their most successful moment in their life.

News & Announcement: News and agenda of the day was shared among the participants.



Group Activity: Heart mapping activity was conducted among all the participants who had to allocate and map the heart with different subjects according to love and interest they feel about those subjects.

This activity was planned to make participants identify their most liked subject.

SESSION-I

Individualization

The trainer showed a story book named "*Leo the late bloomer*" to the participants and asked them to guess what they think the story would be about. Some of the participants guessed that it could be about flowers, butterfly, some said that it might be about a tiger as they can see a tiger in the title cover. Later the complete story was shared among the participants.

The purpose to share this story was to make participants realized that young learners had their own individual capacity for learning and growth therefore one

cannot consider every individual to had same level of capability of development and growth. Parents and teachers play an important role in the developmental phase of a child. The trainer also shared that teachers and parents should not label any child as a 'slow learner' or a 'failure' as some children are late bloomers who learn slowly and steadily. Our attitudes towards them should not be negative.

The trainer then explained Individualization to the participants. She shared the following points with them:

- Child's individual behavior
- Strengths
- Weaknesses
- Attitudes
- Aptitudes
- Psychological development
- Physical growth

Participants also shared some of the examples of individualization while teaching in their classroom with a large number of students with different potentials as well as weaknesses. They shared that they also had some special children in their classes with different learning disabilities who ask extra efforts from their teachers' part.

The trainer then shared "*Principals of education and development that can help in making appropriate activities*" on OHP.

Group Activity

Participants were asked to think of their class and plan and design activities that cater each of their students with his/her capacities, interests, potentials and weaknesses. Participants were given this task to do within their groups.

Later each group presented their designed activities among all.

Activity

Part-I

Participants were distributed a sketch of butterfly in plain white paper. They were not allowed to use their interest, choice and creativity. They had to sit quietly and follow the instruction correctly. Every one had to make their own butterfly without consulting each other. During the activity, they were not allowed to ask any question regarding the material or the purpose of the activity. Later they were asked to form a line and paste these butterflies on the wall, one by one.



Part-II

Another activity followed by the previous one. But in this activity the trainer asked each group to make a butterfly by using their own imagination and gave them free choice of using any material or colors. Discussions within the group were also allowed. The trainer changed her tone from hard to friendly and the result was obvious as participants made beautiful and vibrantly colored butterflies using poster and fabric colors, sequences, beads etc.

Feedback of Participants

The trainer summed-up the activity by taking feedbacks from the participants about both the activities. Participants shared that teacher's tone and behavior in the first activity was authoritative and traditional while in the second part of the activity trainer's attitude was encouraging and liberal. They mutually agreed that the second role of the trainer was the most effective.

Energizer

One of the participants shared a poem with all the participants in the hall.

SESSION-II

Classroom Environment

Trainer took some general concerns from the participants regarding classroom environment. According to them, classroom environment includes the following factors:

Physical Environment	Psychological Environment
Teacher	Teachers' tone
Student	Psychology of students
A.V aids	Student's interests
Furniture	Student's attitude
Charts	Student's interests
Carpet	Teacher's behavior
Soft board	Teacher interaction
Subject chart	Span of attention
Time table	Understanding of student
Spacious room	Teacher's personality
Learning material	Individualization

The trainer explained that an environment is what we see, observe and feel around us. And for a child both physical and psychological environment matters greatly.

Physical Environment

Physical environment include all the basic amenities that had been provided to the child in his classroom. The physical features includes, furniture, stationery, charts displayed on walls, AV aids, learning material, spacious classroom, learning centers etc.



Psychological Environment

Psychological environment of the classroom comprises of teacher's tone, attitude and behavior, student teacher interaction, teacher's approach for problem solving, teachers understanding of child's mental capabilities etc. All these things have strong effects on child's learning process.

Trainer Explained CRI Classroom Anvironments on OHP:

Physical Environment	Psychological Environment
Flexible sitting arrangement in groups	Friendly and encouraging tone of the teacher
Job charts	Student-teacher interaction
Classroom rules	Choice time
Sentence charts	Individualization
Number charts	Creative thinking
Parent's bulletin board	Co-operative learning
Students' work comer	Sharing
Activity centers (labeled)	
Activity material (labeled)	
Schedule chart	
Morning Meeting News and Announcements	
Author's chair	

Group Activity

Each group was given different tasks to make and present a complete classroom environment according to CRI methodology.

Tasks were as following:

- Writing News and Announcements in three different styles.
- Make Schedule Chart.
- Make Parent's Bulletin Board.
- Make alphabet strips or flash cards of both English and Urdu language.
- Make Birthday Chart of your own group members.
- Arrange the material in shelf according to four centers and label them too.

- Select any story book and make a Word Wall.
- Make classroom rules and Hundred Numbers chart.
- Make Job Chart.
- Make Sentence Chart

Each group gave its presentation of the given tasks.

Closing the session

The session was ended by sharing the significance of classroom environment with the participants. Classroom is not only a place to teach a child but it plays a major role in building child's social, mental, psychological and emotional behavior.

She shared some of the affects students have in their respective environment.

- If children live in critical environment, they learn to criticize.
- If they live in hostile environment, they learn to fight.
- If children live in embarrassing and conserved environment, they become hesitant and guilty.
- If children live in encouraging environment they build confidence and recognition.
- If they live in cooperative environment, they learn to cooperate.

The third day of the training session started with the recitation of a verse of a Holy Quran followed by a Naat by one of the participants.

Reflections

Participants shared what they learned during the previous day's training sessions. They showed satisfaction upon all training sessions that had been conducted and appreciated individualization and classroom environment sessions which they thought was really interesting and useful for making children learn better.

They shared with the trainer some of the concerns related to the classroom environment that usually cause lots of problem for them.

The concerns were:

- Disciplinary problems arise when teaching a large number of students.
- Sitting arrangements of large number of student in groups is not possible.
- Discouraging attitude of the Administrations.

The trainer asked teachers to identify what causes boredom in children that eventually lead to disciplinary problems, similarly, sitting arrangement of the class could be made flexible according to activities. And as far as the administrative issues were concerned, the trainer assured all the teachers that CRI would soon conduct a meeting with the Heads of all CRI partner schools.

Morning Meeting

Those participants who had not yet participated in Morning Meeting sessions were called upon to form the inner circle.

Greeting: Different questions written on chits were distributed to each participant who had to tell his/her name and ask those questions to the person sitting next to him/her. Questions were designed according to the level of Grade-I students.



Sharing: Participants shared different incidents of their life with others. Every sharing was open-ended.

Group Activity: Participants were asked to draw any season on the given chart papers.

SESSION-I

Thematic Teaching

The trainer started the session by sharing a story "A very hungry Caterpillar". After reading out the story, she asked them to give their feed back about the concept this story was reflecting. They shared that the story had more than one concept like:

- Colors
- Days of week
- Numbers
- Continuation of an event
- Developmental stages
- Nutrition
- Food
- Leaves
- Lifecycle of a butterfly
- Eating habits etc.
- Living and non-living thing



Trainer asked them to name the subjects in which this story could be easily integrated. They shared the following subjects:

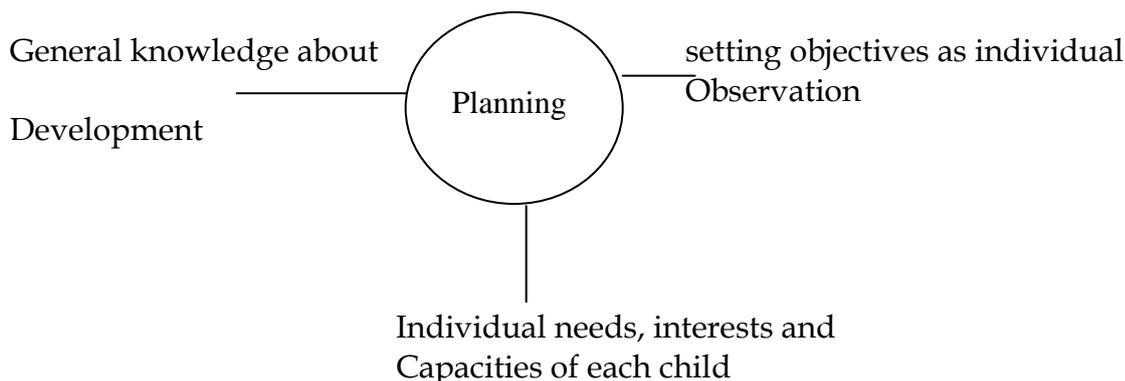
- Mathematics
- Science
- Language
- Arts
- General knowledge

She then explained thematic teaching and its components in detail. She shared that it was a new and modern technique for teaching more than one subjects at a time with a single theme of teaching. To explain more clearly, she shared the same story and integrated its subject with more than one teaching. She explained that such techniques help teachers create strong links among different subjects and involves student's experiences and understanding. It also provides choices not only for the teacher but to students as well. Teaching more than one concept at a time saves time also. She shared that thematic teaching caters each student's individuality which includes student's interest, potentials, and strengths, level of understanding, likes, dislikes and attitude.



Planning for Thematic Teaching

'Planning for thematic Teaching' was then explained to the participants.



Group Activity

For group activity, participants were asked to select one theme and relate it to different subjects. They had to keep different interests and potentials of their students in mind as each child possess individual capacities for involvement in activities e.g. some of the students are good at art work, some are good at motor skills, some likes to work alone, some are very vocal etc, so teacher should keep each student's skill, strengths and weaknesses in his/her mind. At the end, participants came-up with lots of interesting activities.

Trainer then introduced **KWL** technique for effective teaching and learning process to the participants. This was all about "what I know, what I want to learn and what I have learnt". This can help a teacher to plan or design activities according to children's needs and requirements for learning.

Group Activity

Participants were assigned different projects related to one single theme "Transportation". Projects were as following:

- Making models on different means of transportation.
- Making list of different transports according to their speed.
- Make a mural.
- Drawing of different vehicles using geometrical shapes.
- Differentiate the latest and old means of transportation.
- Make a model of transportation with the help of wooden blocks.
- Write a poem on transportation.
- Act a role play based on using vehicles.

Presentations

Each group according to different projects gave their presentations.

The trainer summed-up all the activities by integrating different themes with different subjects like:

- Social studies
- History
- General knowledge
- Science
- Language
- Art work
- Creative writing

SESSION-II

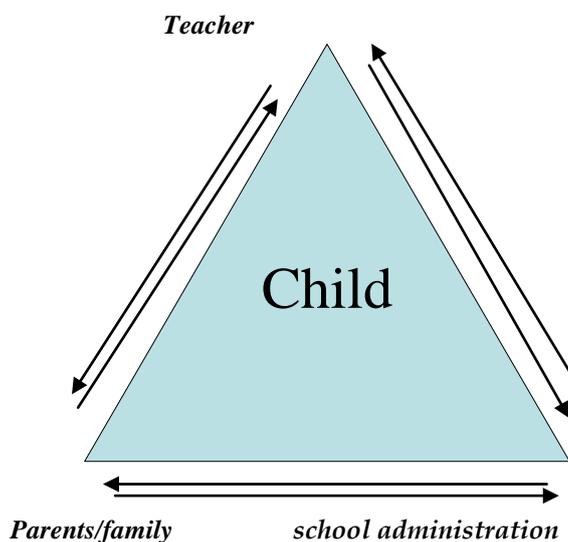
Family Involvement

Participants were asked to share any success related to family involvement in their schools. Some of the participants shared few success stories of family involvement e.g. involvement of one family in school encouraged and motivated other families to come to the school.

Trainer also took concerns relating less participation of families in schools. They shared the following reasons for the lack of family involvement:

- Illiterate parents
- Lack of understanding
- Lack of coordination between families and school
- Communication gap
- Language barrier
- Gender issues
- Lack of awareness

Trainer shared CRI program triangle for family involvement;



She explained that we cannot achieve our educational objectives until we have a strong coordination among student, teacher/school and parents.

Activity # 1

Participants were asked to make a helping hand of cooperative parents' involvement in classroom. They were supposed to mention the activities by which parents can participate in classes.

Activity # 2

In another activity, participants were asked to write the activities parents can do in the classroom. Participants shared the following activities:

- They can share any information about their profession, like, Doctor, Engineer, shoe-maker, woodcutter, Gardner, milkman, carpenter, plumber etc.
- Demonstrate any Islamic ritual.
- Helping teacher.
- Involve in interactive activities.
- Helping in children hygiene practices.
- Becoming an active member of Parent teacher association.

Conclusion

The trainer briefed them all about the significance of parental involvement in classes. She shared that it not only helps improving children's performance but also increases the ratio of their attendance.

The last day of the training started with the recitation of a verse of the Holy Quran by one of the participants.

Reflections

Participants gave their positive feed back about parent's involvement in classroom. They appreciated thematic teaching session.

Morning Meeting

Participants were voluntarily called upon to form the inner circle to conduct Morning meeting.

Greeting: Participants were asked to share any one quality about their personality. It was open-ended.

Sharing: Participants were asked to share anything with each other.

Group Activity: In group activity, they had to paste the name of their favorite fruit on the fruit graph.

News & Announcement: News and Announcement chart was read by the trainer sharing date, day and agenda of the day with the participants.

SESSION I

Observation & Assessment

Activity

Trainer asked the teachers to write down anything they like or dislike about their students and give reasons. She explained the types of that observation and assessment about a child in two columns e.g.

LIKE MOST	DISLIKE MOST
Punctual	Latecomer
Submissive	Least bothered
Intelligent	Dull
Responsive	Non responsive, inactive
Tidy	Untidy
Quiet	Talkative
Helping	Messy

Trainer practically demonstrated this activity by requesting one of the participants to leave the training hall for few minutes. When that man left, she asked the participants to tell anything they had been observing about that man from the last three days. They shared that he was very talkative, witty, overconfident and attentive man who ask lots of questions.

The trainer explained the difference between objective and subjective type of observation about him. Subjective observation includes observer's biased opinion and also his own liking and disliking of the observation. On the other hand, objective type of observation is totally unbiased and authentic as well as more valid and reliable than the subjective one. Trainer shared that some behavior are called learned behavior and some are by habitual

Subjective type of observation	Objective type of observation
Talkative	Intelligent
Untidy	Cooperative
Latecomer	Responsive
Pleasant voice	Responsible
Neat and clean	Attentive

Trainer shared six different techniques and tools that provide knowledge about children.

- Checklist
- Anecdotal record
- Video/audio tape, Photographs
- Map of child's movement towards different activities
- Interview with children
- Portfolios

Group Activity

All participants were asked to make a sample of portfolio.

Energizer

An action poem was done by one of the participants.

SESSION-II

Science

Activity

Participants were provided paper-cups and bottle caps. They had to mark a point on the cup and estimate how many bottle caps will be needed to come up till that mark.

This activity had to be conducted individually. All of them wrote their estimation on paper and then put the bottle caps into the cup to check how close they were.



Trainer shared the different strategies while doing this activity:

- Observation
- Prediction /hypothesis
- Curiosity
- Experimentation
- Result

The participants were asked to share what they did in this activity. The participants responded that they observed, estimated, guessed, measured, found, counted, and did communication throughout the activity. The trainer told them that all these steps build up the scientific thinking in an individual.

She explained that it is the responsibility of a teacher to indoctrinate scientific approaches in their students while teaching science. Teacher can conduct small experiments and ask students open-ended and close-ended questions for building problem solving as well as better understanding of different concepts in them.

Goals and Aims of Teaching Science

Trainer shared the National goals and aims for teaching Science at primary level. Some of those are given below:

- Giving scientific knowledge to children.
- Promote scientific research
- To make our children compete at international level.
- To promote problem solving skills

Group Activity

Trainer distributed these following tasks based on different concepts taken from the syllabus of grade I among the groups:

- Sort out the leaves from different plants and form their groups according to their types/shapes. Paste these leaves on chart papers and make a book. Build two open-ended and two close-ended questions.
- Create an environment for animals living on land and label them. Build two open-ended and close-ended questions.
- Make a model of an aquarium of sea animals. Build two open-ended and close-ended questions.

- Plan a hunt and collect at least ten objects according to living and non living. Make a pictograph of these selected things. Build two open-ended and close-ended questions.
- Plan a "sense walk" with group members. Make a chart of senses and show the record of each sense and draw and label all the specific organ of the human body. Build two open-ended and close-ended questions.

Each of these tasks was divided into two activities among ten groups. Later, each group gave its presentations.

Closing Ceremony

The trainer summed-up the session by taking feed back from the participants about their observations and experimentation about their research based activities.

Certificate Distribution

Certificates were distributed among all the teachers on their successful completion of the Follow-up Training Workshop.

REPORT ON FOLLOW-UP TRAINING FOR GRADE-I TEACHERS

19th -24th March, 2007

VENUE
FGJMS, G-9/3, Islamabad.

ORGANIZED BY
Children's Resources International, Pakistan (.
With the Funding Support of USAID

ABOUT TRAINING WORKSHOP

Grade I teachers from all FDE schools of Islamabad Capital Territory (ICT), took part in the five-day training sessions.

Names of the Trainers: Ms. Fakhira Najeeb
Ms. Sadia Shakeel
Ms. Sarah Qaiser
Ms. Hina Kokub
Ms. Saima Qadeer
Ms. Shabana Akram

Facilitator: Mr. Fazil

Note Taking: Ms. Hina Kokub

OBJECTIVES

- To share successes and concerns of CRI.
- To practice the approach of integrated studies through thematic teaching.
- To create awareness about the individual differences of the children.
- To ensure a positive change in the classroom environment.
- To integrate interactive activities with the syllabus.

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Closing Activity

INTRODUCTION

CRI Pakistan is an education institution, implementing child centered Interactive Teaching and Learning Methodologies Program from Kindergarten to Grade VIII in collaboration with the government at federal and provincial level in public schools. These schools are located in the entire school District of Islamabad Capital Territory besides Rawalpindi City District, and the Karachi City District. The best global methodology tried and tested in more than 35 countries of the world was initiated in Pakistan in 2002 with the funding support of USAID to improve the capacity of the public sector management and delivery of services in education especially to the marginalized.

The five main implementation pillars of CRI Methodology are:

- Elementary Education (KG through Grade VIII)
- Family Literacy
- Families and Community Involvement program
- Higher Education
- Inclusive Education

CRI Pakistan is also helping teachers to meet the new curriculum standards while implementing activity based learning by holding trainings on compatible methods of child-centered teaching. CRI has trained more than three thousand and eight hundred school teachers, principals and administrators in interactive teaching and learning methodologies at primary level through fifty one trainings.

CRI through Parent and Community Involvement Program involves family members in school life through planned activities by inviting them in their child's classroom to assist teacher by telling stories, sharing their knowledge, demonstrating and sharing professional skills thus creating communication channels between teachers and parents.

Our intergenerational Family Literacy Program is working with the aim to teach non-literate parents basic literacy and math skills in partner schools and to involve them in their child's learning thus helping improve the adult literacy rate. To date more than 3,000 parents have benefited from the parenting sessions conducted after school, twice a week for one and a half hour. With the introduction of the Family Literacy Program in 110 more schools over 5,000 more parents would benefit in the next three years.

CRI has also successfully introduced three specialized faculty courses on interactive teaching and learning methodologies to more than 90 faculty members in 40 public universities of Pakistan. These courses have been incorporated as reference material in course outline of B.Ed and M. Ed curriculum being revamped by the Higher Education Commission.

CRI's methodology books, *Creating Child-Centered Classrooms* for ages 3-5 Year olds 6-7 years old and 8-10 have been translated, adapted and printed in Urdu, to facilitate the implementation of the CRI Program in partner classrooms. These books are a written resource for the teachers as well as a practical Basic Education guide and have been distributed among partner school teachers. Besides these books we have a number of other publications and modules that support us in the implementation of our program

Our efforts are directed to achieve learning expertise, knowledge skills and values necessary to prepare teachers and children of Pakistan for the challenges of the 21st century.

This five-day follow-up training for the teachers of Grade I had been organized for the teachers of new CRI partner schools. This training was a part of the series of eight training workshops conducted for the teachers of Grade I & II, in the month of March, 2007. The contents of this training were based on teaching the basic concepts of child centered methodology, building classroom room community, morning meeting, parental involvement, classroom environment, math, thematic teaching, science etc. The inclusion of theoretical knowledge as well as practical activities made the training sessions more interactive and provided hands on experiences to the participants for the understanding of various concepts. The activities introduced during the sessions were designed and integrated with the curriculum of Grade-I. The participants enthusiastically took part in the activities and ensured that they would replicate these activities in the classrooms.

Registration

The first day of the follow-up training workshop began with the registration of the participants.

One of the participants was asked to recite a verse from the Holy Quran. The Master Teacher Trainers then introduced themselves by using name tag activity. They shared four of their favorite symbols and explained the reasons for their likings. The agenda of the training workshop was also shared with the participants.

Opening Address by Chief Executive (CRI-Pakistan)

Chief Executive of Children's Resources International, Ms. Mehnaz Akbar Aziz welcomed all the participants to the first day of teachers' training workshop. She addressed to the concerns and successes of the participants and highlighted future goals and prospects of CRI to the participants. She appreciated the efforts of the teachers of old partner schools in making CRI Program successful. She acknowledged their hard work and encouraged them to continue working with the same sprit in future as well. She also shared that CRI methodology was a global methodology that was evolved after research and was being adopted all over the world due to its efficacy.

Opening Activities

Rules for the Training Hall

For creating affable learning environment, rules were made with the assent of the participants.

They were:

- To keep mobile phones on silent mode.
- To wait for turns.
- To listen when other is talking.
- To respect each other's point of view.
- To follow the time limit.

Name Tags

Name tags were distributed among the participants and were asked to write their names on the tags and draw four different symbols. The trainer asked them to draw those symbols that portray their qualities.

Some of the symbols shared by the participants were:

- Tree
- Leaf
- Candle
- Sun
- Moon

Group Formation

Participants were divided into 12 groups through number assigning technique. Each participant was asked to call numbers from 1-12. Participants calling same numbers were asked to form groups. Each group selected a name for their group. They fixed specific jobs within their group members for better co-operative leaning while doing different activities during the training.

They named their groups as:

- Knowledge
- Sun
- Smile
- Innovators
- Springs
- Diamond
- Rainbow
- Unity
- Flower
- Moon
- Candle
- Rain

Job Chart

The trainer explained the importance of using Job charts for the smooth running of activities during the training sessions. She told that to maintain discipline in classrooms teachers could use job charts. Each group was them asked to fix some specific job within the group members and fill in the job chart pasted on the wall.

Participants distributed the following jobs among themselves:

- Handout collector
- Material collector
- Presenter
- Work displayer
- Table manager
- Time manager
- Recorder

Reflection Book

Any observation or views about the training sessions were recorded in the reflection book which was later shared with the participants.

Sharing Successes

The trainer shared CRI's successes with the relevance of its old partner schools. She also shared CRI's working with different organization on different educational activities as well as working on projects with the Federal and District Government.

Some of the Successes Shared Were:

- MOU signed
- President Bush visit
- Three Higher education courses
- Policy seminar on ECE
- Trainings of teacher from all over Paksitan
- In house Training by CRI Trained Teachers
- ECE launching Ceremony at Serena
- Documentary/Interactive Video

Participants were invited to share their successes about the implementation of CRI interactive methodology in their classrooms. They shared the following successes:

1. Child-centered approach motivates children in their learning process.
2. Learning centers help in enhancing the creativity of a child.
3. Morning meeting builds up interest & confidence among students.
4. Students have become more vocal, responsive, confident and co-operative.
5. Making rules and assigning jobs have made students more responsible.
6. Critical thinking has developed in children.
7. Family involvement helps in bridging the gap between parents, children and school.
8. CRI material provides opportunities to engage children in activities according to their developmental domains.
9. Increased in the ratio of attendance.

The participants were also asked to share their concerns.

Concerns

- Large strength of students in classes.
- Lack of nursery classes in the schools.
- Children of multiple ages in one class.
- Administration criticizes and does not support the program activities.
- Syllabus is too lengthy.

- Syllabus and activities do not go side by side.
- Discipline problem arises during the activities.
- Problems in time management.
- Trained teachers are provided classes for which they are trained for.
- Lack of parent's involvement.
- Need teachers' training in inclusive education.

The trainer then asked participants to suggest some possible solutions for these issues beside the policy matters.

Solutions

Participants gave possible solutions for some of the discussed problems:

- Sitting arrangement can be made flexible.
- Recruitment of new teachers from FDE or with the student fund / PTA fund. Teachers' helpers could be taken from the families of the children.
- Plan lesson to manage time.
- Syllabus should be integrated with the material and different interactive activities.
- To give brief orientation about the CRI & school administration program to the parents.

Trainer discussed all these concerns in a very positive manner so that they actually come out with the maximum possible solutions for these issues.

SESSION 1:

Morning Meeting

Participants were asked to share their general concerns about conducting morning meeting and also to share its objectives.

Concerns shared by the participants were:

- Difficult to conduct morning meeting with all students of class at a time.
- Discipline problems.
- Time constraints to conduct morning meeting.



The trainer explained that morning meetings can be conducted by changing groups of children every day. And it was not necessary to include all the components at a time. By introducing greetings, and news and announcement in the morning while conducting sharing and group activity components at any other time during the day could help conducting all the components of Morning Meeting very smoothly.

Why We Do Morning Meeting?

- It helps in normalizing the child.
- Set tone of the classroom environment for the whole day.
- Improves child's conversational and thinking ability.
- Promotes community building.
- Makes classroom environment friendly.
- It's an interesting way of communication.
- It's a play-way teaching technique for young children.
- It lessens the traditional fear of teacher for the students.

The trainer then shared the four basic components of morning meeting.

Practical Demonstration

Volunteer participants from each table were asked to come on the stage for the morning meeting.

Greetings: Each participant introduced herself in the circle by telling her likes and dislikes.

News & Announcement: Volunteer participant from the circle came and help the trainer in compiling and announcing the News and Announcement.

Group Activity: In group activity participants were asked to finish the phrase "**I like rainy days because-----**" and also to make illustration. At the end, a big book was developed through this activity.

Reflections

Participants were asked to share what they had learnt during the previous day's training sessions. They appreciated morning meeting session that helped them understand the importance of co-operative learning.

SESSION - I

Morning Meeting

Two participants from each group were asked to volunteer for the Morning Meeting.

Greetings: In this component, participants greeted each other and shared a word starting with the first alphabet of their name.

Sharing: Each participant was asked to share anything about the previous day's activities and others had to ask two questions related to that sharing.



News & Announcement: News, day, date, month and agenda of the day were shared among the participants.

Group Activity: Table of two was learned by using hands only. The trainer involved all the teachers in this activity. She told them to put two fingers from each hand on the table and start counting till 20, and then to start all over again. Counting proceeded until all the fingers of the group members vanished.

Estimation Jar

The trainer introduced 'Estimation jar' activity in which participants had to guess the total number of marbles present in a jar. They had to write their responses on a paper and put them in the basket present on their table.

SESSION II

Individualization

Role Play

In the second session the trainer acted like a traditional teacher. She was very authoritative and did not allow any disturbance. All the time she kept on instructing the teachers about what they had to do and what they shouldn't. If anyone asked instruction, she scolded and discouraged him/her.

Activity # 1

Then she conducted an activity in which participants were given a sketch of butterfly on plain white paper and they had to color them of her choice. They were not allowed to use their interest, choice and creativity. They had to sit quietly and follow the instruction correctly. Every one had to make their own butterfly without consulting each other. During the activity, they were not allowed to ask any question regarding the material or the purpose of the activity. Later they were asked to form a line and paste these butterflies on the wall, one by one.



Activity # 2

Another activity followed by the previous one. But in this activity the trainer asked each group to make a butterfly by using their own imagination and gave them free choice of using any material or colors. Discussions within the group were also allowed. The trainer changed her tone from hard to friendly and the result was obvious as participants made beautiful and vibrantly colored butterflies. They used poster colours, fabric colours, sequences, beads etc. The trainer summed-up the activity by taking feedback from the participants about her role as a teacher in both activities.

Remarks on the first teaching method

The participants shared the following views:

- We were unable to express our thoughts.
- Teacher was very authoritative.
- Not friendly attitude.
- Traditional teaching method
- Students were not given any opportunity to utilize their abilities.
- Atmosphere and environment was tense.

- Sharing was not allowed.
- Choice time was not given

Remarks on the second teaching method

- Trainer's attitude was encouraging, motivating and liberal.
- Two way learning process.
- Relaxed and friendly atmosphere.
- Creative learning was going on.
- Competition increased due to group learning.

When the butterflies of both atmospheres were shared, it was observed that the butterflies made during the first activity were colorless and monotonous. While, butterflies made in the second activity were colorful with different sizes, colours, shape, and presentation.

Basic needs required in child centered classroom:

Learning process of a child starts with his/her birth. Every age has different challenges to face. It is teachers' duty to fulfill the needs of each individual child. She explained the basic needs of child that are:

- a. Individualization.
- b. Choice Time.
- c. Family Involvement.

What should we teach a child?

- To develop creativity and learn to use their imaginations.
- Teacher should encourage them to ask questions to develop thinking process.
- Children should understand problems and have ability to solve them themselves.
- Child should have awareness of their surrounding, community, environment and country.

The trainer then showed a story book named "**Leo the late bloomer**" to the participants and asked them to guess what they think the story would be about. Some of the participants guessed that it could be about flowers, butterfly, some said that it might be about a tiger as they can see a tiger in the title cover. Later the story was shared among the participants.

The story explained that young learners had their own individual capacity for learning and growth therefore we cannot consider every individual to have same level of capability of development and growth. Parents and teachers play an important role in the developmental phase of a child. The trainer also shared that teachers or parents should not label any child as a slow learner or a failure as some

children are late bloomers who learn slowly and steadily. Our attitudes towards them should be positive.

The trainer then explained Individualization to the participants. she shared the following points with them:

- Child's individual behavior
- Strengths
- Weaknesses
- Attitudes
- Aptitudes
- Psychological development
- Physical growth

Participants also shared some of the examples of individualization while teaching in their classroom.

Group Activity

Participants had to put their students in their mind and plan activities that cater each of their student's capacities, interests, potentials and weaknesses.

Each group later gave presentations.

SESSION 3

Classroom Environment

The trainer started the session by showing the documentary of CRI classroom to her participants. She explained them the activities being performed in the documentary e.g. 100 days celebrations, science day, adopting a plant etc.



Classroom Environment

Environment is what we see, observe and feel around us. Classroom is the combination of both physical and psychological environment. The trainer explained the two environments of a classroom to the participants.

Physical Environment

Physical environment include all the basic amenities that had been provided to the child in his classroom. The physical features includes, furniture, stationery, charts

displayed on walls, AV aids, learning material, spacious classroom, learning centers etc.

Psychological Environment

Psychological environment of the classroom comprises of teacher's tone, attitude and behavior, student teacher interaction, teacher's approach for problem solving, teachers understanding of child's mental capabilities etc. All these things have strong effects on child's learning process.

She explained different learning centers to the participants.

- Art center
- Block center
- Literacy center
- Math's center
- Drama center
- Science center
- Music center
- kitchen
- Sand and water

While making the centers, teachers must keep in their mind that material and resources are according to the age and mental level of the children. They should be open-ended and easy to explore.

Group Activity #1

Participants were asked to explore Math center by using Cuisenaire rods, pattern blocks and building blocks. During the activity, CRI trainers went to each group and provided assistance to them.

Group Activity #2

Each group was given different tasks to make classroom environment according to CRI methodology.

Tasks were:

- Writing news and announcements in three different ways.
- Make a schedule chart.
- Make parents' bulletin board.
- Make alphabet strips or flash cards for both English and Urdu language.
- Make a birthday charts of your own group members.
- Arrange and label material in shelves according to their centers.
- Select any story book and make a word wall.
- Make classroom's rules.
- Make a hundred numbers chart.

- Make a job chart.
- Make a sentence chart.
- Make three books for literacy center.

At the end of the activity all groups gave presentation of their particular tasks.

Reflections

Participants shared what they had learnt during the previous day's training sessions. All of them showed their satisfaction towards the training sessions and appreciated the hard work of all the trainers.

SESSION - I

Morning Meeting

Every one whose birthday falls in March was asked to come and form a circle for morning meeting.

Greeting: Participants were asked to greet each other and share their most favorite season.

Sharing: Participants were asked to share "what problems they faces while coming to the training hall".

News & Announcement: Date, day, name of the month and agenda was shared in the news and announcement component.



Group Activity: For group activity, the trainer selected twelve different tasks for each group. She gave explanation for conducting each task and told them how they were going to symbolize each.

Themes for the group activity were:

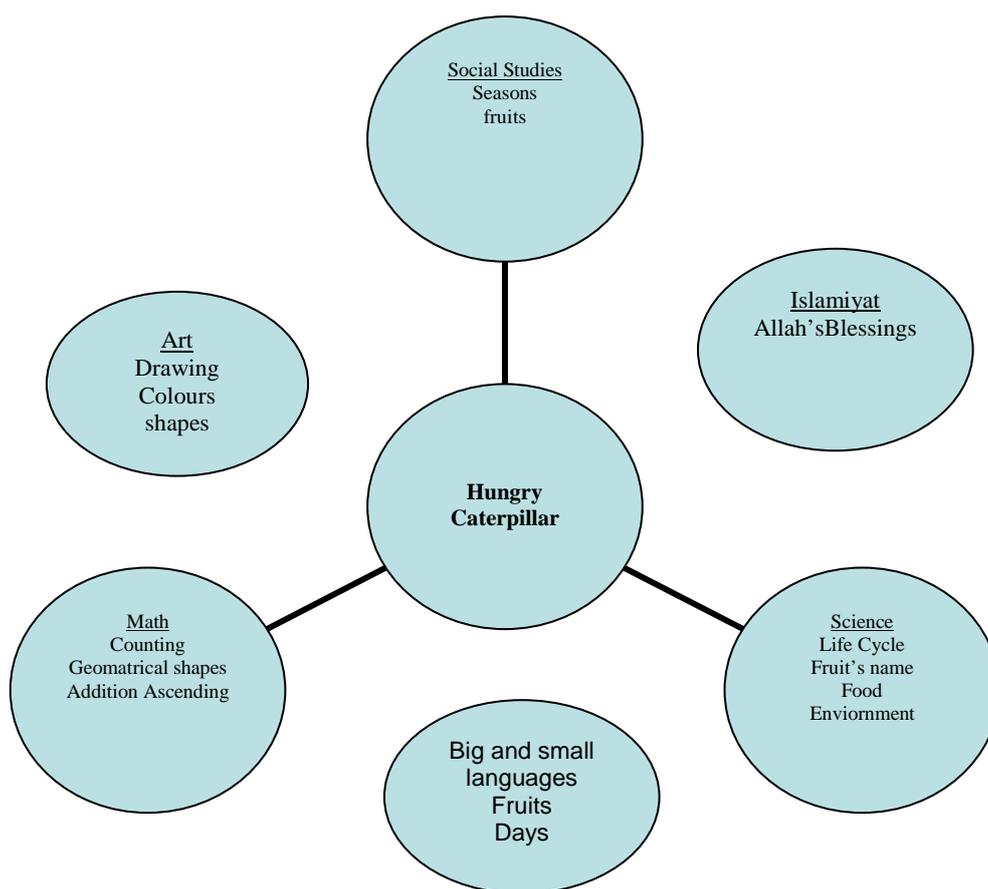
- Sunny day
- Windy day
- Rainy day
- Cloudy day
- Snowy day
- Hailing
- Lighting
- Thunder
- Summer
- Autumn
- Winter
- Spring

SESSION - II

Thematic Teaching

The session started by sharing a multimedia presentation of a story called, “**A VERY HUNGRY CATERPILLAR**”. She then asked participants to share what they understand about this book. They all had varied opinions. After that, the trainer narrated the whole story to the participants and asked several questions to raise their curiosity and interest. At the end, she asked them to relate this story with their subjects.

Participants related the story with their subject in the following ways.



The trainer explained how one small activity could integrate almost all aspects of their syllabus. She shared that children should always be the center of activities as it enable them to Interact, Observe, Motivate, Involve, develop Critical Thinking, Imagination & Participation. Improvisation of integrated syllabus would never be successful until it involves Pleasure, Aesthetic, Curiosity, Spontaneity, Wonder, Critical thinking, and Interest.

Merits of Thematic Teaching

Through thematic teaching child learns at broader level because activities are interrelated with the real environment. They also learn to work in groups.

Thematic Syllabus

Trainer discussed how teachers can integrate different activities with their syllabus. She explained that through thematic syllabus the developmental domains of child can be enhanced. Topics of Syllabus can be divided into different groups in different week.

At this point participants were asked to list down the topics of their syllabus.

Following topics were highlighted,

- Seasons
- Family
- Animals
- Our environment
- Heat
- Living and non -living thing
- Means of transport
- Parts of body
- Healthy habits
- Plants
- Birds
- Values

At this point, the trainer introduced thematic web to the participants and guided them in the integration of their syllabus in the thematic web.

Web Making Activity

Participants were given some time to brain storm about the topic selection from any subject from their syllabus. They had to choose topics and divide them into subjects and activities.

The topics selected for web making were:

- Family
- Environment
- Living and non- living things.
- Seasons
- Traffic lights
- Means of transport
- Parts of body
- My country

At the end of the activity, participants gave presentation in groups.

Suggestion to Design Activities

The trainer shared the following suggestions with the teachers:

- a. Children's age and interest must be given importance while conducting activities.
- b. Activities must be formulized for building imagination and creativity.
- c. It should be related to children's actual environment.
- d. Material related to activities should be present in class.
- e. Give opportunities and choices to children.
- f. Activities should be broader and flexible.

Activity #1

'Transport' graph had been pasted on the walls of the training hall. Participants were requested to mention their means of transportation on a strip and paste it under the particular name written on the Transport graph.

Activity #2

Different working stations were distributed among participants; they had to design activities according to their given tasks.

Stations for Activities were:

1. Sort out different means of transportation with regards to their speed from the given list and make words opposite from it.
2. Imagine going on a vacation and use any means of transportation and make a story book about it.
3. Make a model on the means of transport by using wooden blocks. Write down their names and make sentences on given sentence strip chart.
4. Perform role play on rules of traveling. Write sentences on five rules and display them by using sentences strip chart.
5. By arranging the given Urdu words, make an Urdu dictionary.
6. Write down poem on the means of transportation.
7. Make a mural on the means of transport.
8. Make English dictionary by arranging given words in alphabetical order.
9. Produce geometrical shapes from glaze paper and make means of transport on chart paper, and make a work sheet.
10. Perform a role play on animals used in means of transport with the help of masks or puppets.



11. By using clay make a model on different means of transportation.

Later, each group gave presentation.

Homework of the day

At the end of the day, participants were asked to bring bottle, bottle cover, seeds, shells, leaves, pet animal etc, tomorrow.

The fourth day of the training started with the recitation of a verse from the holy Quran by one of the participants.

Reflection

Participants were asked to share their feedback about the previous day's training sessions. They shared that they enjoyed and learned a lot from the story of "the Hungry caterpillar" and appreciated all the activities conducted in all the training sessions.

SESSION - I

Morning Meeting

Each fifth member from the groups was asked to come and participate in the Morning Meeting.

Greeting: Each participant introduced herself/himself and shared her/his favorite fruits and their benefits.

Sharing: The second component of morning meeting was not conducted that day to suggest participants that they can omit this component whenever they think that they have less time available for other activities.



News & Announcement: The trainer shared date, day, month and agenda of the day with the participants.

Group Activity: Participants were asked to make books on the 'Eating Habits'. Twelve different task sheets were distributed among them for this purpose.

Task stations were:

- Junk Food
- Fruits
- Vegetables
- Dry Fruits
- Ice-creams
- Sea Food
- Hot Drinks

- Cold Drinks
- Deserts
- Baked Food
- Meat
- Dairy Food

SESSION II

Science

The trainer started the session by initiating a game called “**Simons Says**”. She guided them throughout the play.

Activity#1

For the first activity, material collectors from each group were asked to take one paper plate, glass and some quantity of bottle caps for their groups. Each individual had to mark a point on the glass and estimate how many bottle caps could fill up till that mark. The purpose of doing this activity was to make participants analyze results from observation, estimation and experimentation.

The participants were asked to share what they did in this activity. The participants responded that they observed, estimated, guessed, measured, found, counted, and did communication throughout the activity. The trainer told them that all these steps build up the scientific thinking in an individual. She also shared that questions such as Why, What, When, Where, were the first step towards science.

It is the responsibility of a teacher to indoctrinate scientific approaches in their students while teaching science. Teacher can conduct small experiments and ask students open-ended and close-ended questions for building problem solving as well as better understanding of different concepts in them.

Goals and Aims of Teaching Science

Trainer shared the National goals and aims for teaching Science at primary level. Some of those are given below:

1. Giving scientific knowledge to children.
2. Helpful in economic growth.
3. Develop logical thinking.
4. Development of observational skill.
5. Everybody get a chance to have hands on science.
6. Enquiring and Investigating.
7. Understanding and Applying.
8. Communication of Scientific Knowledge.
9. Developing Scientific Attitudes.

10. Tolerance for others scientific opinions.

Group activity # 2

Trainer distributed five tasks, based on different concepts taken from the syllabus of Grade-I, among the groups. Each of these tasks was divided into two activities among twelve groups.

The tasks were:

6. Sort out the leaves from different plants and form their groups according to their types/shapes. Paste these leaves on chart papers and make a book. Build two open-ended and two close-ended questions.
7. Create an environment for animals living on land and label them. Build two open-ended and close-ended questions.
8. Make a model of an aquarium of sea animals. Build two open-ended and close-ended questions.
9. Plan a hunt and collect at least ten objects according to living and non living. Make a pictograph of these selected things. Build two open-ended and close-ended questions.
10. Plan a "sense walk" with group members. Make a chart of senses and show the record of each sense and draw and label all the specific organ of the human body. Build two open-ended and close-ended questions.

At the end of the activity, participants were asked to give presentations.

SESSION III

Observation & Assessment

The trainer asked the participants to observe things that they can see in the training hall. She told that continuous study and evaluation is called observation and assessment.

She explained that observation and assessment can be used in the following areas.

5. Social development.
6. Written expression.
7. Oral expression.
8. Cognitive development.

She told them that assessment could be Formal or Informal. There were two methods by which one can assess a child in a classroom. One was to ask questions directly from the children and get his response. While on the other hand, children can be assessed by observing them during group activities.

Teachers can develop and use assessment tools with the help of qualities and information which they observe in a child. It's the duty of a teacher to check and observe the multiple intelligences and individual needs of a child. Teacher can assess children by creating interesting activities and by giving them options.

She shared two types of observations with the participants:

Subjective Observation

Subjective observation includes observer's biased opinion and also his own likes and dislikes.

Objective Observation

While on the other hand, objective type of observation is authentic, valid and reliable.

The trainer shared that teachers should assess a child with objectivity. For this purpose teacher should assess children's work through out the terms. She shared seven different techniques and tools that could help in assessing a child.

1. Checklist
2. Anecdotal record
3. Video/audio tape ,Photographs
4. Map of child's movement towards different activities
5. Interviewing
6. Portfolios
7. Drawings of a child

Authentic document can be obtain through

1. Observation
2. Anecdotal records
3. Journals
4. Logos
5. Actual work samples
6. Portfolio
7. Performances

Assessment is not only to report child's performances but it also helps to improve child's abilities. The purpose of assessment is to check the level of a child.

The last day of the training started with the recitation of a verse from Holy Quran.

Reflection

The participants shared that Science and Observation & Assessment sessions were interesting and they learnt a lot about objective and subjective approaches of assessment. They asked for more of such training workshops in future.

SESSION - I

Morning Meeting

Participants were asked about the components of Morning Meeting. After that a group was formed to conduct Morning Meeting.

Greeting: Participants introduced themselves and shared one good thing about their relatives.

Sharing: The trainer asked the participants to share what their three wishes would be if they found the genie of Aladdin's lamp.



Group Activity: A role play was presented by one of the participant on Family Involvement.

For group activity, participants were asked to make wall clocks. These clocks were later used in the thematic teaching session.

News & Announcement: The date, month, day and agenda was shared among the participants.

SESSION - II

Family Involvement

At the start of this session, participants were asked to do an activity.

Activity

They had to make a hand and write down five different activities that helpers can do for teachers in classrooms. Ten minutes were given to finish this individual activity.

Participants shared the following activities through which parents can participate in classrooms:

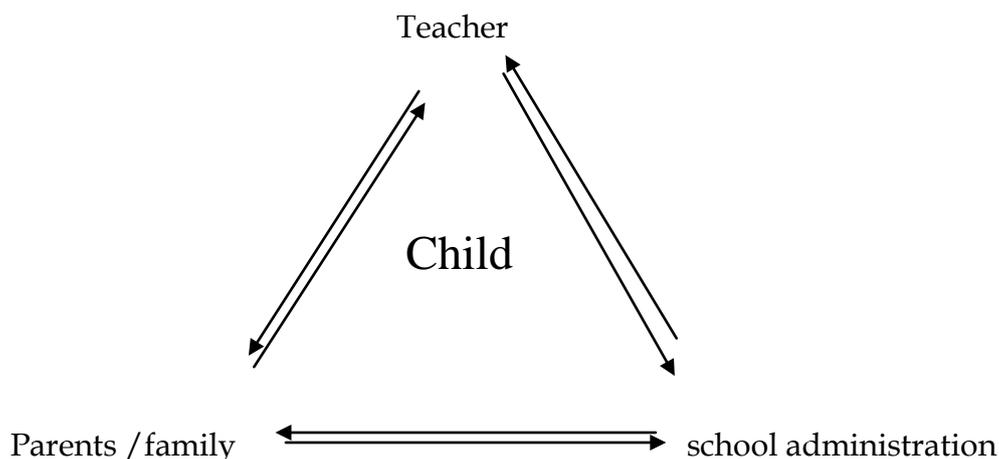
- Parents can share information related to their profession.
- Explain or demonstrate any Islamic ritual.
- Helping teacher in checking copies.
- Helping in hygienic practices.
- Share stories.
- By becoming an active member of Parent-Teacher Association.

The trainer asked the participants to share any success related to family involvement in their schools. Some of the participants shared few success stories of family involvement in their schools.

Participants also shared their major concerns related to less participation of families in schools which were:

- Illiterate parents
- Lack of understanding
- Lack of coordination between families and school
- Communication gap
- Language barrier
- Gender issues
- Lack of awareness

The trainer then shared CRI program triangle for family involvement with the participants. She explained that teacher cannot achieve his/her educational objectives until he/she has a strong coordination among student, teacher/school and parents.



How to Improve Family Involvement

The trainer shared the following points with the participants:

1. Teachers can celebrate open days and invite parents as guests.
2. Communication gaps between school and parents should be abridged.
3. Parent teacher association (PTA) meetings can be used as platform for guiding parents about the Programme.
4. Orientation day can be conducted in which parents are guided about the advantages and objectives of the programme. For this, the trainer shared that CRI has designed a special form that could help in gathering basic data about family and child.



Purpose of Family Involvement Component:

Some purposes were also shared among participants were:

1. Children feel confident on seeing the interaction between teacher and family members.
2. Family learns about the status of their child in the class.
3. Teacher can adopt and manage different types of activities with a helper.
4. Parents understand about the activities happening in the schools and value the input of teachers towards the child.
5. Family, school and community become one.

The trainer then briefed the teachers about the significance of Family Involvement in classes. She shared that teachers can improve children's performance and increase their attendance by calling their parents in classrooms.

Closing Activities

Distribution of Evaluation forms

Evaluation forms were distributed among the participants who were asked to fill and return them to the trainers.

Certificate Distribution Ceremony

At the end, certificates were distributed by the Chief Executive of CRI, Ms. Mehnaz Aziz, among all the participants.



Closing Remarks by Chief Executive

After distributing certificates, Ms. Aziz rendered thanks to all the teachers for their participation in this training workshop. She also thanked the principle of the F.G.J.M.S G-9/3, Ms. Shagufta, for her co-operation and support in organizing this training workshop. Ms. Aziz said that if we want to progress as a nation then we would have to prepare our children as critical thinkers. A child's brain is a combination of multiple intelligences and it is the role of the teachers to guide him/her towards the sky. She wished all of them luck and advised them to implement CRI methodology in their respective institutes.

REPORT ON FOLLOW-UP TRAINING

19th -24th March, 2007

VENUE:

FGJMS, I-8/1, Islamabad

ORGANIZED BY:

Children's Resources International, Pakistan

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Annexure

INTRODUCTION

CRI Pakistan is an education institution, implementing child centered Interactive Teaching and Learning Methodologies Program from Kindergarten to Grade VIII in collaboration with the government at federal and provincial level in public schools. These schools are located in the entire school District of Islamabad Capital Territory besides Rawalpindi City District, and the Karachi City District. The best global methodology tried and tested in more than 35 countries of the world was initiated in Pakistan in 2002 with the funding support of USAID to improve the capacity of the public sector management and delivery of services in education especially to the marginalized.

The five main implementation pillars of CRI Methodology are:

- Elementary Education (KG through Grade VIII)
- Family Literacy
- Families and Community Involvement program
- Higher Education
- Inclusive Education

CRI Pakistan is also helping teachers to meet the new curriculum standards while implementing activity based learning by holding trainings on compatible methods of child-centered teaching. CRI has trained more than three thousand and eight hundred school teachers, principals and administrators in interactive teaching and learning methodologies at primary level through fifty one trainings.

CRI through Parent and Community Involvement Program involves family members in school life through planned activities by inviting them in their child's classroom to assist teacher by telling stories, sharing their knowledge, demonstrating and sharing professional skills thus creating communication channels between teachers and parents.

Our intergenerational Family Literacy Program is working with the aim to teach non-literate parents basic literacy and math skills in partner schools and to involve them in their child's learning thus helping improve the adult literacy rate. To date more than 3,000 parents have benefited from the parenting sessions conducted after school, twice a week for one and a half hour. With the introduction of the Family Literacy Program in 110 more schools over 5,000 more parents would benefit in the next three years.

CRI has also successfully introduced three specialized faculty courses on interactive teaching and learning methodologies to more than 90 faculty members in 40 public universities of Pakistan. These courses have been incorporated as reference material in course outline of B.Ed and M. Ed curriculum being revamped by the Higher Education Commission.

CRI's methodology books, *Creating Child-Centered Classrooms* for ages 3-5 Year olds 6-7 years old and 8-10 have been translated, adapted and printed in Urdu, to facilitate the implementation of the CRI Program in partner classrooms. These books are a written resource for the teachers as well as a practical Basic Education guide and have been distributed among partner school teachers. Besides these books we have a number of other publications and modules that support us in the implementation of our program

Our efforts are directed to achieve learning expertise, knowledge skills and values necessary to prepare teachers and children of Pakistan for the challenges of the 21st century.

This five-day follow-up training for the teachers of Grade II had been organized for the teachers of new CRI partner schools. This training was a part of the series of eight training workshops conducted for the teachers of Grade I & II, in the month of March, 2007. The contents of this training were based on teaching the basic concepts of child centered methodology, building classroom room community, morning meeting, parental involvement, classroom environment, math, thematic teaching, science etc. The inclusion of theoretical knowledge as well as practical activities made the training sessions more interactive and provided hands on experiences to the participants for the understanding of various concepts. The activities introduced during the sessions were designed and integrated with the curriculum of Grade-II. The participants enthusiastically took part in the activities and ensured that they would replicate these activities in the classrooms.

About Training Workshop

57 teachers from Ternul Sector participated in the five-day Teachers' Training Workshop conducted at Federal Government Junior Model School I-8/1 Islamabad from 19th- 24th March, 2007.

Name of Trainers: Ms. Tasneem Sarwar,
Ms. Saira Mubarak,
Ms. Sabahat Yasmeen,
Ms. Uzma Batool,
Ms. Masooma Rizvi
Mr. Abid Hussain

Note Taking: Mr. Abid Hussain

An informal introduction between participants and CRI team took place at the first day of the training workshop.

Registration

The first day of the follow-up training workshop formally began with the registration of the participants. Holy verses of the Quran were recited by a participant followed by Naat. The training agenda was also shared with the participants.

Opening Activities

Training Rules

To create an affable learning environment some rules were made with the consent of the participants.

The rules made were:

- Keeping mobile phones on silent mode.
- Waiting for turn.
- Listening to other's point of view.
- Keeping in mind the time limit.

Name Tags

Name tags were distributed among the participants who had to write their names on the tags and draw four different symbols portraying their personalities. One participant from each table was then asked to share her symbols with others.

Group Formation

Participants were divided in 12 groups through circle formation strategy. The trainers requested them to stand in a circle and call out numbers from 1-12. Members having same numbers were gathered in one group. Each group had six members. Each group then selected a name for their group identification.

The names of these groups were;

- Knowledge
- Galaxy
- Smile
- Initiatives
- Spring

- Diamonds
- Unity
- The Falcon
- Rainbow
- Strength
- Candle
- Rain

Job Chart

The trainer gave detail description of the job chart and shared its importance for the smooth running of activities during the session. She shared that to maintain discipline in their classrooms teacher could adopt such procedures. Every group allocated one job to every group member for co-operative learning during the training. The jobs were;

- Material Collector
- Presenter
- Work Displayer
- Table Manager
- Time Keeper
- Recorder
- Handout Collector

Reflection Book

Observations and views about the training sessions were recorded in the reflection book.

Successes and Concerns

The trainer asked all the participants to share their successes and concerns regarding the implementation of CRI methodology in partner schools.

The successes shared by the participants are as follows:

Successes

- Morning Meeting has brought positive changes among students.
- Children have more opportunities for self expression during activities.
- Morning Meeting helps in enhancing vocabulary of the students.
- Students have become cooperative and familiar with one another.
- It has become easier to teach Math using CRI manipulative like Geo Board, shapes etc.
- The writing skills of students have improved due to book making activities.
- Slow learners are improving due to interactive methodology.
- Parental involvement has increased.

- CRI methodology has made it easier to teach the concepts of Mathematics.

Apart from successes there were some concerns as well that were also shared by the participants.

Concerns

- Parents do not cooperate in helping children do homework.
- Group making create difficulties and cause discipline problems.
- Too many students in a class make it difficult to conduct Morning Meeting.
- Heads do not favor morning meeting.
- Don't know how to utilize Wooden Blocks.
- Due to interactive activities, less time is left to complete the syllabus.
- Difficult to implement CRI methodology in the schools belonging to the rural areas.
- Problems in inviting parents for family involvement in double shifts schools.
- Time management.

SESSION-I

CONCEPT OF MORNING MEETING

The trainer explained the concept of morning meeting by showing the video of CRI's interactive methodology to the participants. The trainer explained that such methodologies are only conducted in CRI partner schools and has been implemented in more than 35 countries around the world.

The trainer asked the teachers to briefly introduce to the students what morning meeting is all about. Teachers could share the following information regarding benefits of morning meeting:

- We would be able to know each other better.
- We would be able to take care of each other.
- We would be able to share different experiences and ideas.
- We would have fun together.
- We would be able to think critically.

The components of morning meeting were then shared with the participants that were:

- Greeting
- Sharing
- Group Activity
- News & Announcement

The trainer then asked the participants to share their feedback regarding the implementation of morning meeting in their schools.

Their remarks are as follows:

- Students are now updated with the daily classroom schedule
- Student's hesitation and shyness has decreased
- It has promoted thinking process in children
- Has provided opportunities for self-expression

Reflections:

The second day of the training started with the sharing of participants' reflections about the previous day training sessions. Participants shared that they find it difficult to handle huge strength of children while conducting morning meeting. The trainer explained that by dividing the students into small groups and entrusting children with some responsibilities teachers can handle such kind of situation very easily.

Morning Meeting

Some participants were asked to from the inner circle for morning meeting.

Greeting: Participants of the inner circle were asked to greet each other by sharing their favorite subjects and give one reason for their liking.

Sharing: Four participants were asked to share their desire for a positive change in their personalities. For this activity a 'Moon Doll' was given to those participants who were sharing their ideas.

News & Announcement: Date, day, weather and agenda of the day was shared with the participants.

SESSION-I**Family Involvement**

Participants were asked to do an activity at the start of this session.

Activity

Participants had to draw a hand and write five different activities that helpers can do for teachers in classrooms. A specific time period was allocated to finish this individual activity.

Participants shared the following activities through which parents can participate in classrooms:

- They could share information about their profession
- Demonstrate any Islamic ritual
- Help teacher in writing copies
- Involve in interactive activities

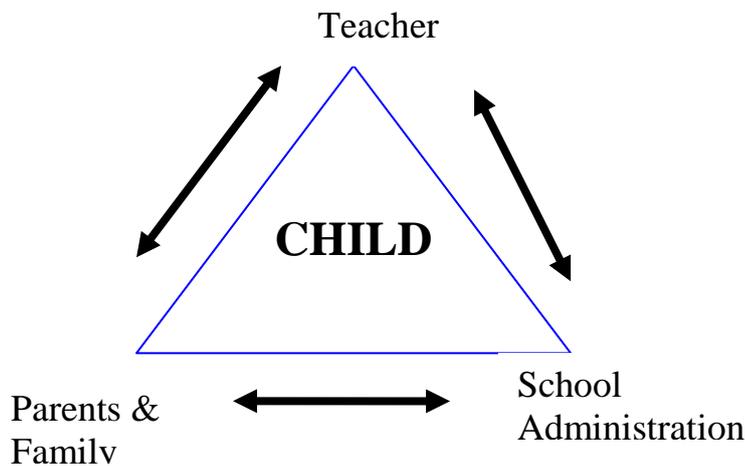
- Help in children hygiene practices
- Tell any story
- Become an active member of Parent Teacher Association (PTA)

The trainer asked them to share any success related to family involvement in their schools. Some participants shared success stories of family involvement in their schools.

Participants also mentioned the following major reasons for the lack of family involvement in their schools:

- Illiterate parents
- Lack of coordination between families and schools
- Communication gap
- Language barrier
- Gender issues
- Lack of awareness

The trainer then shared CRI program triangle for family involvement. She explained that teacher cannot achieve his/her educational objectives until there is a strong coordination among student, teacher/school and parents.



The trainer shared the following points with the participants to improve family involvement:

- We can celebrate different days and invite parents as the guests for the occasion.
- Communication gap between school and parents should be abridged.
- PTA meetings can be used as a platform for informing parents about the CRI program.
- Orientation day can be selected in which parents are guided about the advantages and objectives of the Family Involvement program. (For this CRI

has designed a special form through which basic information about family and child can be observed).

Teachers were then asked to share the successes and concerns regarding Family Involvement.

Successes

- Parents become aware of their child's performances.
- Teacher becomes able to address student's individual needs.
- Students feel more confident in the presence of their parents.
- Mothers can come and assist teachers in classroom activities.

Challenges

The challenges shared were enlisted on the board and then participants were assigned to work in groups and think about their possible solutions.

Challenges	Possible Solutions
Parents' busy schedule in their routine activities	<ul style="list-style-type: none"> • Other family members could be invited. • Invite parents for a shorter time period.
Mothers hesitate to come to boys schools.	<ul style="list-style-type: none"> • Invite mothers in groups. • Brief male members of the family regarding Family Involvement Program. • Involve old family members.
Schools' heads do not facilitate teachers.	<ul style="list-style-type: none"> • CRI team should brief heads during technical assistance. • Heads must participate in follow-up trainings.
Lack of awareness	<ul style="list-style-type: none"> • Involve parents in Family Literacy Program. • Brief parents about CRI methodology.
Parents criticize other children negatively.	<ul style="list-style-type: none"> • Develop rules for parents working in class. • Provide proper orientation.
Parents are incapable to deliver anything in class due to lack of communication skills.	<ul style="list-style-type: none"> • Facilitate parents by translating their messages.

SESSION-II

Role of a Teacher

The session started by conducting some activities.

Activity-1

A role play was demonstrated to depict two types of characteristics in a teacher. The participants were asked to give opinions of both the types.

Activity-2

Participants were assigned to make a hat and write five good characteristics of a teacher. This activity was performed in groups.

The trainer then shared that teachers play very important role in the life of a student. She is not only the source of knowledge but also helps students in strengthening other developmental domains as well. Qualities of a good teacher were then explained by the trainer.

Some of the qualities shared are given below:

- Decision making.
- Flexible.
- Providing guidance to students.
- Problem solver.
- An observer.
- Develop critical thinking among students.
- Motivating.
- Tolerant.
- Create an ideal environment that endorses better learning.
- Manage time for different activities.

Book sharing

The trainer shared a book about a teacher, called "Mr. George".

SESSION-III

Make and Take

Participants were explained the methods of making poster colors and play dough using kitchen items and other low cost materials. The trainer also shared stamp making techniques on vegetables and fruits that could be used to beautify charts and other learning aids. The participants also learned paper mash technique and how to develop jig saw puzzles utilizing old newspapers.

Group activity

In group activity, participants developed different learning aids with the materials they had produced during the training session. The purpose was to make teachers understand how to make use of raw material and how to utilize them for the enhancement of student's learning.

The details of groups work is as follow:

- Spring season with collage work.
- Role play on traffic signals with masks developed using poster colors.
- Geometrical shapes were developed using old and low cost materials.
- Book and jig saw puzzles were developed using old newspapers.
- A glass and a bowl were produced with paper mash.

Later each group gave presentation.

The third day of the training workshop started with the recitation of the holy verses.

Reflection

Participants showed their satisfaction regarding the training sessions and shared that they enjoyed the session of Make and Take the most as it helped them realize how to use waste material into productive material. They also shared that they have learned how to handle morning meeting issues and handle the discipline problems that arises in the classrooms.

Morning Meeting

Greeting: In this component, each participant shared his/her favorite city and gave reasons of his/her likings.

Sharing: The trainer asked participants to share any interesting incident that occur while traveling.

News & Announcements: News and announcement having information regarding the date, day, weather and agenda of the day was shared among the participants.

Group Activity: Four charts for each province of Pakistan were pasted at four different places in the training hall. Participants have to write anything they know about each province on the charts. This helped participants to gained lot of information about ach province.

SESSION-I

Thematic Teaching

Second session started by sharing story named as "A very hungry Caterpillar". Trainer shared that children learn greatly through story telling as it nurtures following skills in them:

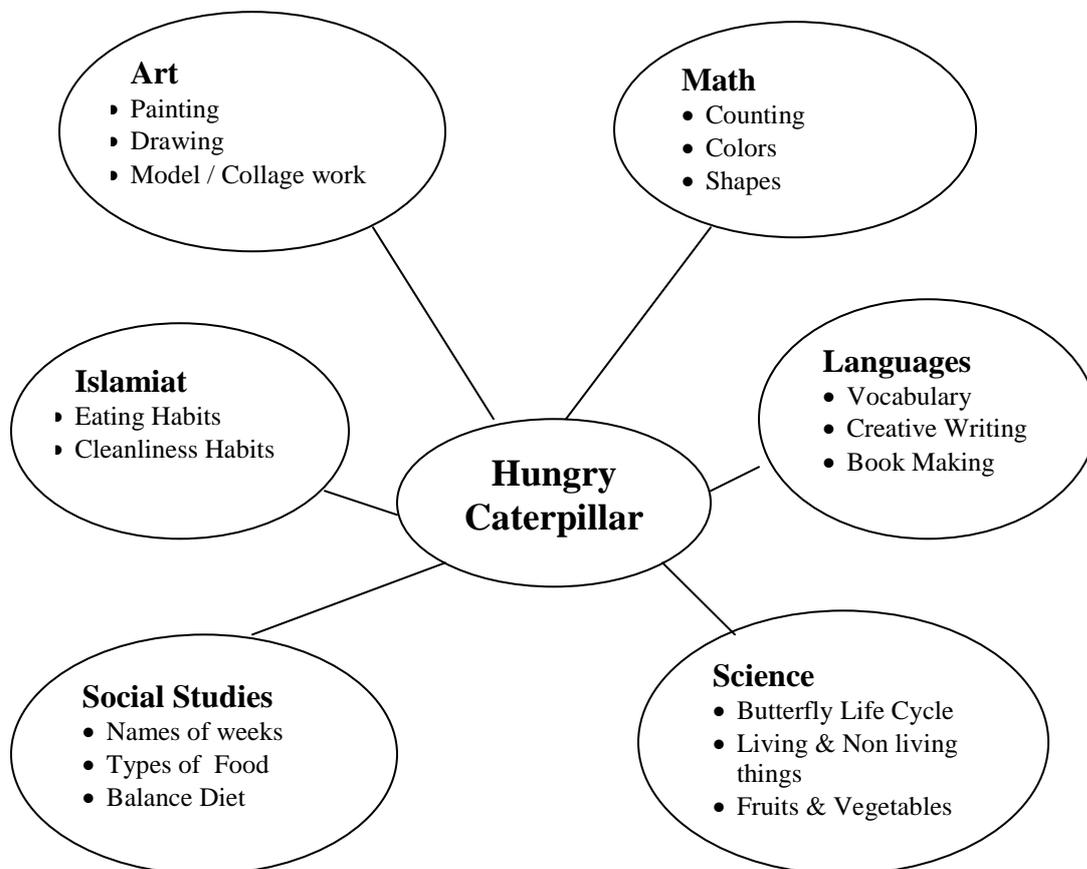
- Curiosity.
- Wonder.
- Imagination.
- Critical thinking.
- Spontaneity.
- Pleasure.

After that, she asked them to relate this story with their subjects. They related the story with their subject in the following way:

- Days of week.
- Numbers.
- Continuation of an event.
- Developmental stages.
- Nutrition.
- Food.
- Leaves.
- Lifecycle of a butterfly.
- Eating habits.
- Living and non-living thing.

Participants were then asked to share their views upon integrating story telling with different subjects through story telling. Everyone named the following subjects:

- Mathematics
- Science
- Language
- Arts
- General knowledge



Six groups were then assigned six different tasks:

- Group-1: Develop a book using pictures from old newspaper.
- Group-2: Develop chart comprising of different fruits of the seasons.
- Group-3: Produce a poem.
- Group-4: Draw pictures of some professions and write about their daily activities.
- Group-5: Develop a map of climate according to different parts of Pakistan.
- Group-6: Draw pictures on charts according to the content of the poems.

At the end, the trainer made links of the presentations.

SESSION-II

Social Studies

Globe Exploration

Participants explored how to use globes by gathering information regarding names of countries, continents, oceans etc.

Story Sharing

The trainer started the session by telling a story '**Khet se Mandi tak**'. After that, she asked the participants to share about what they have learnt in the story. The participants gave positive response. She shared about what is understood by the term 'Social Studies' with the participants.

She shared that Social Studies is an integral part of our life. By relating the subject with the real life, it becomes easier to teach and learn.

Activity

Participants were asked to draw the flag of Pakistan and to perform different activities assigned to them.

The tasks given were:

- Write National Anthem
- Write short essay on the importance of National Flag
- Sing a National Song.
- How many colors are there in our flag? And what do they represent?
- What is the importance of national flag for a country?

After that, each group gave their presentations.

Group activity

In group activity, participants were assigned tasks to develop some materials and then to present them. The tasks were selected from the curriculum of grade II. Moreover the groups were asked to develop three 'open-ended questions' according to assigned task. Through this activity the participants learned developing of materials according to grade II syllabus and how to deliver it accordingly.

The tasks given were as follows:

- Develop a chart with pictures focused on different professions
- Natural resources
- Miming on professions
- Write a story on different means of transportation
- Draw four festivals like Eid, Christmas, etc
- Portray famous personalities of Islam and Pakistan
- Service providing institutions

The last day of the training workshop started with the recitation of holy verses of the Quran by one of the participants.

Reflections

Participants were happy and satisfied regarding all the sessions and shared that they want more such trainings so that they learn more and more.

Morning Meeting

Greeting: The participants shared their favorite colors and gave reasons for their liking.

Sharing: One of the participants shared the news of the wedding engagement of her daughter. Others asked questions related to the sharing.

Group Activity: 15 items were hanged on a chart and showed to participants for half a minute. The participants were asked to make list of the items that they saw on the chart. The purpose of this activity was to assess observation and memory of the participants.

News & Announcement: The day, date, and agenda of the day were shared among the participants.

SESSION-I

Assessment and Evaluation

Activity 1

The trainer asked participants to share what they observe in children while doing assessment and evaluation. The participants answered that they usually observe children's behavior, interests, skills etc.

Activity 2

Participants were asked to close their eyes and imagine their favorite child and describe him/her. They described confident, intelligent, regular, artist, neat, quick to understand, classroom manager, curious, energetic qualities of children.

Developing Portfolios

Each participant developed their portfolios and anecdotal report models that they would later take back to their classrooms.

SESSION-II

Classroom Environment

The trainer shared the philosophy of classroom environment with the participants. The trainer informed that both physical and psychological environments were equally important and teacher should understand both. The trainer said that the teacher should improve the physical environment of the class so that the children could come to the class happily and feeling secure. The concept of physical and psychological environment was then explained in detail.

Physical Environment

Physical environment includes all the basic facilities that are provided to child in his classroom.

Physical feature includes:

- Teacher
- Students
- Furniture
- Stationery
- displays on walls
- AV aids
- learning material
- Spacious classrooms
- Learning centers

Psychological Environment

Psychological environment of the classroom includes the teacher's tone with the students, teacher's attitudes or behaviour, teacher interaction and approach towards solving problems, students' interest and their behaviour towards the teacher, their peers and towards learning. All these things strongly affect children's learning behaviour.

The trainer explained different learning centers that should be in a class are:

Art Center

Block Center

Literacy Center

Mathematic Center

Drama Center

Science Center

Music Center

Kitchen

Sand And Water

The participants were then assigned following activities in group that would help them create conducive learning environment in their classrooms:

- Organize the CRI shelf by creating different centers like Literacy Center, Block Center, Math Center, and Art Center etc.
- Develop daily schedule chart.
- Develop classroom job chart.
- Develop classroom rules.

Evaluation Form

Evaluation forms were then distributed among the participants. They had to fill the forms and return them back to the trainer.

Certificate Distribution Ceremony

At the end of the training, Ms. Shahida Deputy Head of FGJMS I-8/1 awarded certificates among all the participants and advised them to implement all the learned strategies in their classrooms.

PART - II

GRADE II

**WORKSHOP REPORT
FOLLOW-UP TRAINING
ON
CHILD CENTERED INTERACTIVE TEACHING &
LEARNING METHODOLOGIES**

26th -30th March, 2007

VENUE
FGJMS, I-8/I, Islamabad.

ORGANIZED BY
Children's Resources International, Pakistan
With the Funding Support of USAID

ABOUT TRAINING WORKSHOP

Teachers of Nilore and Sihala sector took place in the training sessions.

Names of the Trainers

Ms. Tasneem
Ms. Saira
Ms. Samina
Ms. Saima
Ms. Sabahat
Mr. Abid
Ms. Masooma
Ms. Uzma

Facilitator

Mr. Noman

Note taking

Uzma Batool

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OBJECTIVES

- To follow up the training of Grade II teachers who were trained in July 2006.
- Discuss concerns and successes of the teachers who have been practicing CRI Methodology in their classrooms since July 2006.
- To create a community of learners and produce environment of mutual respect, trust and understanding.
- To inculcate democratic attitude in learners.
- To enhance the professional capabilities of the learners.
- To share apprehension and try to find solutions themselves.
- How to make their own teaching aids by recycling used materials.
- To endorse hands-on experiences through different activities.
- Strategies to increase Parental Involvement.

INTRODUCTION

Children's Resources International Pakistan (Guarantee) Limited is a non profit organization, implementing child-centered Interactive Teaching and Learning Methodology Programs in collaboration with the government in Rawalpindi City District, Karachi City District and entire school district of Islamabad Capital Territory.

Starting in year 2002, with over 100 public schools, CRI teaching methodology with the funding support of USAID has improved performance of children in its partner schools helping them develop their critical thinking skills. The success of the pilot phase of the program has resulted in the expansion of the program to all Federal Directorate of Education Schools in Islamabad Capital Territory. The program expansion in the next three years would benefit approximately 200,000 students in over 3,000 classrooms.

Interactive teaching and learning methodologies encourage children to make choices, take responsibility of their decisions, express their ideas creatively, help each other, and develop critical thinking and practice independent thinking. Starting with the pre-primary children, CRI's interactive methodologies have steadily progressed through schools and have been introduced till Grade V. In last three years more than 25,000 children have benefited in more than 700 classrooms, equipped with active learning material provided by CRI. Under program expansion, CRI is interested in taking interactive methodologies till Grade VIII.

CRI's intergenerational Family Literacy Program (FLP) is working for the aim to teach non-literate parents basic literacy and math skills in partner schools and to involve them in their child's learning, therefore helping improve adult literacy rate. To date, more than 3,000 parents have benefited from the parenting sessions conducted after school, twice a week for one and a half hour. With the expansion of the Family Literacy programs, over 5,000 more parents will be benefiting in next three years.

CRI has also successfully introduced specialized faculty courses on interactive teaching and learning methodologies to more than 90 faculty members in 40 public universities of Pakistan. These courses have been incorporated as reference material in course outline of B.Ed and M.Ed curriculum has been revamped by Higher Education Commission.

CRI's methodology books, *Creating Child-Centered Classrooms* for ages, 3-5 Year olds, 6-7 years old and 8-10 have been translated, adapted and printed in Urdu, to facilitate the implementation of the CRI Program in partner classrooms. These books serve as written resources for the teachers as well as practical Basic Education Guide and have been distributed among partner schools teachers.

CRI's effort reflects on its commitment to support Government of Pakistan's Education Sector Reform Agenda. CRI's Interactive, Teaching and Learning Program supports five of the seven thrust areas articulated in the Education Sector Reforms (ESR) Plan, initiated by Government of Pakistan in 1999 and formalized in 2001 which includes a national literacy campaign, universal primary education and improving the quality of education through teachers' training, higher education and public private partnerships. CRI Pakistan is earnestly making efforts to provide the best possible learning opportunities to all the children in an effort to achieve learning expertise, knowledge, skills and the values necessary to prepare teachers and children of Pakistan for the challenges of the 21st century.

Registration of the Participants:

The five-day follow-up teacher training workshop started with the registration of the participants.

Opening Ceremony

The training started with the recitation from the Holy Quran followed by a Na'at by one of the participants. The Chief Executive Children's Resources International Pakistan (Guarantee) Limited, welcomed the participants to the five days training.

She stressed on the need of quality education. She said that all the resources are for urban areas and not for rural areas. Ms. Mehnaz said that the teachers are the change agents who are going to make this methodology successful and our partnership with teachers will grow and become strong as CRI and partnership with FDE grows with the passage of time and both are working for the betterment of children. She stressed that teaching is a life learning process and if we shut our minds and do not accept change then we cannot learn anything. She praised all the teachers on showing flexibility and allowing change in the filed of teaching. In the end, she wished all the teachers and urged them to learn as much as they can from the training and hoped that the teachers would work together with CRI trainers to overcome their concerns and learn from each other.

SESSION-I**Activity 1**

Different shapes were distributed among the participants who were asked to search for a pair and ask three questions from each other.

The questions to be asked were:

- Name?
- What is your profession?
- What you want to do?

The participants in pairs introduced each other and asked the questions.

Group Formation

All participants were lined up in U shape. The participants called the numbers from 1-10. The participants with same numbers formed groups. The purpose behind

group formation was to provide the participants an opportunity to mix up with each other.

Name Tag

Participants were asked to write their names in bold letters on the name tags and to select any symbol for their groups.

Table Jobs

The participants were asked to assign and distribute jobs within their groups and write on the given shapes. They then have to write name of their groups and then put them in the relevant places on the job chart.

Successes & Concerns

The trainer shared the successes of CRI in its partner schools.

The successes shared were:

- Attendance has improved.
- Writing and Art work has improved.
- Children become confident.
- Learning material makes concepts clear.
- Morning meeting proves to be an effective tool of community building.
- Learning has become interesting.
- Improvement in classroom environment.
- Caring & Sharing has increased
- Children have learnt to work in teams.
- Interaction between teacher and children has improved.
- Capacity building has increased.
- Children have learnt to solve problems.



The concerns were:

- Time management.
- Difficult to conduct morning meeting with large strength of students.
- Less number of teachers.
- Individual attention is not possible with large strength.
- No cooperation from parents.
- Classrooms are not spacious.
- Heads do not cooperate.
- Most trained teachers take one or two periods in their classes and most of them take periods in other class.

- Government's policy to promote all children in next class is not appropriate as most of the children promoted to class two do not know how to read and write.
- Children usually tear their books in few months and new text books are not easily available in the market.
- Heads want pin drop silence in the classes and if the teacher conducts activities in the class, the Head called the concerned teachers and snub them and told them that there should be no noise in the class.

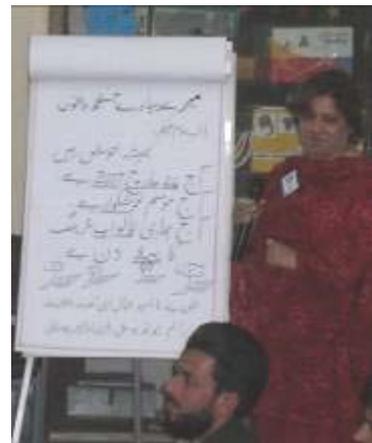
The trainer provided possible solutions to the participants.

SESSION I

Morning Meeting

The trainer started the session by sharing that in child centered classroom, the day starts with Morning Meeting. Morning Meeting sets the tone for the whole day. The trainer shared that children are invited to sit together and share each others experience, event, news or occasion.

The trainer asked all participants to share their experiences while conducting morning meeting in their classrooms and share advantages of Morning Meetings with others.



The participants gave the following advantages:

- Students gain confidence
- Student-teacher interaction increases
- Hesitation in children decreases
- Children like their teacher sitting with them.
- Children share their problems.
- Teachers can assess the moods and mental state of their students.
- Gained confidence.

The trainer shared the components of Morning Meeting with the participants.

Greeting: In greeting component, eye to eye contact is very important. The trainer asked the teachers to call children by their names in loud and clear voice and to give clear instructions to them.

Sharing: Ask children to share whatever they want to share, any event, occasion etc in which they are interested.

News & Announcement: Share temperature of the day, important event, any news in this component.

Group Activity: Children should be told what they are going to study that day.

The trainer asked the participants to share any group activity they have conducted in their classes.

The participants shared the following activities:

- Activity about science subject. (parts of plants)
- Activity with flash cards for Urdu alphabets.
- Made greeting cards.
- Children made stories.

The trainer and the participants shared that Morning meeting help developing:

- Creative thinking
- Sharing ideas
- Division of work
- Learning opportunities
- Confidence
- Save time

Practical Demonstration of Morning Meeting

Participants were asked to count numbers from 1-3 and to make a circle for morning meeting.

Greeting: Participants greeted each other and shared their name and its quality.

Sharing: Classroom rules were made in the sharing component.

Group Activity: In group activity, participants were asked to make a wish box and share their wishes.



Some wishes made by the participants were:

- To perform Hajj
- To teach effectively
- Whatever I learn I should be able to implement
- Want to learn calligraphy

Feedback of the day

At the end of the day, the trainer collected teachers' feedback. As some 12 teachers were attending the training for the very first time so it was necessary to collect their feedback about the training.

Successes

- How to conduct morning meeting & integrate it with syllabus.
- Practical demonstration of the morning meeting.
- Objectives & benefits were also shared; concepts were cleared to the participants.
- Objectives of class room rules.

Concerns

- Large strength and small rooms
- Access to training hall is difficult
- Time management
- Art activities
- How to make classroom environment pleasant and attractive for children.
- How to design & arrange activities.

Proceedings

The second day of the training started with the recitation from the Holy Quran followed by a Na'at.

Concerns

The trainer asked the participants to share their concerns regarding anything in their mind.

The participants shared the following concerns:

- Trainers should visit the classes at least once in a month.
- The venue for training is quite off the way.
- It is difficult to conduct morning meeting with large strength in small rooms.
- Teachers who are attending Grade-II training or those who already have received the first training should attend this follow up training. If teachers other than the concerned teachers are attending the follow up training, then it would be useless and waste of time as he/she would not implement the methodology effectively in the classes.
- The concern of managing time for activities would be tackle in the coming session of 'Thematic Teaching.'

SESSION I

Morning Meeting

A group of participants was invited to form a circle to conduct Morning Meeting.

Greeting: The trainer asked the participants to greet each other and share their favorite subject and give reason for their likeness.

Sharing: Participants were asked to give their opinions about "What do you want to change about your teaching"

News and Announcement:



Group Activity: The trainer performed the activity of origami. She told the participants how to make caps with old newspapers.

SESSION II

Role of Teacher

The trainer started the session by narrating a story called 'If you give mouse a cookie'.

Role Play Activity

The story was followed by a role play activity in which two trainers portrayed the roles of student and teacher. The first role played was of a traditional teacher while the other was of interactive teacher who favored child centered methodology. The trainer asked and discussed both the role with the participants.

Then the trainer asked about the role of teacher in the class.

Participants shared that a teacher should:

- Provide guidance.
- Be a problem solver
- Helps in personality development
- Be an observer
- Creates critical thinking among students and make them keen observer
- Give modern as well as religious knowledge
- Be tolerant and patient
- Encourage and motivate children
- Create a positive environment for better learning
- Be a decision maker
- Manage time for different activities
- Make corrections and be a reformer
- Facilitate and design activities that are age appropriate and according to the level of children
- Be flexible

The trainer discussed these roles with the participants in detail who shared their personal experiences as well.



Individual Activity

The time allocated for this activity was 20 minutes. The trainer asked the teachers to make caps. They were asked to write 5 important roles of a teacher on the caps. One participant from each group gave the presentation and shared what they have written.

The session ended by sharing a story called 'Mr. George'. Role of children in the story was also discussed.

Make and Take

Participants were asked to share their opinion about the term 'Make and Take'. The trainer then gave a brief introduction of the topic.

The trainer shared that classrooms should be made attractive and colorful as to make learning process interesting and motivating. For this, teachers need to introduce innovative activities as to enhance the creative skills of the children.

The trainer shared that most of the teachers cannot use a variety of AV aids in their classes as they are very expensive. A strategy must be developed that would help teachers to make their teaching effective. The trainer shared that by using junk or waste material they can make different learning aids. Involving children and seeking their parents' help can also prove useful.

The trainer shared the objectives of the session with the help of OHP.

- Dignity of work
- Reuse of junk and waste material
- Using low cost material
- Enhance creativity

Activity

The trainer gave instructions and practically demonstrated how to make:

- Play dough
- Paper Mache
- Poster colors
- Vegetable printing
- Puzzles with old newspapers
- Book making with old newspapers

Later, participants were provided material to make all the above given things.

Activity

Different tasks were assigned to each group in which they were asked to integrate each task with their syllabus. They were given 30 minutes to complete this activity. Another 30 minutes were allocated for their presentations.

Feed back of the day

Feedback taken from the participants at the end of the day:

- Learned how to make different things with low cost and junk material.
- Cooperative learning.
- Learned how to make play dough.
- Learned how to make low cost poster colors.
- Use of old newspapers for making books, puzzles and things with paper Mache.
- How to conduct morning meeting in groups.
- The role of a teacher.
- How to engage students in different activities.

Proceedings

The day started with the recitation from the Holy Quran.

Reflection of the Day

The trainer shared the yesterday's concerns with the participants. They wanted the training duration to be extended from five days to ten days. They also asked for more interactive activities and shared that they want to learn calligraphy. One of the participants inquired about how to handle a child who does not give performance in any subject in spite of teacher's utmost efforts. The trainer told that for this the teacher needs to talk to the parents. Counseling of the child would also be fruitful in this regard. The trainer asked the teachers not to label any child as a failure because that could shatter his personality forever.

SESSION - I

Morning Meeting

The trainer invited those participants for morning meeting who were born in the month of March, especially on 23rd and then called those participants who were born in the month of April and so on till the circle of 20 was completed.

Greeting: Tell your favorite city and one special thing about it.

Sharing: Two participants were asked to share any traveling incident, one pleasant while other unpleasant.

News & Announcement: Agenda of the day was shared among the participants.

Group Activity: Participants were divided into four groups. Each group represented one of the provinces of Pakistan. They were asked to fill the charts of provinces pasted on the walls by writing about the languages, dresses, famous places & personalities, crops, important cities, food, minerals about that province.

SESSION II

Social Studies

The trainer started the session by telling a story '**Khet se Mandi tak**'. After that, she asked the participants to share about what they have learnt in the story. The

participants gave positive response. She shared about what is understood by the term 'Social Studies' with the participants.

She shared that Social Studies is an integral part of our life. By relating the subject with the real life, it becomes easier to teach and learn.

Activity

Participants were asked to draw the flag of Pakistan and to perform different activities assigned to them.

The tasks given were:

- Write National Anthem
- Write short essay on the importance of National Flag
- Sing a National Song.
- How many colors are there in our flag? And what do they represent?
- What is the importance of national flag for a country?

After that, each group gave their presentations.

She said if teacher plan their lessons by relating them with the real life then learning would become interesting for children and help in clearing their concepts.

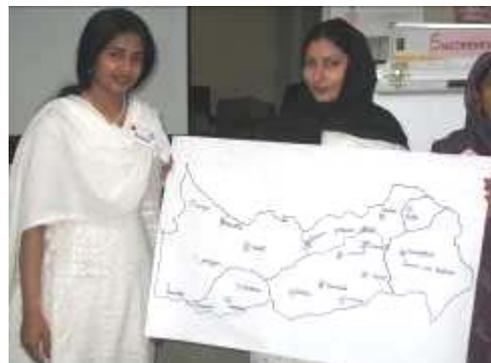
She shared the national goals of teaching Social Studies in detail with the participants and stressed that as a teacher one must inculcate the spirit of patriotism among our children.

Activity

The participants were asked to observe the map of Pakistan displayed in the training hall. Each group was then told to draw the map of Pakistan and perform the given tasks in 20 minutes.

The tasks given to them were to mention:

- Famous cities of each province
- Air routes
- Provinces and neighboring countries
- Dams
- Fruits, crops and vegetables
- Physical features
- Minerals
- Rivers
- Industries
- Important places



After completing the tasks each group gave their presentations.

Activity

Different activities were given to each group who were asked to make 3 open-ended questions for each task. The time allocated for this activity was 15 minutes.

The tasks given were to:

- Illustrate four seasons
- Draw 4-5 famous places of Islamabad and write 3 sentences about each of them.
- Miming different professions (farmer, doctor, cobbler, washer man, computer specialist, teacher)
- Write names of defense forces and mention duties of police force.
- Write names of six famous religious and national personalities. Also write few sentences on any one of them.
- Perform role play on the behavior of a person with his neighbors, friends, elders and young people.
- Name four famous festivals and also draw their characteristics.
- Collect natural resources from your environment and tell their uses.
- Write a story on the use of different means of transport like bus, cycle, Tonga, aero plane, train, boat etc.



After completing the tasks, each group gave presentation.

Parent Involvement

The next session was started by asking participants about their concerns regarding parental involvement. The trainer asked that how many of the participants took initiative in inviting parents in the classes. The participants shared their concerns. The trainer told them that parents' involvement can also be called family involvement which means that any member of the family could come in the class for different activities. One of the participants shared her success story with the whole group.

Activity

The participants were asked to write four problems which they face when they invite parents in the classrooms. The participants shared their concerns and problems with trainer. The participants were then asked to find the solutions of the problems discussed earlier. Each group was given one concern to work on.

The common concerns were:

- Lack of education

- Language problem
- Hesitation and criticism
- Teacher's responsibilities
- Time management
- Customs and traditions of the community
- Lack of interest
- Discipline problem
- Role of administration

Each group gave presentation and shared the solutions with the whole group.

The trainer also shared the Performa with the help of which teachers can collect data about the parents and invite them accordingly in the class. She shared the three essential components of parents' involvement i.e. the triangle of parents, teacher and school administration in detail with the participants.

In the end, the trainer shared the advantages of parents' involvement in children's education.

Feed back of the day

At the end of the day, participant's feedback was gathered regarding the days proceedings.

The participants shared that they learned:

- How to teach Social Studies in an interesting way.
- How to involve parents for different classroom activities.
- Use of map for different activities.
- How to introduce projects about provinces in a class.
- Cooperative learning.
- How to introduce integrated activities in the morning meeting.
- Nothing is impossible in the world and teachers can bring positive change in their classes if they are determined to their cause.

Proceedings

The fourth day of the training started with recitation a verse from the Holy Quran.

Concerns of the Day

Participants were asked to share their concerns regarding the implementation of CRI methodology in classrooms. They shared that most of the children unable to read and write at KG or Grade I are being promoted to next class which cause trouble for the teachers. They also shared that Heads of the schools force teachers to take classes other than those for which they were trained for making it difficult for CRI trained teachers to implement the methodology effectively in the classes. The trainer explained them how to handle such situations.

Morning Meeting

Numbers from 1-20 were randomly pasted on the back of the chairs. Participants sitting on the chairs with these numbers were called for morning meeting.

Greeting: They were asked to tell their favourite season and give reasons for their likeness.

Sharing: Poem 'Dada Jan Has a Farm' was shared with the whole group.



News & Announcement: agenda of the day, weather and date was shared among participants.

Group Activity: 'Book Making Activity' was conducted in this component. Different tasks on different topics were selected for each group who had to make books on the given tasks.

At the end, they gave presentations.

SESSION - I

Thematic Teaching

The session started by asking participants about the term 'Thematic Teaching'. After that the trainer shared a story 'A very hungry caterpillar' with the participants. From time to time, while reading the story, she involved the participants by asking what would happen next. Then she asked that what was the purpose of telling this story? The participants gave different responses regarding what they learnt in the story, like:

- Counting
- Importance of Balance diet
- Days of the week
- Names of fruit
- Environment
- Colors

The trainer then told that the story has been taught in thematic teaching styles which integrated different subjects in it.

Then the participants were asked about how many activities they have planned and implemented after receiving the first training? They shared that they have planned several activities but cannot carry them out successfully as they take a lot of time.

Then she shared the objectives of thematic teaching and its essentials and discussed them in detail with the participants.

Activity

Participants sitting in groups were asked to share their hobbies and then select one hobby for each group. They were:

- Reading
- Watching TV
- Listening music
- Cooking
- Agriculture
- Art and drawing

The trainer wrote the selected hobbies on transparency and then asked each group to brainstorm and make a web about any subject or topic that they could teach with the help of their selected hobby. She also shared the example of 'thematic web'. Participants made thematic web and shared that they can teach different topics with the help of their hobbies.

Activity

Different tasks were given to each group to perform.

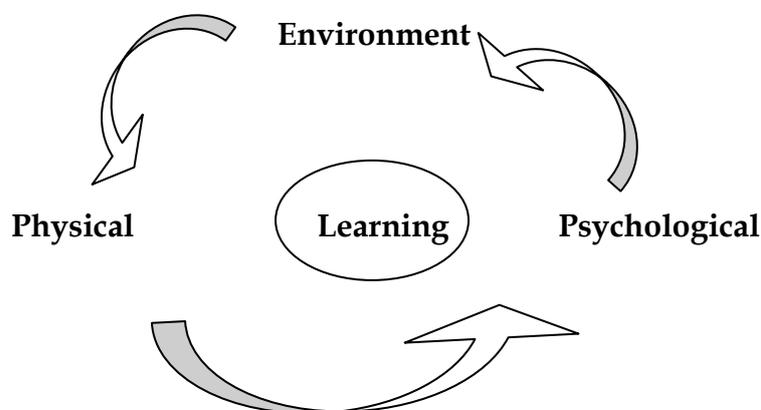
The tasks were:

- Perform role play on punctuality, write five sentences on it and then to display them on the sentence chart.
- Make a table of different professions like doctor, farmer, teacher & soldier.
- Make weather chart on the map according to the directions
- Make a comparison table on balance and unhealthy diet
- 'Word Bank Activity'. Write few sentences about the seasons with the given words i.e. flowers, greenery, butterflies, colors, fragrance and also make illustrations.
- Complete the given poem. Show five different activities during different timings of the day through role play.
- Make a separate list of the given fruits according to the seasons. Every member of the group was asked to make a book of his/her favourite fruit.
- Make a story with the help of pictures.
- Make a table of important Islamic days according to the Islamic calendar and complete the check list of five prayers.

After that completing the task each group gave their presentations.

Classroom Environment

The trainer started the session by asking participants about what they know about the term 'learning'. After receiving their replies, the trainer explained the term with the help of a diagram.



The trainer explained that the physical environment of classroom include seating arrangement, walls decoration, AV aids, while teacher's tone and cooperative learning are parts of psychological environment of the class. The trainer shared that both the environments play a vital role in the learning process of a child. The

classroom environment was further elaborated with the help of multimedia presentation in which following points were highlighted.

- Psychological environment that it includes respectful learning, self management, cooperative learning, body language of the teacher and her positive attitude toward children.
- Effective physical environment could be created by proper planning, designing activities, setting learning centers, seating arrangements, walls, corners etc.

Activity

Different tasks were given to each group regarding the classroom environment. The tasks were:

- Label and organize the shelves according to the centers.
- Write three morning messages.
- Make job chart.
- Make classroom rules.
- Make bulletin board.
- Make schedule.
- Make birthday chart.
- Make any chart related to the syllabus.
- 100 days activity chart
- Tell a story with illustrations.



Then each group was asked to give their presentations. Through these activities, the participants realized the importance of effective classroom environment and admitted that classroom environment do play significant role in the learning process of the child.

Feedback of the Day

The feedback received showed that the participants have learnt:

- How to improve classroom environment for effective learning.
- New things in the morning meeting.
- How to introduce thematic unit in the class and its importance.

Proceedings

The final day of the training session started with the recitation of a verse from the Holy Quran by one of the participant followed by a Na'at.

The trainer formally started the training by answering the concerns of the participants.

She told teachers not to be afraid of anything if they think they were doing their job honestly.

SESSION I

Morning Meeting

The participants sitting on the right and left side of the tables were called to form the inner circle for conducting morning meeting.

Greeting: Shared favorite color and give reason for its liking.

Sharing: Shared the story "The Rainbow Fish"

News & Announcement: Day/date and activities of the day were shared.



Group Activity: Participants were shown certain things for a minute and then were asked to write the name of things they were shown.

Observation and Assessment

The trainer said that every teacher can observe, assesses and evaluate a child but these trainings help us in judging children psychologically as well as emotionally. It make teacher cautious of the fact that he/she has to observe the child keeping in view different developmental domains. The participants agreed with the trainer and shared that children should not be assessed only through monthly and terminal tests.

The trainer further told that assessment and observation is an on-going process. She shared few methods of observation & assessment with the participants.

New Methods

- On going & as a whole.
- Unlimited methods of assessment.
given
answer
- Different patterns.
- Involving child in the process.

Traditional Methods

- Annual
- Selecting the right answers from the
- One pattern.
- Only teacher is involved.

The trainer discussed that as teachers, we should not label a child as failure. One must provide them the chance to improve their learning. Participants also took part in the discussion and quoted examples of their personal experiences.

The trainer discussed about what sort of assessment method should be used monthly and how a teacher can know about the individual differences of his/her students. .

The trainer asked the teachers to describe the trouble maker of their class.

The participants shared the following troubles with the problem child of their class:

- Naughty
- Having physical problem
- Trouble makers
- Psychologically upset
- Lazy
- Compulsive liar

The trainer explained that while dealing with such children, teacher must be careful of not giving any negative comments in front of the child or his parents. The trainer also shared that a child can assess himself by developing a checklist. She also discussed different checklists to observe and assess a child by showing different transparencies. She told the participants that there were lots of other techniques to assess the child.

She then shared a story 'David goes to school'. After listening to the story, the participants shared that almost each class has the similar type of character (David) as depicted in the story.

The instructor showed samples of portfolios, anecdotal reports to the participants.

Activity

The participants were asked to make individual portfolios. They displayed their portfolios at the end of the session.

Evaluation forms

Evaluation forms were distributed among the participants. They were given traveling allowance also.

Closing Ceremony

At the end of the training sessions, the acting Vice Principal of FGJMS, I-8/1 also the Chief Guest at the occasion, distribution certificates among the participants.

At the end, participants showed their satisfaction regarding the training sessions. They appreciated CRI trainers for providing new and different techniques of learning.

**Follow-up Agenda for Five Day Interactive Teachers Training Workshop
Children's Resources International Pakistan (Guaranteed) LTD.**

Grade-II Tarnaul

Timings: 09.00 a.m. to 04.00 p.m.

Venue: TRC, FGJMS, I-8/1.

Dated: 26th March, 07 to 30th March, 07

Monday	Content	Responsibilities
09.00a.m. - 09.30 a.m.	Registration	Uzma,Sabahat,Abid
09.30 a.m. - 10.30 a.m.	Opening Activities	Saira
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Successes & Concern	Saira
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Morning Meeting	Tasneem
Tuesday		
09.00a.m. - 09.15 a.m.	Reflections	Saira
09.15 a.m.-10.00 a.m.	Morning Meeting	Masooma
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 01.00 p.m.	Role of Teacher	Tasneem
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Make and Take	Uzma
Wednesday		
09.00 a.m. - 09.15 a.m.	Reflections	Tasneem
09.15 a.m.-10.00 a.m.	Morning Meeting	Uzma
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m.-01.00 a.m.	Social Studies	Tasneem/Sabahat
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Parent Involvement	Saima
Thursday		
09.00 a.m. - 09.15 a.m.	Reflections	Saira
09.15 a.m.-10.00 a.m.	Morning Meeting	Uzma
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 01.00 p.m.	Thematic Teaching	Saira
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Classroom Environment	Masooma
Friday		
09.00 a.m. - 09.15 a.m.	Reflections	Tasneem
09.15 a.m.-10.00 a.m.	Morning Meeting	Sabahat
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 01.00 p.m.	Observation and Assessment	Saira
01.00 p.m. - 02.30 p.m.	Lunch	
02.30 p.m. - 03.00 p.m.	Evaluation	Tasneem/Saira
03.00 p.m. - 04.00 p.m.	Closing	Tasneem/Saira

**REPORT ON FOLLOW-UP TRAINING
FOR GRADE-II TEACHERS**

26th to 30th March, 2007

VENUE

FGJMS, G-6/4, Islamabad

ORGANIZED BY

Children's Resources International, Pakistan
With the Funding Support of USAID

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INTRODUCTION

CRI Pakistan is an education institution, implementing child centered Interactive Teaching and Learning Methodologies Program from Kindergarten to Grade VIII in collaboration with the government at federal and provincial level in public schools. These schools are located in the entire school District of Islamabad Capital Territory besides Rawalpindi City District, and the Karachi City District. The best global methodology tried and tested in more than 35 countries of the world was initiated in Pakistan in 2002 with the funding support of USAID to improve the capacity of the public sector management and delivery of services in education especially to the marginalized.

The five main implementation pillars of CRI Methodology are:

- Elementary Education (KG through Grade VIII)
- Family Literacy
- Families and Community Involvement program
- Higher Education
- Inclusive Education

CRI Pakistan is also helping teachers to meet the new curriculum standards while implementing activity based learning by holding trainings on compatible methods of child-centered teaching. CRI has trained more than three thousand and eight hundred school teachers, principals and administrators in interactive teaching and learning methodologies at primary level through fifty one trainings.

CRI through Parent and Community Involvement Program involves family members in school life through planned activities by inviting them in their child's classroom to assist teacher by telling stories, sharing their knowledge, demonstrating and sharing professional skills thus creating communication channels between teachers and parents.

Our intergenerational Family Literacy Program is working with the aim to teach non-literate parents basic literacy and math skills in partner schools and to involve them in their child's learning thus helping improve the adult literacy rate. To date more than 3,000 parents have benefited from the parenting sessions conducted after school, twice a week for one and a half hour. With the introduction of the Family Literacy Program in 110 more schools over 5,000 more parents would benefit in the next three years.

CRI has also successfully introduced three specialized faculty courses on interactive teaching and learning methodologies to more than 90 faculty members in 40 public universities of Pakistan. These courses have been incorporated as reference material in course outline of B.Ed and M. Ed curriculum being revamped by the Higher Education Commission.

CRI's methodology books, *Creating Child-Centered Classrooms* for ages 3-5 Year olds 6-7 years old and 8-10 have been translated, adapted and printed in Urdu, to facilitate the implementation of the CRI Program in partner classrooms. These books are a written resource for the teachers as well as a practical Basic Education guide and have been distributed among partner school teachers. Besides these books we have a number of other publications and modules that support us in the implementation of our program

Our efforts are directed to achieve learning expertise, knowledge skills and values necessary to prepare teachers and children of Pakistan for the challenges of the 21st century.

This five-day follow-up training workshop for the teachers of Grade II had been organized for the teachers of new CRI partner schools. This training was a part of the series of eight training workshops conducted for the teachers of Grade I & II, in the month of March, 2007. The contents of this training were based on teaching the basic concepts of child centered methodology, building classroom room community, morning meeting, parental involvement, classroom environment, thematic teaching, social studies etc. The inclusion of theoretical knowledge as well as practical activities made the training sessions more interactive and provided hands on experiences to the participants for the understanding of various concepts. The activities introduced during the sessions were designed and integrated with the curriculum of Grade-II. The participants enthusiastically took part in the activities and ensured that they would replicate these activities in the classrooms.

ABOUT THE TRAINING

Grade II teachers from all FDE schools of Islamabad Capital Territory (ICT) took part in the five-day Training Workshop.

Trainers: Ms. Nazakat Bibi
Ms. Samina Anjum
Ms. Munazza Imran
Ms. Tayyaba Ali Khan
Ms. Maryam Shah
Ms. Qurat-ul-ain
Mr. Saima Qadeer

Note Taking: Ms. Munazza Imran

OBJECTIVES

- To discuss concerns and successes of the teachers who have been practicing CRI Methodology in their classrooms since July 2006.
- To enhance the professional capabilities of the learners.
- To endorse hands-on experiences through different activities.
- Strategies to increase Parental Involvement.

Registration

The first day of the follow-up teachers' training workshop began with the registration of all the participants. The Master Teacher Trainers formally introduced themselves after one of the participants recited a verse of the Holy Quran.

Opening Activity

In the opening activity the trainer shared a story "Koi Baat Hai" with the participants. The purpose was to make participants vigilant for the sessions ahead.

Inaugural speech by Coordinator Training FDE

In the inaugural address, Ms. Amina Tahiq, Coordinator Training FDE, welcomed all the participants to the start of the five-day teachers' training workshop on Child-centered Teaching and Learning Methodology. She encouraged their participation and persuaded them to bring out all of those concerns that hinder the implementation of CRI methodology in their classes and share them with CRI team. She asked them to trust CRI team for providing best possible solutions for their problems as they were experts in this field. At the end, she praised CRI team for their unlimited efforts in implementing CRI methodology in its partner schools. She wished good luck to all the participants and hoped that this training would prove beneficial to them.

Training Rules

Rules were set for the training workshop with the consent of all the participants as to promote democratic strategy for creating a better learning environment.

The rules set were:

- Keep mobiles at silent mode.
- Raise hand before asking any question.
- Wait for turn.
- Listen to others with respect.
- Be punctual.

Group Formation

Participants were divided into 12 groups through number assigning technique. Each participant was asked to call numbers from 1-12. Participants calling same numbers were asked to form groups. Each group selected a name for their group identification and fixed specific jobs within their groups for better co-operative leaning while doing different activities during the training.

The names of these groups were:

- Jasmine
- Rose
- Motia
- Tulips
- Lily
- Daffodils
- Lotus
- Water lily
- Sunflower
- Daisy
- Chambali
- Gul-e-Daudi

Assigning Jobs

Each group was asked to select members to perform specific jobs within their groups and write their names with their specific jobs and draw symbols in the columns mentioned in the job chart. The purpose of introducing this activity was to train teachers about assigning different jobs to their students to inculcate the sense of responsibilities among them.

Jobs assigned along with their symbols were:

- Butterfly for material collector.
- Sun for work displayer.
- Clouds for table manager.
- Red flower for hand-out collector.

Reflection Book

Participants were asked to make a reflection book to record their observations and concerns about the training sessions throughout the workshop.

Participants were asked to paste their feedbacks regarding the training sessions, observations or concerns on the chart titled "What I have learnt today" on daily basis.

Successes & Concerns

The trainer shared some of the successes of CRI with relevance of its old partner school and its working with different organizations on different educational activities and projects with the cooperation of Federal and District Government. Then she asked teachers to share their successes and concerns regarding the implementation of CRI methodology.

Successes

Participants shared the following successes:

- Positive change in the attitude and behavior of teachers.
- Morning meeting has proved to be one of the best tools for improving the learning domains of the students.
- Integrating activities with the help of material has enhanced creative skills of the children making concepts of Math and other subjects easier to understand.
- Family involvement has increased.
- Birthday and weather charts helps students in building vocabulary and spellings.
- Book making technique has made students confident readers and writers.

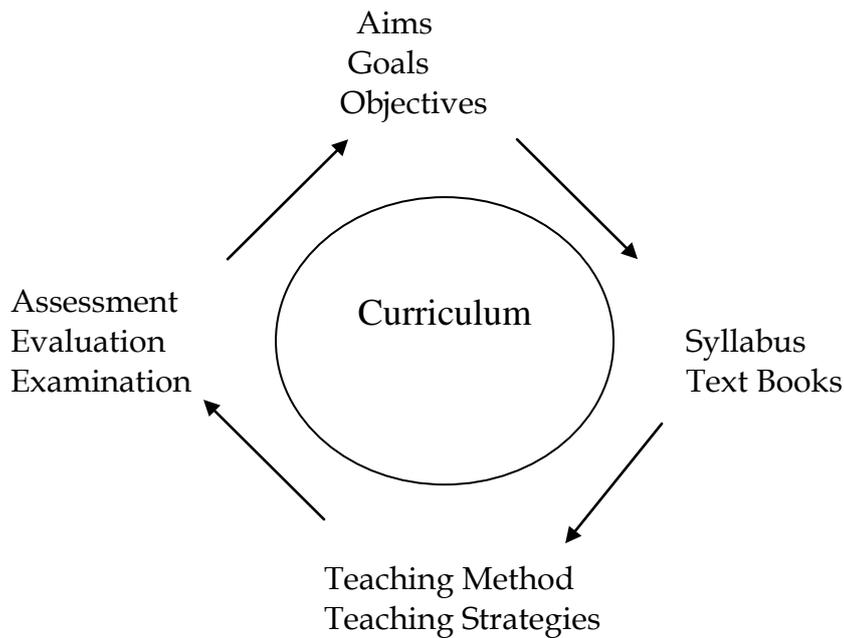
Concerns

To get maximum concerns out of the participants, the trainer pasted a chart showing landscapes on the wall and asked them to paste their group concerns on the peaks of the mountains.

Concerns shared by the participants were given as follows:

- Syllabus is too lengthy.
- Students of Grade-I and II are promoted without proper assessment.
- Poor writing skills of students.
- Lack of parental involvement.
- Teachers taking CRI partner classes are given extra responsibilities.
- Job security among the contractual based teachers effects their efficiency and involvement in their job.
- Maintaining discipline is a major problem in CRI partner classes.
- Non-cooperative and discouraging behavior of Heads.
- Time management.

Then the trainer asked them to paste solutions of these aforementioned concerns on the stones shown in the landscape chart. Later she discussed all these concerns and explained that some of those were directly related to the classroom environment and negative teaching strategies of the teachers and could be solved by adopting a positive attitude. Then to focus participants on their actual teaching concerns related to the curriculum/syllabus the trainer shared curriculum web and explained different steps that were involved in developing the curriculum of any country with the help of a flow chart on the slide.



Components of Curriculum Development

Name Tag Activity

Name tags were distributed among the participants who had to write their names along with a symbol reflecting their personalities.

Use of Recycle Bin

Trainer explained the importance of recycling and how waste material could be used in different activities.

SESSION I

Morning Meeting

Participants were asked to answer some questions regarding Morning Meeting and also share its objectives.

- What is Morning Meeting?
- What is the purpose of doing Morning Meeting in the classes?
- Are all components of Morning Meeting practiced regularly?

Morning meeting sets tone for respectful learning and establish a climate of trust based on democratic principles. It facilitates teachers in conducting different activities related to different subjects and also enables them to make morning meeting a fun filled time during which students learn different skills and concepts. It

also caters four developmental domains of the children and merges social, emotional and intellectual learning of each member of the classroom community. She further explained that Morning Meeting motivates children by addressing their two human needs:

- The need to feel a sense of significance and belonging.
- The need to have fun.

The trainer explained that morning meetings can be conducted by changing groups of children every day. And it was not necessary to include all the components at a time. By introducing greetings, and news and announcement in the morning while conducting sharing and group activity components at any other time during the day could help conducting all the components of Morning Meeting very smoothly.

Practically demonstrated of Morning Meeting

Greeting: Participants greeted each other, told their names and shared their most strongly desired wish.

Sharing: The participants were asked to share any specific topic but it had to be an open sharing.

News & Announcement: The agenda of the day, name of the day, date and weather was shared with the participants by writing few sentences about them on the flip chart.

Group Activity: Participants were asked to express their moods by making faces on the cards showing happy, sad or unhappy expressions and to display them on pictograph. All the participants pasted their responses in the respective column of the graph.

Feedback of the day

At the end of the day, participants were asked to give feedback related to the proceedings of the first day of the training. They appreciated the morning meeting session and shared that they learned new techniques for conducting morning meeting and how to integrate it with the syllabus. They also praised the job chart technique taught by the trainer for creating democratic environment in the classrooms.

Recitation

The second day of the training started with the recitation of a verse of the holy Quran by one of the participants.

Reflection

Reflections of the previous day's training sessions were discussed with the participants. They gave the following reflections about the training:

- The philosophy of morning meeting has been refreshed.
- Learned time management for conducting morning meeting.
- Have learnt the importance of group formation and its positive effects on learning abilities of a child.

Morning Meeting

Greeting: After greeting each other, the participants shared a word starting with the first letter of their name.

Sharing: The participants were asked to share any specific topic. But this had to be an open sharing.

Group Activity: Trainer guided them in making a book by using paper folding technique. They were supposed to write few lines on the topic "Myself" with images.

News & Announcement: Date, day, month and agenda of the day were shared among the participants.

SESSION - I

Classroom Environment

The session started by performing a role play.

Role Play

The theme of the play was "Shopping". Few participants were selected from the hall for this role play in which they had to introduce themselves and call out their purchased item. Every successor thereafter was bound to name the purchases items of her predecessor in addition to her own. Sole purpose of the exercise was to hone

the memory and learning abilities of participants. Then the trainer asked the teachers to practice such technique that meet children's need and promote their development.

Participants were then asked to imagine an ideal classroom and share what they want in it.

They shared the following factors:

- Clean, airy and spacious classroom.
- Properly labeled learning material.
- Caring and interactive teachers.
- Choice time.
- Maximum participation of students in different activities.
- A class where there is no fear of a teacher and a friendly environment.

The trainer shared a research that revealed that the concentration span of a person was less than 30 minutes, after that he/she needs to have some relaxation time in order to keep the interest going. Similarly in an interactive classroom by providing transition time to the students help them to freshen up their mind for a new change. She also added that in a child centered classroom such an environment is created which is suitable for exploration, inquiry, cooperative problem solving and thoughtful dialogue. And it is the responsibility of the teacher to keep balance in all these aspects to get the maximum out put from his/her students.

Participants were then asked to share the essential factors required in physical and psychological environment of their classrooms. They shared the following factors:

Physical Environment	Psychological environment
Charts, Mat, cupboard, CRI material, Birthday charts	Teacher's attitude
Duty lists	Teacher's personality
Timetable	Understands the needs of students
Soft board	
Application box	
Cooperative groups	

She then shared physical and psychological factors of both the environments.

Physical Environment

It includes:

- Open and properly labeled shelves.
- Centers organized with indigenous material.
- Chart.
- Morning meeting.
- Parents' Bulletin Board.

- Seating arrangement.

Psychological Environment

It includes:

- Teacher's tone.
- Teacher's verbal & non verbal expressions.
- Teacher-child interaction.

Activity

The following tasks were then given to the groups for a group activity:

The tasks were:

- Write few sentences on a topic selecting from the syllabus and make a sentence chart.
- Make a word wall from the selected story.
- Make schedule and a job chart.
- Make a chart of parents' involvement or parent bulletin board.
- Make birthday chart.
- Write news and announcement in three different ways.
- Label and organize shelf by making different centers with the captions.
- Make classroom rules.
- Conduct morning meeting by doing greeting, sharing and group activity.
- Make a chart of English alphabets.

Later each group gave presentation and displayed their tasks on the wall of the training hall.

Classroom is not only a place to teach a child but also to build his social, mental, psychological and emotional behavior. The trainer shared some of the affects children have in their respective environment.

- If children live in critical environment, they learn to criticize.
- If they live in hostile environment, they learn to fight.
- If children live in embarrassing and conservative environment, they become hesitant and guilty.
- If children live in encouraging environment they build confidence and recognition.
- If they live in cooperative environment, they learn to cooperate.

Energizer

Urdu poem with the title, "Tittlee houn mein tittlee houn" was sung by all participants as an energizer.

SESSION II

Observation and Assessment

Activity

Participants were asked to pick a piece of marble twice from the tray, one before shuffling and one after shuffling the marble pieces. Interestingly, most of them picked up the same marble piece in their second attempt. The purpose of this activity was to share with participants that continuous study and evaluation was what observation and assessment all about.

Assessment helps in tracking children's progress and determine students' learning rate so that the lessons in the curriculum can meet the academic needs of each child and encourage optimal learning for all of them. It is an ongoing process which not only helps teacher to bring to light students' capabilities and potential as an individual but also assists teacher to judge each child's psychological and emotional aspects.

Then the trainer explained the difference between traditional and new methods of observation and assessment.

Traditional Methods

- Annual Examination.
- Choosing the right answers from the given answer.
- Single pattern.
- Only teacher is involved.

New Methods

- On going process.
- There are number of ways by which a student can be assessed.
- Different patterns.
- Child is also involved in this process.

Trainer explained suitable time for observation and assessment that were:

- When introducing new topic
- Assess the student's attitude and cooperation level while working in a group.
- When the child is unconscious about being assessed.
- What ever observed must be recorded.

The trainer then shared some formal techniques and checklists for assessment and observation of students that includes:

- Anecdotal records.

- Checklists.
- Video, audio, pictures.
- Maps.
- Interview.
- Children's artwork.

Observation should be recorded properly in the form of portfolios and later could be shared with the parents.

Role Play

Two participants were asked to observe the role play performed upon a good and troublesome child. At the end, the trainer asked them to give their views about the behavior of two characters in the role play. The participants described the following differences:

Child 1 (Good)	Child 2 (Troublesome)
Cooperative	Naughty
Helpful	Dislike to play in groups
Tolerant and showed patience	Do not wait for his turns
Motivated	Emotional
	Trouble maker
	Compulsive liar

The trainer explained that if teachers come across such situations in their class, they should not go for subjective observation instead follow objective observation or positive approach in dealing with the negative behavior of the students.

Activity

In another activity, participants were asked to make individual portfolios.

Feedback of the day

At the end, the trainer asked for the feedback of the trainers to evaluate their progress. They shared that they learned the importance of classroom environment and found it very effective in promoting the learning processes of children. They also enjoyed making portfolios during assessment and observation session and praised techniques that they learned during that session.

The third day of the training started with the recitation of a verse of the holy Quran by one of the participants.

Reflections

The reflections of the previous day were shared among the participants. Their major concerns were the uncooperative behavior of Heads and difficulty in controlling discipline problem in CRI classrooms. The trainer explained in detail how to overcome these problems by providing possible solutions to them. And as far as the administrative issues were concerned, the trainer assured all the teachers that CRI would soon conduct a meeting with the Heads of all CRI partner schools in that manner.

Morning Meeting

Greeting: Participants were asked greet and name one of their favorite animals.

Group Activity: For group activity, participants made mural of sea and land animals with collage work.

Address by Chief Executive of CRI

Ms. Mehnaz Aziz, Chief Executive CRI Pakistan visited the training hall on 28th March, 2007 and found teachers busy in various interactive activities. She appreciated the colorful learning environment that was crafted inside the training hall and shared that such activity based environment makes CRI classrooms different from the traditional classrooms. During her address, she shared the profound child centered philosophy behind CRI methodology that had been instrumental in imparting quality education in private and public sectors schools. She shared that now parents feel more inclined towards enrolling their children in public sector schools as they believe that their standards and learning environment had been improved. She gave full credit of this success to the heads of the partner schools for their support in bringing positive change in the education sector.

In CRI partner schools, she shared, families are encouraged to participate in school and classroom activities that help in building confidence among students and help teachers in imparting knowledge. Due to this success, CRI program has been recognized on national level and is requested to take part in developing the new ECE (Early Childhood Education) curriculum in the future. She also shared CRI's working in collaboration with FDE to introduce new techniques and methods of assessment and observation to ameliorate the weaker facets of a child. Ms. Aziz also

asked teachers to share their concerns and views regarding the implementation of CRI methodology in their classrooms with CRI trainers as they were experts and could solve their problems in a very effective manner she also asked them to replicate all the techniques that they were learning in this training workshop into their classes.

SESSION - I

Make and Take

The benefits of using low cost or no cost material in the classroom while teaching were shared among participants. The trainer shared that it was teacher's duty to develop strategies that would help in introducing new learning aids or models to develop creativity in students. Teachers could make different learning aids using junk or waste material with the help of children and parents.

Some techniques shared among participants are given below:

- How to make and use play dough in making animals, birds, toys etc.
- Making globe or face masks with Paper Mache technique.
- Making stars with paper folding technique.
- Making poster color with chalks.
- How to use blob painting technique.
- Thread, vegetable and finger printing for making different designs.
- Puppets and masks with indigenous material.

Activity 1

Participants were then asked to perform the following techniques from the given material:

- Printing Technique.
- Play dough Technique.
- Paper Mache Technique.
- Poster colors Making.
- Paper folding Technique.
- Puzzles with old newspapers.
- Book making with old newspapers.

Later each group gave its presentation.

SESSION - II

Thematic Teaching

Second session started by sharing story named as "A very hungry Caterpillar". Trainer shared that children learn greatly through story telling as it nurtures following skills in them:

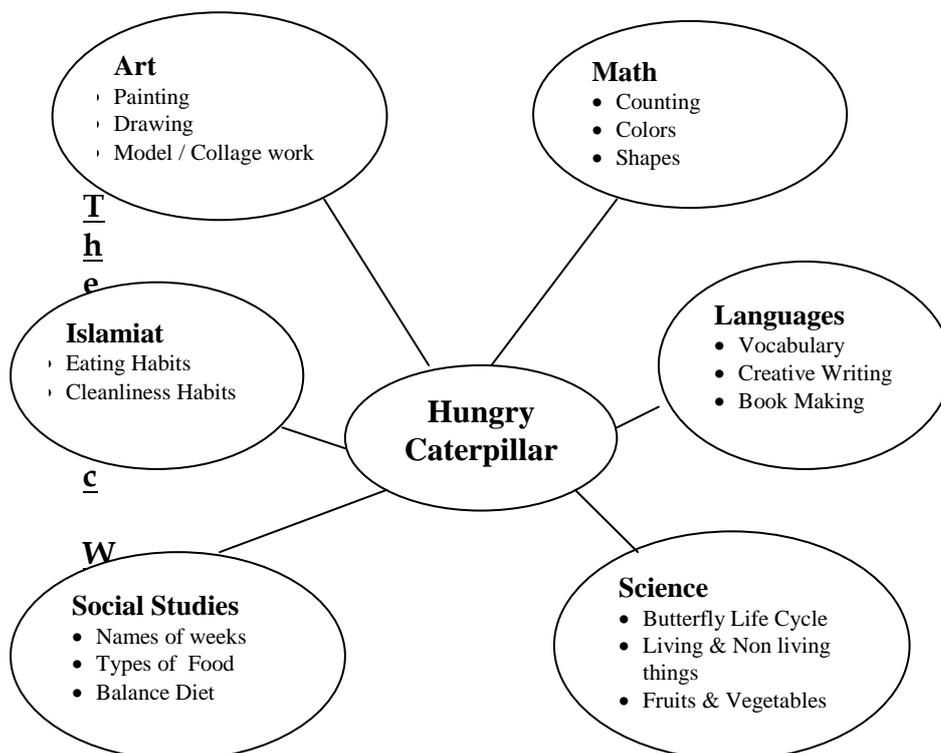
- Curiosity.
- Wonder.
- Imagination.
- Critical thinking.
- Spontaneity.
- Pleasure.

After that, she asked them to relate this story with their subjects. They related the story with their subject in the following way:

- Days of week.
- Numbers.
- Continuation of an event.
- Developmental stages.
- Nutrition.
- Food.
- Leaves.
- Lifecycle of a butterfly.
- Eating habits.
- Living and non-living thing.

Participants were then asked to share their views upon integrating story telling with different subjects through story telling. Everyone named the following subjects:

- Mathematics
- Science
- Language
- Arts
- General knowledge



Trainer depicted all ingredients and their interrelation through thematic web. She further added that thematic teaching was a contemporary technique of teaching multiple subjects through unified theme and explained that integrating subject areas was an effective method to overcome the pressure of in time coverage of entire syllabus. Trainer highlighted the benefits of thematic teaching to the participants.

The benefits shared with the participants were:

- Independent thinking with reference to personal experience.
- Discrimination and decision making.
- Initiative.
- Resourcefulness.
- Cooperation.
- Personal Discipline.

Trainer explained that during the planning phase of thematic unit of study following questions should be considered first by the teacher:

- What are the learning goals for the children?
- What do you expect each child to accomplish?
- What skills are you focusing on?

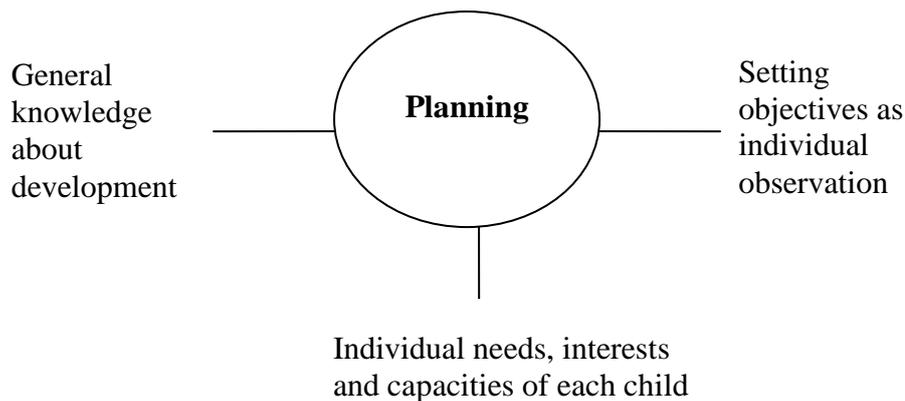
By answering these questions, teacher could define the goals for the specific theme being taught.

Planning for Thematic Teaching

Steps of planning required:

- Selection of a theme with the help of children.
- Asking parents' participation and assistance by communicating the selected theme in introductory letters.
- Making sure that the theme reflect children's interests and is age appropriate.
- Fixing a time period for the theme study and allowing extra days for final projects.
- Developing a calendar of activities in your plan book. Based on it, make a theme calendar with the children.

Although most thematic unit plans are considered long term, they can also be planned for varying length of time. Some units might be shorter if the study satisfies the children's interests. Other units may be expanded as children's interest in the topic increases.



Group Activity

Participants were asked to select themes from their syllabus books for thematic teaching. They came up with the following themes:

- Seasons.
- Animals.
- Heat.
- Environment.
- Family.
- Volume.
- Healthy habits.
- Plants.
- Birds.

The trainer then asked them to design a thematic web by selecting any of the above mentioned themes. Trainer also mentioned that the important elements that foster success in any thematic project were initiation of the theme, role of a teacher, group exploration, integration of the theme with the curriculum and maintaining spirit and enthusiasm.

Then the trainer introduced KWL approach in organizing thematic unit/project. This instructional technique is used to understand student's prior knowledge (K), activate them to set specific goals for what they want to learn (W), and what they have learnt (L).

Group Activity

Participants were assigned different projects related to the theme "Time". Those projects were as following:

- Make a table of important Islamic days according to the Islamic calendar and complete the checklist of five days.
- Make weather chart on the map.
- Write five sentences about seasons.

- Complete the given poem and show five different activities during different timings of the day through role play.
- Make a separate list of the given fruits according to the seasons and make a book of favorite fruits.
- Make a story with the help of a picture.
- Make a table of balanced and unbalanced diet. Also mention times of taking meals.
- Make a table of different professions.
- Role play on punctuality, write five sentences and display them on sentence strip chart.

Later each group gave presentations.

Summing-up the session

The session was summed up by sharing the importance of thematic teaching that support the simultaneous growth of child's developmental domains rather than focusing on isolated aspects which is also a sole aspect of CRI program.

Feedback of the day

At the end of the day participants showed their satisfaction and praised all the training sessions conducted that day. They also shared some of their concerns that were efficiently answered by the trainer.

The fourth day of the training workshop started with the recitation of a Holy verse of the Quran by one of the participants.

Reflection

Reflections were also taken by the trainer who addressed their concerns and satisfied their queries.

Morning Meeting

Greeting: Participants were asked to share the name of their birth place from where they belong with rest of the group members.

Sharing: Participants had to share any specialty of their native cities.

Group Activity: Participants sitting in the inner circle had to work in pairs and identify the neighboring countries of Pakistan, its provinces and their capitals, and directions on the map as per instructed by the trainer.

News & Announcement: In the last component, trainer asked participants to read few sentences after her. The sentences included important news of the day, name of the day, date and weather.

SESSION - I

Social Studies

Role Play

Trainer performed a role play of an alien by appearing in the class in an alien's get up and asked several questions about planet Earth and the infrastructure of this city. The participants also took part in the role play and passed on the knowledge to the alien. At the end of the role play, trainer invited participants to signify the purpose of the play. Most of them shared the following points:

- To develop interest for the topic to be introduced.
- To check previous knowledge of the class.
- To make the topic more interactive.
- To share and impart information of urban infrastructure.

The trainer concluded the activity by sharing that such technique helps teachers highlight the weaker areas of their students and plan lessons accordingly.

Small Group Activity

Newspapers were distributed among the participants and they were instructed to make a collage of a city by cutting out pictures of different parks, buildings and paste them on the chart with the caption, "Collage of the city". They also had to make a picture frame.

After doing this activity, participants were asked to share its significance. They shared that it could help in the following ways:

- Increase topic knowledge in children.
- Enhance the aesthetic skills of the students.
- Integration of Social Studies with Science or Language subjects.

She then explained teaching strategies for Social Studies which includes:

- Analytical approach.
- Student centered approach.
- Question/answer and class discussion approach.
- Seminars.
- Role play.
- Speeches/debates.

Trainer laid greater emphasis in adopting the above mentioned strategies to improve critical thinking in students and keep them engaged in social studies and monitor social problems through history, geography and civics.

Work Stations

Different tasks were assigned on the following work stations of Social Studies that were:

- Make a model of Minar-e-Pakistan, do preparations for the celebration of Independence Day and make a speech on it.
- Mural of autumn season.
- Perform out door activities for the spring season festival.
- Develop a week record of the weather of Islamabad.
- Draw a pictorial graph on favorite season showing rainy, cloudy and sunny weather.
- Create a chart or a book showing phone number of the agencies to be contacted in case of emergencies.
- Make a map of Islamabad city showing important places of the city.
- Perform role play on different professions.
- Collage work on means of transportation and also make a book on the favorite means of transportation.
- Poem on means of transportation.
- Write sentences on favorite means of transportation and display them on sentence strip chart.

- Make a museum of natural resources in Pakistan with the help of a map displayed in the hall.

Presentations

Participations presented their tasks displaying new and innovative styles that reflected their love and interest for the session.

SESSION - II

Parental involvement

At the start of the session, participants were taught how to make basket with paper folding technique.

The trainer then started the session by taking the successes about parents' role as facilitators in CRI partner classes from the participants. The following successes were shared by them:

- One of the mothers gave lecture on cleanliness and personal hygiene in a class.
- A mother took English class for whole one week when the teacher was on leave.
- A father who was a milk man by profession delivers the concept of measurement in liters.
- Parents facilitated teacher in conducting different activities on Math day.
- One of the mothers made drawings on different charts for the class.

After sharing successes participants were also asked to share their concerns regarding parental involvement.

Following were their concerns:

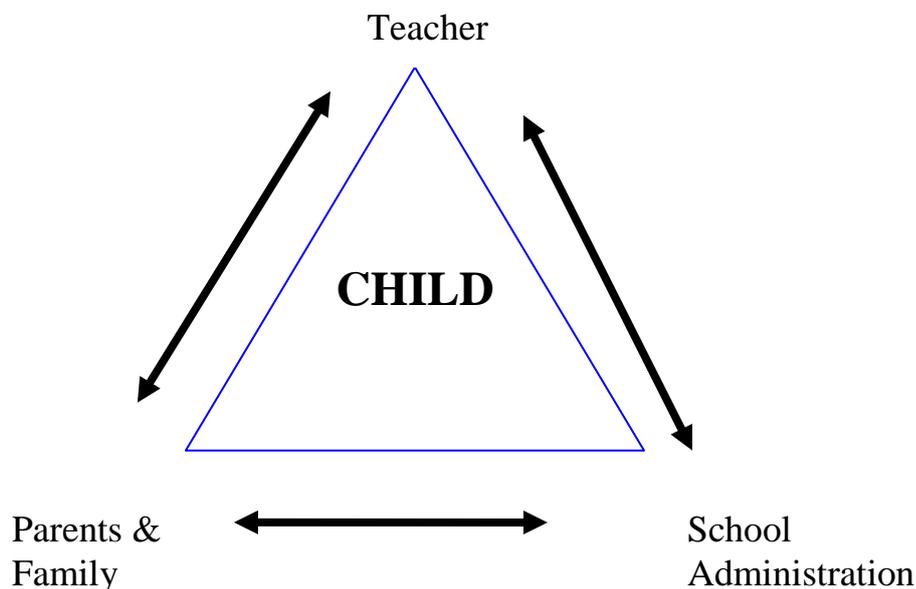
- Majority of the mothers are maids due to which they could not spare time to visit schools.
- Most of the parents were hesitant because they were illiterate.
- Language problem.
- Disciplinary problems arise by the parents in the classes.
- They do not follow the instruction given by the school administration.
- Customs and traditions of the community.
- They always give negative criticism on the teachers and school administration if they ever come to school.
- Time management

The trainer then signified the importance of parental involvement by sharing that parents as the first teacher of their children play a vital role in children's development and in providing basic knowledge about things around them.

Activity 1

An activity was conducted to get the solutions for the problems discussed earlier. The trainer distributed the above mentioned concerns into different groups and asked them to think out their solutions in an effective manner. This paved ways for various solutions which were later shared with all during presentations.

Trainer shared CRI program triangle for family involvement. She explained that we cannot achieve our educational objectives until we have a strong coordination among student, teacher/school and parents.



Family Involvement Triangle

Activity 2

Trainer asked participants to write the roles of the parents that could be performed in the class. They shared the following ideas:

- Parents with different professions can share their professional information.
- Give lessons on moral values.
- Assist teachers in different activities according to their skills.
- Involve children in interactive activities.
- Give lessons on personal hygiene or cleanliness.
- Narrate story.
- Can help administration in arranging school trips or any other school events like Sports Day, Independence Day etc.

Afterwards, trainer shared the Performa with teachers that help in collecting data about the parents and invite them accordingly in the classrooms. She summarized the session by explaining that family involvement play a vital role and helps building children into more confident personalities and better civilians of the society.

She also shared Family Literacy Program of CRI that comprises of 100 basic techniques to make adults literate.

Feedback of the Day

Both the sessions were highly appreciated by the participants and were graded extremely useful. Map Reading exercise was the most popular technique among them. At the end, they assured the trainers about replicating techniques that they were learning in the training workshop in their classrooms. They also shared their concerns that related to teaching large strength of students in classes and coming to the training venue. They also shared their willingness to learn more ideas regarding dough making activities.

The last day of the training workshop started with the recitation of a verse of the Holy Quran by one of the participants.

Reflections

Trainer addressed all the concerns collected the other day. In a reply to the concern pertaining to critical parents, she advised that teachers' patience, tolerance and handling the affair with a smile can diffuse the volatile looking situation.

Morning Meeting

Greeting: After greeting each other, participants shared their personal favorite time.

Sharing: Participants had to share their feeling about attending the last day of the training.

Group Activity: A model of colorful house with four rooms was displayed in which participants had to furnish each room by choosing the items given in the word bank.

SESSION - I

Role of a Teacher

Two trainers performed role play of a child centered and traditional teacher. After that, participants were asked to compare both behaviors of the teachers.

The shared the following observations:

Good Teacher	Strict Teacher
Soft spoken	Rude and harsh
Interactive teaching style	Poor interaction with the students
Friendly behavior	Unaware of her role as a teacher
Encouraging attitude	Inflexible
Responsive	Discouraging attitude
Good personality	
Pay individual attention	

Activity 1

Participants had to make caps and write five qualities of their favorite teacher along with the symbols reflecting their personality. They were asked to put on the caps and shared what they had written on them.

The qualities shared by the participants are given as follows:

- Heart for kind hearted, loving nature.
- Flower for fresh & beautiful personality.
- Scale for strict nature.
- Dress for the appearance.
- Star for Shining personality.
- Smiling face for caring and pleasant personality.
- Clock for punctuality.
- Book for having command on the subjects.
- Flag for patriotism.
- Moon for sharp thinking.

Teachers play very important role in the life of a student. She is not only the source of knowledge but also helps students in strengthening other developmental domains as well.

Qualities of a good teacher were then explained by the trainer. Some of the qualities are given below:

- Decision making.
- Flexible.
- Providing guidance to students.
- Problem solver.
- An observer.
- Develop critical thinking among students.
- Motivating.
- Tolerant.
- Create an ideal environment that endorses better learning.
- Manage time for different activities.

Closing Ceremony

The trainer concluded the training workshop with the following activities.

Evaluation Forms

Evaluation forms were first distributed among participants along with traveling allowances.

Certificate Distribution Ceremony

The Vice principal of F.G.J.M.S G-6/4, Qamar Naseer, distributed certificates among the participants.

At the end, participants shared informal views, jokes and sung national songs. They praised CRI team and shared that this follow-up training has helped in clarifying several of their queries regarding the implementation of CRI methodology in their classes.

Annex
Follow-up Agenda for Five Day Interactive Teachers Training Workshop
Children's Resources International Pakistan (Guaranteed) LTD.
Grade-II all ICT schools
Venue: TRC, FGJMS, G-6/4.
Dated: 26th to 30th March, 07

Monday	Content	Responsibilities
09.00a.m. - 09.30 a.m.	Registration	Tayyaba, Munaza, Maryam
09.30 a.m. - 10.30 a.m.	Opening Activities	Samina
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Successes and Concerns	Samina
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Morning Meeting	Nazakat
Tuesday		
09.00a.m. - 09.15 a.m.	Reflections	Nazakat
09.15 a.m.-10.00 a.m.	Morning Meeting	Nazakat
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 01.00 p.m.	Classroom Environment	
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Observation and Assessment	Samina
Wednesday		
09.00 a.m. - 09.15 a.m.	Reflections	Samina
09.15 a.m.-10.00 a.m.	Morning Meeting	Samina
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m.-01.00 a.m.	Make and Take	Nazakat
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Thematic Teaching	Munazza
Thursday		
09.00 a.m. - 09.15 a.m.	Reflections	Nazakat
09.15 a.m.-10.00 a.m.	Morning Meeting	Nazakat
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 01.00 p.m.	Social Studies	Tayyaba
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Parent Involvement	Saima
Friday		
09.00 a.m. - 09.15 a.m.	Reflections	Samina
09.15 a.m.-10.00 a.m.	Morning Meeting	Samina
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 01.00 p.m.	Role of Teacher	Qurat-ul-Ain
01.00 p.m. - 02.30 p.m.	Lunch	
02.30 p.m. - 03.00 p.m.	Evaluation	All team members
03.00 p.m. - 04.00 p.m.	Closing	

REPORT ON FOLLOW-UP TRAINING For Grade II Teachers

26th -30th March, 2007

VENUE
FGJMS, G-9/3, Islamabad

ORGANIZED BY
Children's Resources International, Pakistan
With the Funding Support of USAID

OBJECTIVES

- To discuss the concerns and successes of the teachers who have been practicing CRI Methodology in their class rooms since July 2006.
- To enhance the professional capabilities of the learners.
- How to make their own teaching aids by recycling different materials.
- Hands on experiences through different activities.
- Strategies for Involving Parent.

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Classroom Environment
Observation and Assessment

DAY- 4

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Morning Meeting
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Role of a Teacher

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INTRODUCTION

CRI Pakistan is an education institution, implementing child centered Interactive Teaching and Learning Methodologies Program from Kindergarten to Grade VIII in collaboration with the government at federal and provincial level in public schools. These schools are located in the entire school District of Islamabad Capital Territory besides Rawalpindi City District, and the Karachi City District. The best global methodology tried and tested in more than 35 countries of the world was initiated in Pakistan in 2002 with the funding support of USAID to improve the capacity of the public sector management and delivery of services in education especially to the marginalized.

The five main implementation pillars of CRI Methodology are:

- Elementary Education (KG through Grade VIII)
- Family Literacy
- Families and Community Involvement program
- Higher Education
- Inclusive Education

CRI Pakistan is also helping teachers to meet the new curriculum standards while implementing activity based learning by holding trainings on compatible methods of child-centered teaching. CRI has trained more than three thousand and eight hundred school teachers, principals and administrators in interactive teaching and learning methodologies at primary level through fifty one trainings.

CRI through Parent and Community Involvement Program involves family members in school life through planned activities by inviting them in their child's classroom to assist teacher by telling stories, sharing their knowledge, demonstrating and sharing professional skills thus creating communication channels between teachers and parents.

Our intergenerational Family Literacy Program is working with the aim to teach non-literate parents basic literacy and math skills in partner schools and to involve them in their child's learning thus helping improve the adult literacy rate. To date more than 3,000 parents have benefited from the parenting sessions conducted after school, twice a week for one and a half hour. With the introduction of the Family Literacy Program in 110 more schools over 5,000 more parents would benefit in the next three years.

CRI has also successfully introduced three specialized faculty courses on interactive teaching and learning methodologies to more than 90 faculty members in 40 public universities of Pakistan. These courses have been incorporated as reference material in course outline of B.Ed and M. Ed curriculum being revamped by the Higher Education Commission.

CRI's methodology books, *Creating Child-Centered Classrooms* for ages 3-5 Year olds 6-7 years old and 8-10 have been translated, adapted and printed in Urdu, to facilitate the implementation of the CRI Program in partner classrooms. These books are a written resource for the teachers as well as a practical Basic Education guide and have been distributed among partner school teachers. Besides these books we have a number of other publications and modules that support us in the implementation of our program

Our efforts are directed to achieve learning expertise, knowledge skills and values necessary to prepare teachers and children of Pakistan for the challenges of the 21st century.

This five-day follow-up training for the teachers of Grade II had been organized for the teachers of new CRI partner schools. This training was a part of the series of eight training workshops conducted for the teachers of Grade I & II, in the month of March, 2007. The contents of this training were based on teaching the basic concepts of child centered methodology, building classroom room community, morning meeting, parental involvement, classroom environment, math, thematic teaching, science etc. The inclusion of theoretical knowledge as well as practical activities made the training sessions more interactive and provided hands on experiences to the participants for the understanding of various concepts. The activities introduced during the sessions were designed and integrated with the curriculum of Grade-II. The participants enthusiastically took part in the activities and ensured that they would replicate these activities in the classrooms.

ABOUT TRAINING WORKSHOP

Grade II teachers from all FDE schools of Islamabad Capital Territory (ICT) took part in the five-day Training Workshop.

Names of the trainers: Ms. Fakhira Najeeb
Ms. Sadia Shakeel
Ms. Sarah Qaiser
Ms. Hina Koukab
Ms. Shabana Akram
Ms. Saima Qadeer

Facilitator: Mr. Fazil
Note taking: Sarah Qaiser

Registration

The five-day follow-up training workshop for the teachers of Grade II started with the registration of the participants. One of the participants recited a verse from the Holy Quran followed by a Naat.

Opening address by Chief Executive

The Chief Executive of CRI visited the training hall to motivate all the participants. Ms. Mehnaz Aziz in her welcome address urged all the teachers to discuss and share each others experiences and problems and try to find solutions for them. She also asked them to share their concerns with CRI trainers so that they can forward them to the concerned departments.

Opening Activities

Agenda of the training workshop was shared with the participants followed by the distribution of the Pre-evaluation forms.

Name Tags

The trainers after introducing themselves made 3 different patterns on their name tags which symbolized their personality. They shared and explained how they were related to these symbols. Participants were also given name tags and were told to make different symbols and patterns on their name tags.

Group Formation

Participants were divided into 9 groups through number assigning technique. Each participant was asked to call numbers from 1-9. Participants calling same numbers were asked to form groups. Each group selected a name for their group identification and fixed specific jobs within their groups for better co-operative leaning while doing different activities during the training.

Making of Rules

Rules were set for the training workshop with the consent of all the participants as to promote democratic strategy for creating a better learning environment.

Sharing Successes

After making rules, the trainer shared some of the successes of CRI with relevance of its old partner school and its working with different organizations on different educational activities and projects with the cooperation of Federal and District Government.

Successes Shared by Participants

Participants were also invited to share their successes about the implementation of CRI interactive methodology in their classrooms. They shared the following successes:

- Morning meeting has aroused interest in students.
- Students have become more vocal, responsive, confident and expressive.
- By setting rules and assigning jobs in the classrooms, the sense of responsibility in students has increased.
- Critical thinking in children has developed by involving students in interacting activities and providing opportunities for extensive learning.
- CRI material has been a great source for creative learning as it can be integrated with different subjects and concepts.
- Co-operative learning among the students has increased as they work in groups.
- Positive and encouraging change in the attitude of the teachers.

Concerns

The concerns shared by the participants were:

- Large strength of students in classes is unmanageable.
- Syllabus is too lengthy.
- Time management for interactive activities.
- Language barrier for children.
- Trained teachers are not being given classes for which they are trained.
- Parents' involvement is negligible.
- Job security among the contractual based teachers affects their efficiency and involvement in their job.
- Multi-grade teaching.
- Need for inclusive education trainings for the teachers.
- Less A.V aids for teaching language.
- Non-cooperative attitude of school administration.
- Over-age students in class.
- Teaching of Urdu language.

After listening to their concerns, the trainer asked them to suggest some solutions for these issues.

The participants gave some possible solutions:

- Recruitment of new teachers from FDE or with the student fund / PTA fund.
- Maximum interaction with parents for strong communication.
- Syllabus should be integrated with the material and different interactive activities.
- Lesson planning for better time management.

The trainer discussed all these concerns and actually came out with the maximum possible solutions for each issue. She shared some of the concerns directly related to the classroom environment and teaching strategies on teacher's behalf. For this, she shared a curriculum web to make participants focus on their actual teaching concerns relating to the curriculum/syllabus.

She also shared that CRI is not only working on promoting interactive teaching methodology but also engaged in curriculum development with Federal Ministry for Education. She explained that a teacher must go through different aims and goals set for the curriculum and should make out the best strategies to carry this curriculum with his/her teaching along with the assessment level of achievement.

SESSION I

Morning Meeting

As it was the follow-up training and teachers must had been conducting morning meetings in their classes, so the trainer asked them to share the successes related to morning meetings.

Participants shared the following successes:

- It has become an interesting way of communication.
- It sets the tone for the whole day.
- It can be used as ice breaker.
- It's a play-way teaching technique for young children.
- It lessens the traditional fear of students for teachers.
- Teachers and students have become friendly
- It gives students an opportunity to express their feelings.

Practical Demonstration

Tw participants from each group to form the inner circle for morning meeting. Remaining participants were requested to form the outer circle as observers.

Greeting: Participants of the inner circle were asked to introduce the person sitting next to him/her and tell one quality about him/her.

Sharing: After greeting each other, any three participants from the inner circle was asked to share anything they like to. It was supposed to be an open-ended sharing. After each sharing, three questions were asked from the person who shared it.

Group Activity: The trainer gave out papers to each of the participants and told them to write a wish for one of the participants who had her birthday in the month of March. All the participants wrote one wish for her and at the end, all the wishes were put in a box and which was later wrapped and presented to the participant as a birthday gift.

News & Announcements: The trainer shared the day, date, weather and the schedule of the day with the participants. They were also informed about the visit of some guests who would be coming to the training hall that day.

Concluding Activity: Participants were asked to write one sentence on "what I have learnt today" as their feed back for that day's learning.

Morning Meeting

Greeting: The participants greeted each other by saying 'asalam-o-alikum' and told their names. They shared their most liked season with each other.

Sharing: As most of the participants showed their liking towards the spring season so the trainer asked them to share some reasons about what make the spring season the most likeable season and what happens in it.

News & Announcement: In the news and announcements component, the name of the month, day, date and year was shared with the participants. The schedule of the day was also shared and participants were reminded of the soon arrival of the Mission Director, Jonathan Addleton at the training hall.

Group Activity: All the things that made participants happy in the summer season were noted on the chart. They were told to make these things in groups and to produce a spring wall.

Each group made the following things:

- Lush green grass, trees and mushrooms
- Colorful flowers
- Kites and balloons
- Birds
- Children wearing summer dresses
- Lady birds, butterflies, earthworms, snails etc
- Swings in the park
- Sun and clouds
- The fruits and vegetables of the season

VISIT BY MISSION DIRECTOR USAID, JONATHON ADDLETON AND FDE, DIRECTOR TRAINING, RAFIQ TAHIR

Mr. Jonathon Adelton, Mission Director USAID, along with the Mr. Rafiq Tahir, Director Training, Federal Directorate of Education visited the training hall. He met the teachers undergoing various training activities. He saw and appreciated the efforts made by the teachers to improve their teaching skills. He set the open house for the question answer session in which teachers asked a number of questions and were dually satisfied by the Mission Director as well as Director Trainings. The concerns shared by the teachers were:

- Lengthy course
- Less time for teaching
- Very large number of students in the class rooms
- No KG classes in most of the schools
- Lack of English teachers from Graded III onwards

Both the guests explained and answered teachers' concerns and satisfied them with relevant answers. They urged them to learn whatever they can from the training and to transfer their knowledge to their students.

SESSION I

Social Studies

The trainer started the session by sharing a story called 'Khait se Mandi tak'.

She asked participants whether they think Social Studies as a difficult and boring subject and were their students taking interest in it? She also asked about what they understood by the term 'Social Studies'. After listening to their views, the trainer explained the importance of Social Studies. She shared that the subject is an integral part of our life and if related to the daily life it would be very easy to teach.

Activity 1

Participants were asked to draw the flag of Pakistan and then to complete the given task related to the activity. The tasks were:

- Write National Anthem
- Write short essay on the importance of National Flag
- Sing a National Song.
- How many colors are there in our flag? And what do they represent?
- What is the importance of National Flag for any country?

After that, each group was asked to give their presentations.

The trainer then explained them that this activity was a part of their syllabus. If they plan activities of their lessons accordingly then the learning would be interesting for the children and their concepts would be clearer as they could relate the things with real life.

The national goals of teaching Social Studies were shared in detail with the participants. She stressed that as teachers we have to inculcate the spirit of patriotism among our children.

Activity 2

For another activity, participants were asked to observe the map displayed in the training hall. Then each group was told to draw the map of Pakistan and complete the given tasks on the map within 20 minutes. They had to mention following things on the maps:

- Famous cities of each province
- Air routes
- Provinces and neighboring countries
- Dams
- Fruit, crops and vegetables
- Physical features
- Minerals
- Rivers
- Industries
- Important places

After completing the tasks, each group was asked to give their presentations.

Activity 3

Different tasks were given to each group. And they were asked to make 3 open-ended questions for each task. The time allocated for the activity was 15 minutes. The tasks given were:

- Draw 4 or 5 famous places of Islamabad and write 3 sentences about each of them.
- Miming for different professions (farmer, doctor, cobbler, washer man, computer specialist, teacher)
- Write names of six famous religious and national personalities. Also write few sentences on any one of them.
- Perform role play on our attitude with neighbors, friends, elders and people younger than us.
- Name four famous festivals and also draw them.
- Collect natural resources from your environment and give their uses.
- Write a story and use different means of transport in it. i.e. bus, cycle, Tonga, aero plane, train, boat etc.
- Means of communication
- Minerals in Pakistan

- Make a collage of Festivals in Pakistan

The groups gave their presentations.

The trainer related all these activities to social studies and said that all these stations can be made in the class room and students can practice them.

SESSION II

Thematic Teaching

The trainer started the session by sharing a story "A very hungry Caterpillar". After reading out the story, she asked them to give their feed back about the concept this story was reflecting. They shared that the story had more than one concept like:

- Colors
- Days of week
- Numbers
- Continuation of an event
- Developmental stages
- Nutrition
- Food
- Leaves
- Lifecycle of a butterfly
- Eating habits etc.
- Living and non-living thing

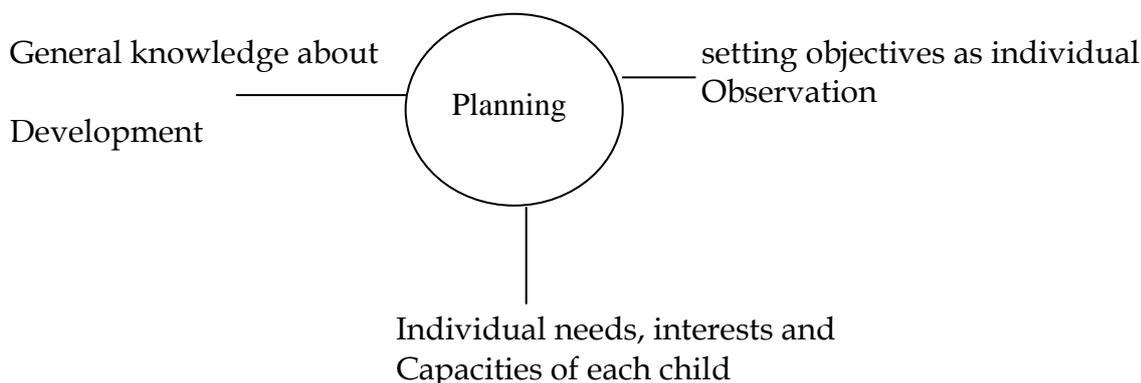
Trainer asked them to name the subjects in which this story could be easily integrated. They shared the following subjects:

- Mathematics
- Science
- Language
- Arts
- General knowledge

She then explained thematic teaching and its components in detail. She shared that it was a new and modern technique for teaching more than one subjects at a time with one theme of teaching. To explain more clearly, she shared the same story and its integration with more than one teaching. She explained that such techniques help teachers create strong links among different subjects and involves student's experiences and understanding. It also provides choices not only for the teacher but to students as well. Teaching more than one concept at a time saves time also. She shared that thematic teaching caters each student's individuality which includes student's interest, potentials, and strengths, level of understanding, likes, dislikes and attitude.

Planning for Thematic

“Planning for thematic” was explained in detail by the trainer.



Group Activity

For group activity, participants were asked to select one theme and relate it to different subjects. They had to keep different interests and potentials of their students in mind as each child possess individual capacities for involvement in activities e.g. some of the students are good at art work, some are good at motor skills, some likes to work alone, some are very vocal etc, so teacher should keep each student's skill, strengths and weaknesses in his/her mind. At the end, participants came-up with lots of interesting activities.

Trainer then introduced **KWL** technique for effective teaching and learning process to the participants. This was all about “what I know, what I want to learn and what I have learnt”. This can help a teacher to plan or design activities according to children's needs and requirements for learning.

Group Activity

Participants were assigned different projects related to one single theme “Transportation”. Projects were as following:

- Making models of different transports.
- Making list of different means of transportation according to its speed.
- Make a mural.
- Drawing of different vehicles using geometrical shapes.
- Differentiate the latest and old means of transportation.
- Make a model of transportation with the help of wooden blocks.
- Write a poem on transportation.
- Act a role play based on using vehicles.

Presentations

Each group according to different projects gave their presentations.

Concluding Activity

The trainer concluded the day by integrating different themes with different subjects like

- Social studies
- History
- General knowledge
- Science
- Language
- Art work
- Creative writing.

Morning meeting

Greeting: Participants greeted each other by saying Assalam-o-alaikum.

Sharing: Participants were asked to share some moral values with one another. One of them shared that by doing well to others one get well in return because 'good deeds always come back to you'. Similarly, others shared their views as well.

Group Activity: The trainer linked the theme of time and told all groups to make clocks and share what they do at different times of the day. The participants made watches and clocks and illustrated what they do at different times.

News & Announcement: News and announcements were shared with the participants. They wrote the day, date, year, weather report and schedule of the day in Urdu.

SESSION II

Classroom Environment

Case Study

The session formally began by sharing a case study of a little boy. The story highlighted the roles of the parents and the teachers in the boy's life. The participants were given a paper heart and were told to tear it bit by bit when ever they think that the boy's heart was being broken.

Objectives of Sharing the Case Study

The case study was shared to make teachers realize what children want from their adults, like:

- Individual attention.
- Relaxed and friendly environment at home as well as at school
- Children should be given things/activities according to their interest and age level.
- Give them choice and variation in every thing
- Children need appreciation at whatever they do.

The trainer then asked the teachers about what things build up the classroom environment. The participants after brainstorming replied:

- Furniture
- Charts
- Classroom arrangements
- Audio visual aids
- Materials
- Books
- Centers
- Teachers' attitude
- Children
- Books

Activity

Participants were asked to make up a model of an ideal classroom. The groups made models on charts. Some also made the three dimensional models of the class rooms. They included all the necessary things that they want in their classrooms. All the e groups made their presentations at the end.

The trainer then highlighted two basic environments of the classroom:

- Physical environment
- Psychological environment

Physical environment

The trainer discussed the following things that comprise the physical environment:

Seating arrangement

- Flexible
- Sitting in groups for activities
- Different seating arrangements and their usage

Material

- Open ended
- Labeled / organized
- Within children's reach
- Centers properly made
- Indigenous material collected and sorted

What's on the walls?

- Classroom Schedule
- Classroom rules
- Name of Groups
- Jobs assigned
- Weather chart
- Children's work

Psychological Environment

In psychological environment, the trainer discussed the following factors:

- Teacher's attitude and tone, roles and responsibilities
- Cozy Environment
- Teacher-child interaction
- Freedom of speech, verbal as well as nonverbal communication.
- Building interest of children
- Encouragement of work

Activity

The participants were given the following tasks to build up the classroom environment in groups:

- Organizing and labeling the shelf
- Making a schedule for grade II
- Making a weather chart
- Planning and conducting different activities for 100 days chart
- Teaching various things with the help of sentence strip chart
- Making classroom rules
- Making a birthday chart
- Making props for the dramatic centre
- Making two books for the literacy centre
- Making Parent Bulletin Board

The participants later gave presentation. The purpose to conduct this activity was to make the teachers aware of how to make the centers and how to build up an age appropriate class room environment.

Observation & Assessment

Activity

Trainer asked the teachers to write down anything they like or dislike about their students and give reasons. She explained the types of that observation and assessment about a child in two columns e.g.

LIKE MOST	DISLIKE MOST
Punctual	Latecomer
Submissive	Least bothered
Intelligent	Dull
Responsive	Non responsive, inactive
Tidy	Untidy
Quiet	Talkative
Helping	Messy

Trainer practically demonstrated this activity by requesting one of the participants to leave the training hall for few minutes. When that man left, she asked the participants to tell anything they had been observing about that man from the last three days. They shared that he was very talkative, witty, overconfident and attentive man who ask lots of questions.

The trainer explained the difference between objective and subjective type of observation about him. Subjective observation includes observer's biased opinion and also his own liking and disliking of the observation. On the other hand, objective type of observation is totally unbiased and authentic as well as more valid and reliable than the subjective one. Trainer shared that some behavior are called learned behavior and some are by habitual

Subjective type of observation	Objective type of observation
Talkative	Intelligent
Untidy	Cooperative
Latecomer	Responsive
Pleasant voice	Responsible
Neat and clean	Attentive

Trainer shared six different techniques and tools that provide knowledge about children.

- Checklist
- Anecdotal record
- Video/audio tape, Photographs
- Map of child's movement towards different activities
- Interview with children
- Portfolios

Group Activity

All participants were asked to make a sample of portfolio.

Energizer

An action poem was done by one of the participants.

Morning meeting

Greeting: The participants were asked to greet each other and to share their favorite season.

Sharing: The sharing was open ended with three participants sharing their most interesting events. Other asked questions related to each sharing.

Group Activity: 'Big Book' was made by the whole group about 'I like rain because....' The participants had to write a sentence and make a picture.

They made beautiful depictions of rainy season and finally compiled their work in the form of Big Book.

News & Announcement: The News and announcements were written in the form of paragraph in English so that the children know how to write in paragraph.

SESSION - I**Make and Take**

In this session, the trainer taught how to make use of indigenous material in teaching.

The activities were:

Making Poster Colors

With the help of dying color (cheaply available in market), gum and white chalk various poster colors can be made.

Paper Mache

Use old news paper, mash and dub it in water for a whole night. Now it can be pasted on paper plate, paper glass or balloon. Let it dry. By drawing world map on the balloon, it could be used as a globe.

Making play dough

Take flour and knead it with the help of water. Take one fourth quantity of dye color & mix it. In the end, put one teaspoon oil in it. Now it is ready to use for making animals, birds, Alphabets of Urdu and English or counting numbers.

All these material can be made very cheaply and can help children in improving their physical and psychological development.

Activities

The participants were told to make all the things which were demonstrated earlier by the trainer. The participants made very interesting things with different material like:

- Fruits
- Vegetables
- Globe
- Masks
- Paper Mache glasses
- Paper Mache plates

Role of a Teacher

The trainer shared a story called 'Mr. George' and asked the participants to share the different roles of the teacher played in the story. They shared different roles as well as children's attached with the teacher in the story.

The trainer related the story to the every day life of the teacher and highlighted the following roles of a teacher:

- Facilitator
- Decision maker
- Observer and assessor
- Role model

Role Play

Participants were asked to volunteer to perform a role play upon a given situation, who prepared and performed two role plays. The audiences were asked to give feedback on the behavior of the teacher in both the role plays.

The first role play on the traditional teacher, they shared that:

- The teacher was strict
- Did not listen to the child
- Did not do any sharing
- Did not notice the child
- Provide no choice time
- Discouraging behavior
- Children were not allowed to ask questions

The trainer discussed that teacher must have all the qualities. She explained that a teacher should:

- Gives guidance
- Be a problem solver
- Develop student personality
- Be an observer
- Create critical thinking among students and make them keen a observer
- Give worldly and religious knowledge
- Be tolerant and show patience
- Encourage and motivate children
- Create a positive environment for better learning
- Be a decision maker
- Manage time for different activities
- Make corrections and play the role of a reformer
- Facilitate and design activities that are age appropriate and according to the level of children
- Be flexible

After that the trainer discussed each role in detail. Participants also took part in the discussion and shared their personal experiences as well. The trainer also quoted different examples. This led to a long discussion about how teacher could become role model for his/her students. The trainer gathered positive feedback from the discussion.

Activity

The trainer asked the teachers to make caps. They were asked to write five important roles of a teacher on the caps. Afterwards one participant from each group gave presentation while the rest put on the caps with the roles written on them.

Morning Meeting

Greeting: Participants were asked to greet each other by saying 'asalam-o-alikum' and telling each other their favourite number and giving reasons for their liking.

Sharing: The sharing was open ended with three participants sharing their most interesting events with others.

Group Activity: The group members in the inner circle played a game in which they formed a circle by joining their two fingers. Then they counted numbers from 1-20. And the person at whom the number reached 20 was declared out. Rest of the participants played the game all over again. Another game called 'estimation jar' was also played among participants who had to guess the number of marbles present in the jar. The numbers they guessed was written on a chit and at the end, the participant who guessed the closest was awarded the winner.

The objective of these Math games was to teach children mathematics through play.

News & Announcement: Participants wrote news and announcement of the day and one of them was asked to read it aloud. The trainer also shared that some guests will also be visiting the training hall that day.

Visit by Mrs. Mary Fallon

The wife of Commander in Chief Central US Command, Mrs. Mary Fallon along with Chief Executive Children's Resources International visited two CRI partner schools, F.G.J.M.S # 2 G-9/2, and F.G.J.M.S G-9/3 Islamabad on 30th March, 2007.

She visited the classrooms in both the schools and interacted with the children. She saw them studying and doing various interactive activities in their classrooms. The first school she visited was F.G.J.M.S #2, G-9/2, where she saw Grade I children learning basic geometrical shapes by drawing them on glaze papers and cutting and pasting them on chart papers. In another class, children were learning the concepts of units and tens. In Grade V, the visitors saw children practically demonstrating the scientific concepts of heat, electricity and light. Mrs. Fallon was also very amused to see children learning vowels by wearing caps with vowels "a" and "o" on them. She appreciated such an activity for learning vowels and consonants.

Ms. Fallon also met with the mothers making paper flowers in the family literacy class. She interacted with them and shared the importance of Parental Involvement in the children's classrooms with them. The mothers also excitedly shared all the activities that they do in their classes and appreciated family literacy classes that had

enabled them to write their names and assist their children not only at schools but at homes also.

The guests also visited Grade I and II at F.G.J.M.S G-9/3, and witnessed children happily learning about fruits and shapes from the geo-boards. They had made masks of fruits and different shapes and were sharing the qualities of those fruits with each other. Mrs. Fallon was delighted to see children engaged in such interactive activities. She asked students about their studies and had a brief chit-chat with them.

Mrs. Fallon also met with the teachers attending the follow-up training at Teacher Resource Center, G-9/3. She visited each table of the training hall and saw teachers captivantly engaged in making the 'Peace Book'. She then had an informal chit-chat with them and very happily answered all their queries. She shared that during her visits to different schools, she had realized that the schooling system of Pakistan was almost as same as in every other country, but in every school, teachers had their own choice of books to teach from but at the end of the term they also had to achieve certain curriculum goals.

She shared that she had been teaching senior grades at school and was still involved in teaching her grand children. She also discussed about the involvement of parents in their children's schools back in her country.

At the end, she presented a book to the heads of the schools and motivated the teachers to continue with their hard work in future as well. The teachers also presented her the 'Peace Book' as a gesture of good will so that she would remember her visit to these schools.

Family Involvement

Participants were asked to share any success related to family involvement in their schools. Some of the participants shared few success stories of family involvement e.g. involvement of one family in school encouraged and motivated other families to come to the school.

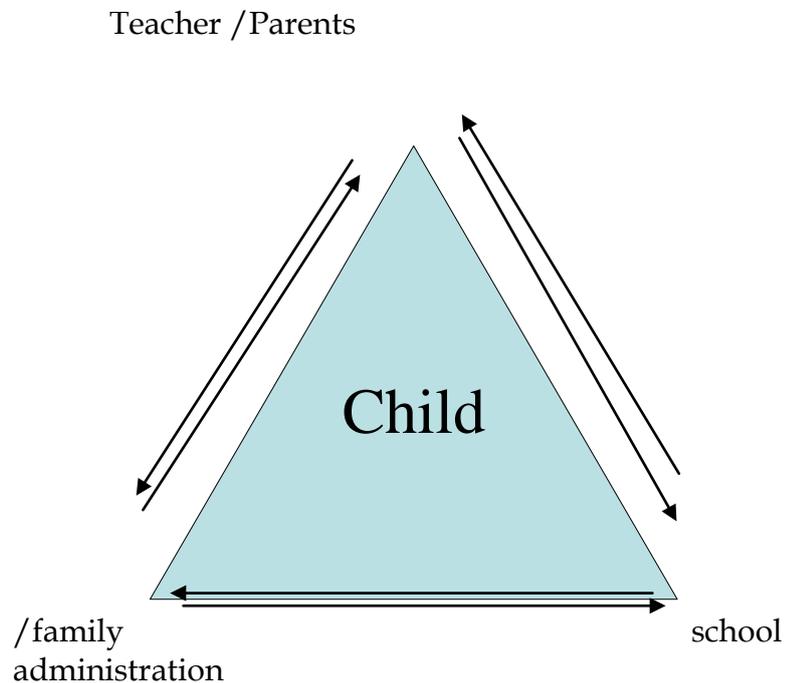
Trainer also took concerns relating less participation of families in schools. They shared the following reasons for the lack of family involvement:

- Illiterate parents.
- Administration does not support.
- Cause disturbance in class room and affect discipline.
- Busy schedule of parents.
- Difficult for parents to come from far off areas.
- Parents only focus on their own children.
- Lack of cooperation.
- Lack of understanding.
- Lack of coordination between families and school
- Communication gap.
- Language barrier.

- Gender issues.

Trainer shared CRI program triangle for family involvement;

She explained that we cannot achieve our educational objectives until we have a strong coordination among student, teacher/school and parents.



Activity 1

Participants were asked to make a helping hand of cooperative parents' involvement in classroom. They were supposed to mention the activities by which parents can participate in classes.

Activity 2

Participants were asked to work in groups and find out the solutions to the problems and write them down. The solutions were later discussed with the whole group which were:

- Parents can help in maintaining the discipline of the class.
- Make a form of information for the parents who visit the class.
- Inform the parents about the objectives of parent involvement in the class room.
- Illiterate parents can help the teachers in different extra curricular activities.
- Illiterate parents can share their experiences and teach their skills.

Activity 3

In another activity, participants were asked to write the activities parents can do in the classroom. Participants shared the following activities:

- They can share any information about their profession, like, Doctor, Engineer, shoe-maker, woodcutter, Gardner, milkman, carpenter, plumber etc.
- Demonstrate any Islamic ritual.
- Helping teacher.
- Involve in interactive activities.
- Helping in children hygiene practices.
- Becoming an active member of Parent teacher association.

Conclusion

At the end, the trainer briefed about the significance of parental involvement in classes. She shared that it not only improves children's performance but also increases the percentage of their attendance.

Evaluation

Evaluation forms were distributed among the participants.

Certificate Distribution

Certificates were distributed amongst the participants with their daily allowances.

The trainers thanked all the teachers and congratulated them on completing their training workshop. They encouraged them to transfer all that they learnt here to their students in their classrooms.

**. Follow-up Agenda for Five Day Interactive Teachers Training Workshop
Children's Resources International Pakistan (Guaranteed) LTD.**

Grade-II City

Timings: 09.00 a.m. to 04.00 p.m.

Venue: TRC, FGJMS, G-9/3.

Dated: 26th March, 07 to 30th March, 07.

Monday	Content	Responsibilities
09.00a.m. - 09.30 a.m.	Registration	
09.30 a.m. - 10.30 a.m.	Opening Activities	Sadia
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Successes & Concerns	Sadia
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Morning Meeting	Fakhira
Tuesday		
09.00a.m. - 09.15 a.m.	Reflections	Sadia
09.15 a.m.-10.00 a.m.	Morning Meeting	Sadia
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 01.00 p.m.	Social Studies	Hina Kokub
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Thematic Teaching	Fakhira
Wednesday		
09.00 a.m. - 09.15 a.m.	Reflections	Fakhira
09.15 a.m.-10.00 a.m.	Morning Meeting	Fakhira
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m.-01.00 a.m.	Classroom Environment	Sarah Qaiser
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Observation and Assessment	Sadia
Thursday		
09.00 a.m. - 09.15 a.m.	Reflections	Sadia
09.15 a.m.-10.00 a.m.	Morning Meeting	Sadia
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 01.00 p.m.	Make and Take	Hina Kokub
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Role of Teacher	Sarah Qaiser
Friday		
09.00 a.m. - 09.15 a.m.	Reflections	Fakhira
09.15 a.m.-10.00 a.m.	Morning Meeting	Fakhira
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 01.00 p.m.	Parent Involvement	Saima Qadeer
01.00 p.m. - 02.30 p.m.	Lunch	
02.30 p.m. - 03.00 p.m.	Evaluation	
03.00 p.m. - 04.00 p.m.	Closing	

Details of Training sessions with reference to objectives and techniques

Topic	Objectives	Techniques/methods
Concerns & Successes	<ul style="list-style-type: none"> - To share apprehensions and try to find their solutions - To enhance the capabilities the teachers - To inculcate democratic attitude in the learners 	<ul style="list-style-type: none"> - Chart papers - Marker - White board/markers
Social Studies	<ul style="list-style-type: none"> - to make the participants aware of how to make centers and develop activities for social studies 	<ul style="list-style-type: none"> - Chart paper - Marker - Group activities - Presentations
Morning meeting	<ul style="list-style-type: none"> - To create an environment of mutual respect, trust and understanding between teacher and students 	<ul style="list-style-type: none"> - Practical demonstration of the four components; - Greeting - Sharing - Group activity - News and Announcement
Observation and assessment	<ul style="list-style-type: none"> - to make the participants of observing and assessing students in various ways - to make them assess the students on continuous bases 	
Parent involvement	<ul style="list-style-type: none"> - how to involve parents in the class rooms - In what different ways are parents helpful in the class room - Discuss various concerns related to parent involvement in the class room and find out the solutions to those problems 	<ul style="list-style-type: none"> - Chart paper - Markes - Transparencies - Group activities - Presentations
Make and Take	<ul style="list-style-type: none"> - Artistic significance/creativity - How to make their own teaching aids 	<ul style="list-style-type: none"> - recycling different materials - different materials to recycle
Thematic Teaching	<ul style="list-style-type: none"> - Integration of different subjects incorporated in one topic - Plan and manage teaching and learning process 	<ul style="list-style-type: none"> - Projects based on themes inculcating different subjects in one topic
Classroom Environment	<ul style="list-style-type: none"> - Manage their classrooms in a better way; physically and psychologically 	<ul style="list-style-type: none"> - Practically setting up of centers

**Bi - Monthly Family Involvement
Meeting**

Phase- I Schools Islamaabad



24th & 26th April 2007

Organized by

**Children's Resources International, Pakistan
(Guarantee) Ltd.**

INTRODUCTION

CRI believes that parents are the first educators of their children and they could play effective role in learning process of their siblings. The more they know about their children's education, the more pertinent they are to extend the learning at school into their home life. Realizing the importance of parent as key stakeholder in educating children CRI, Pakistan has in built the component of parents and family involvement in its overall program. The bi-monthly meetings with the heads of 140 new partner schools of Federal Directorate of Education was initiative for enhancing parental involvement in the schools. The purpose of the meetings was to brief heads about the CRI Program and discusses problems and their possible solutions which they had faced while implementing different components of the Program.

The total of 132 head teachers participated in two bi-monthly meetings. The 140 schools included in phase - I were divided into two groups. The participants belonged to City, Nilore, Tarnaul and Sihala sectors of Islamabad Capital Territory.

OPENING ACTIVITIES

The meeting was started with the recitation of verses from the Holy Quran. After welcoming the participants, the attendance sheet was rotated among them to sign in for the meeting. The trainer shared that the purpose of the meeting was to share the successes and concerns raised during implementation of the training focusing on Family Involvement Program in their schools and informed the participants that these meetings will be organized after every two months. The trainer explained different components of the program and emphasized on the role of parental involvement in the learning process of their children.

SHARING OF AGENDA

The trainer explained in detail the agenda of the meeting with the participants and encouraged them to include the areas which were important and were not part of agenda. She also emphasized on the difference between the Family Literacy Program and Family Involvement Program because some participants had this misconception that both aspects of the CRI Programme were the same.

INDIVIDUAL ACTIVITY

The trainer introduced the individual activity among the participants. The participants had to jot down their ideas on the paper about the following statements:

IF I WAS A BIRD.....

THEN

BECAUSE.....

Ten minutes were allocated to finish off the activity. At the end of this activity, the participants shared their ideas with the whole group.

Some of the sharing was:

- If I was a bird then I would have been an eagle because its flies very high.
- If I was a bird then I would have been a dove because it is a symbol of world.

The purpose of this activity was to remove the hesitation of participants in sharing their ideas and feelings.

COMMUNICATION SKILLS AND STEPS:

The trainer discussed with them in detail how to develop strategies to establish stronger communication and interaction among teacher, student and families.

The trainer shared the following documents with the participants in order to clarify the roles and responsibilities of each stakeholder:

- MOU Roles and Responsibilities. (OHP)
- Parent Participation Form. (OHP)
- List of Active Parents. (OHP)
- Parent Inventory Form. (OHP)
- Checklist of the ways to Involve Parents. (OHP)

The trainer explained the following roles and responsibilities of the heads of the schools:

- Co-operate and ensure participation of pre primary teachers in training/ follow-ups and evaluation procedures.
- Provide appropriate space for technical assistance.
- Facilitate teacher in Programme implementation.
- Ensure teachers presence in school for at least three years.
- Supervise active learning material and other equipment provided by CRI.
- Provide all related information/material to assist monitoring and evaluation.
- Forming family's partnership in school's activities.

The trainer further emphasized that parents are an important element of the learning process therefore their participation was necessary for improved student learning outcomes. The only thing they had to do was to chalk out activities for parents and then discuss those activities with the administration. The trainer stressed upon the responsibility of heads to make sure that teachers were following the aims and objectives of the Program properly. The participants were asked to contact the CRI trainers in case they need any kind of facilitation and guideline.

SUCCESSES AND CONCERNS

SUCCESSSES

The trainer asked the participants to share any successes related to the Family Involvement in their schools. Some of the participants shared few success stories with the whole group.

- Once a father of a child who was a driver came and taught some techniques of driving and traffic rules to teachers and students.

The trainers shared that parents could be invited in the classrooms and practically demonstrate their skills to children for better understanding. It could be any profession like doctor, engineer, shoe-maker, woodcutter, gardener, milkman, carpenter, plumber etc. They could also:

- Demonstrate any Islamic rituals.
- Help teacher in maintaining the classroom discipline.
- Involve in interactive activities.
- Help in children hygiene practices.
- Tell any story.
- Become an active member of Parent Teacher Association.
- The trainer told them to keep in mind that the original planners were the teachers and the helpers would be their assistant.

The trainer briefed about the significance of any type of involvement of parents in class. The trainer explained that a child's performance and percentage of attendance could be improved by involving parents in classroom. The child likes interaction between teacher and family and become more confident. This fruitful

discussion with head teachers proved fruitful in developing better understanding about their roles and realization of parental.

- The parents came to know what types of activities were happening in the schools and also got knowledge about the input of teachers towards the child.
- Family, school and community becomes one when they unite and give more effective education to the child.
- Tremendous change could be observed in the attitude of the child due to Parent Involvement.
- Parents could help in the seating arrangements.
- Teachers who were involve in the Family Literacy classes they had more parent participation in their classes as compared to other classes.
- Confidence level of parents about school had increased.

ADDRESS BY CHIEF EXECUTIVE CRI

The Chief Executive of CRI, Ms. Mehnaz Akbar Aziz visited FGJMS I-8/1 where the meeting was in progress. She highlighted aims and objectives of Family Involvement to the participants. She emphasized that Parental Involvement was very important as children spend more time at home then in school. She was of the opinion that to develop positive interaction with teacher it is necessary for the teachers to take initiatives and invite parents to schools frequently. She indicated that parental involvement is a challenging task but if the teachers remain consistent they could change their attitude. The Chief Executive also mentioned the role of heads in the implementation of this methodology and was hopeful that this methodology will be institutionalized all over Pakistan.

CONCERNS

Group Activity

The members were asked to write down the problems faced by them on a chart paper which restrained them from implementation of the Family Involvement. Ten minutes were allocated to finish this individual activity. They mentioned the following major reasons for the lack of family involvement in their schools.

- Illiterate parents.
- Poverty.
- Lack of understanding.
- Lack of coordination between families and schools.
- Communication gap.
- Language barrier.
- Gender issues.
- Lack of awareness.
- Lack of interest.
- Busy schedule.
- Schools are far from home.
- Parents do not realize the need of a child.
- Discipline and security problems arose due to parent's involvement in the classes.
- Most of the children belongs to labour class and had no other family members to visit the school.
- They do not feel confident and think that they were not capable of contribute towards school improvement.

HOW FAMILY INVOLVEMENT COULD BE IMPROVED

- The trainer tried to give possible solution to their problems. She told them that the feeling of the parents that its useless to visit the school was due to the reason that proper planning was not done.
- Proper orientation should be given to the parents. Until and unless they were not given confidence and objective of the programme were not told to them they cannot be convinced to become the part of the program.
- Teacher should plan all the activities for the parents before hand therefore when parents come to the school they do not have the feeling that their time was wasted.
- When parents were invited in the school, always try to start communication with the positive note about their child. Then slowly move towards the problems. Try to avoid negative remarks.
- She discussed the ways how they could increase the Parent's Involvement in the classes.
- Different days could be celebrated with the help of parents.
- Communication gap between school and parents should be abridged.
- PTA meetings could be used as a platform for guiding parents about the program.
- Orientation day could be designed in which parents were provided guidance about the advantages and objectives of the program. For this purpose, CRI had designed a special form to collect basic information about family and child.

FUTURE STRATEGIES

At the end of the meeting the trainer discussed with them future strategies to involve the families in their classes. She guided them that they could make their class room activity calendar and involve parents in the activities. A teacher could

maintain the form in which the information about parents should be filled to contact them later on.

Trainer also discussed different ways of giving orientation to parents, how they could approach and persuade them to come to school. She told them that school administration including teachers had to maintain the record of parent's visit in the school because CRI team will be analyzing the data.

The trainer shared the case study of IMCG F-10/2 based on parental involvement with the members that this school had shown tremendous results and their name and work was published in the CRI methodology book.

CLOSING ACTIVITIES

At the end of the day, tea was served and travel allowance was given to the participants.

Agenda

Venue: FGJMS, I - 8/1 Islamabad

April 24th & 26th, 2007

Time: 12:00 pm to 02:30 pm

Tuesday April 24 th	Contents
12:00 pm -12:30 pm	Recitation Feedback and Case Study Sharing successes and concerns regarding family involvement
12:30 pm - 1:30 pm	Communication Skills and Steps Help them develop strategies to establish stronger communication among teacher, student and families. <ul style="list-style-type: none">■ MOU Roles and Responsibilities■ Parent participation form■ List of active parents■ Parent inventory form■ Checklist of the ways to involve parents■ Activity They will design checklist for family involvement
1:30 pm- 2:00 pm	Future Strategies to involve families in the classroom Home Assignment <ul style="list-style-type: none">■ Calendar■ Orientations■ Data collection
2:00-2:30 pm	Refreshments / Travel Allowance

List of CRI Partner Schools
For Bi-Monthly Meeting

Date: 24th April, 2007

Venue: TRC, FGJMS I-8/1, Islamabad

Sector: City & Nilore

City

S#	Name of School	Name of Head
1	Islamabad Model College For Boys F-10/3.	Mr. Dilara Sahibzada
2	Islamabad Model College For Boys F-11/1.	Ms. Aneesa Muzafar
3	Islamabad Model College For Boys F-11/3.	Ms.Farah Naz Qamar
4	Islamabad College For Boys G-6/3, Islamabad	Ms.Farida Khan
5	Islamabad Model College For Boys G-10/4	Ms.Lubna Mahmood
6	Islamabad Model College For Boys G-11/1	Ms.Surriya Abid
7	Islamabad Model College For Boys I-8/3, Islamabad	Ms.Zeba Shahid
8	Islamabad Model College For Boys I-10/1	Ms.Nasreen Abbass
9	F.G. Junior Model School F-7/2 Islamabad	Ms.Saeeda Khanum
10	F.G. Junior Model School F-8/3 Islamabad	Ms.Salma Rusul
11	Islamabad College For Girls F-6/2, Islamabad	Ms.Farkhanda Jabeen
12	Islamabad Model College For Girls F-8/1, Islamabad	Ms.Evrana Shafiq
13	Islamabad Model College For Girls G-10/2.	
14	Islamabad Model College For Girls I-8/4, Islamabad	Ms.Shafaqt Zadi
15	Islamabad Model College For Girls I-10/4, Islamabad	Ms.Khalida Akram
16	F.G. Junior Model School G-7/1 Islamabad	Ms.Kausar Perveen
17	F.G. Junior Model School G-7/2 Islamabad	Irshad Begum
18	F.G. Junior Model School G-7/4 Islamabad	Ms.Najma Bano
19	F.G. Junior Model School No. 1 G-7/2, Islamabad	Ms.Zamir Kausar
20	F.G. Primary School No. 7 G-7/3-3 Islamabad	Ms.Tasneem Kausar
21	F.G. Junior Model School G-7/3-4 Islamabad	Ms.Ismat Bano
22	F.G. Junior Model School G-8/3 (PIMS) Islamabad	Ms.Binte Rasool
23	F.G. Primary School No. 19 G-8/1 Islamabad	Ms.Sabiha khanum
24	F.G. Junior Model School No. 37 E-7 Islamabad	Ms.Rehana Anwar
25	F.G. Junior Model School No. 3 (NC) E-8 Islamabad	Sarwat Jamil
26	F.G. Primary School No. 32 E-8 Islamabad	
27	F.G. Primary School No. 54 E-9 Islamabad	Ms.Saadia Yaqub
28	F.G. Junior Model School F-6/1 Islamabad	Ms.Shahmim Akhtar
29	F.G. Primary School No. 9 F-6/3 Islamabad	
30	F.G. Primary School No. 30 F-8/2 Islamabad	Ms.Salma Jawaid
31	F.G. Junior Model School F-10/1 Islamabad	Ms.Sabiha Anwar
32	F.G. Junior Model School F-10/2 Islamabad	Ms.Rakhshanda Asghar
33	F.G. Junior Model School F-10/4 Islamabad	Ms.Shahkila Perveen
34	F.G. Junior Model School G-6/1-2 Islamabad	Ms.Syeda Amina Shafiq
35	F.G. Primary School No. 1 G-6/1-4 Islamabad	Ms.Ghazala Bashir Khan
36	F.G. Junior Model School G-8/2 Islamabad	Ms.Nuzhat

37	F.G. Junior Model School No. 34 G-8/2 Islamabad	
38	F.G. Junior Model School No. 44 G-8/4 Islamabad	Ms.Tahira Munawar
39	F.G. Junior Model School G-9/4 Islamabad	Ms.Surriya Khatoon
40	F.G. Girls Primary School No. 24, G-9/2 Islamabad	Ms.Nuzhat
41	F.G. Primary School No. 36 G-9/2 Islamabad	Ms.Firasat Jahan
42	F.G. Junior Model School No. 68 G-9/3 Islamabad	Ms.Shaheen Moazzam
43	F.G. Junior Model School G-10/1 Islamabad	Ms.Khalida Perveen
44	F.G. Junior Model School No. 51 G-10/2 Islamabad	Ms.Mussrat Ikram
45	F.G. Primary School No. 43 G-10/4 Islamabad	Ms.Mussrat Jamil
46	F.G. Junior Model School G-11/1 Islamabad	Ms.Tasneem Mukhtar
47	F.G. Junior Model School No. 45 (AIU) H-8	Ms.Abida mazhar
48	F.G. Junior Model School I-9/1 Islamabad	Ms.Nadia Chaudry
49	F.G. Junior Model School I-9/4 Islamabad	Ms.Tahira Haq
50	F.G. Primary School No. 31 I-9/1 Islamabad	Ms.Perveen Fatima
51	F.G. Primary School No. 29 I-9/4 Islamabad	Ms.Farazana Imtiaz
52	F.G. Primary School No. 50 I-9/4 Islamabad	Ms.Anjum Jamal
53	F.G. Junior Model School I-10/2 Islamabad	Ms.Abida Rashid
54	F.G. Primary School No. 40 I-10/1 Islamabad	Ms.Sami- un- Nisa

Nilore

S#	Name of School	Name of Head
1	F.G. Boys Secondary School Jab Tali (FA) Islamabad	Mr .Amir Afzal
2	F.G. Boys Secondary School Jagiot Islamabad	Mr .Ghulam Mustafa Qureshi
3	F.G. Boys Middle School Khanna Nai Abadi (FA)	Mr .Habib Sultan
4	F.G. Boys Middle School Pehout (FA) Islamabad	Mr .Roshan Iqbal
5	F.G. Boys Junior Model School Tarlai (FA) Islamabad	Mr .Aslam Khan
6	F.G. Boys Primary School Jhang Syedan (FA) Islamabad	Mr .Mian Mohammmd
7	F.G. Boys Primary School Khadraper (FA) Islamabad	Mr .M.Sher khan Niazi
8	F.G. Boys Primary School Sharifabad (FA) Islamabad	Mr .M.Iqbal
9	F.G. Boys Primary School Sohan (FA) Islamabad	Mr .M.Sardar
10	F.G. Girls Secondary School Jagiot (FA) Islamabad	Mr.Amtul Aziz
11	F.G. Girls Middle School Jaba Teli (FA) Islamabad	Ms.Shahnaz Nazir
12	F.G. Girls Middle School New Shakrial (FA) Islamabad	Ms.Saleha Jamil
13	F.G. Girls Primary School Ali Pur Frash Model (FA)	Ms.Tasneem Anwar
14	F.G. Girls Primary School Ali Pur Frash (FA) Islamabad	Ms.Sarwat Shafiq Afazl
15	F.G. Girls Primary School Darkala	Ms.Latif Khanum
16	F.G. Girls Primary School Herno (FA) Islamabad	Ms.Sarwat Sultana
17	F.G. Girls Primary School Kijnah (FA) Islamabad	Ms.Tanseela Jabeen
18	F.G. Primary School Ara (FA) Islamabad	Mr .Ali Asghar
19	F.G. Junior Model School Sohan (FA) Islamabad	Ms.Farhana Aziz
20	F.G. Girls Primary School Nilore (FA) Islamabad	Ms.Shahida Tabassum

List of CRI Partner Schools
For Bi-Monthly Meeting

Date: 26th April, 2007

Venue: TRC, FGJMS I-8/1, Islamabad

Sector: Tarnaul & Sihala

Tarnaul

S#	Name of School	Name of Head
1.	F.G. Boys Primary School Noon (FA)	Mr.Abdul Rashid
2.	F.G. Boys Primary School Pind Hoon (FA)	Mr.M.Shahfiq Mughal
3.	F.G. Boys Primary School Pind Parian (FA)	Mr.Umer Hayat
4.	F.G. Boys Primary School Shah Allah Ditta (FA)	Mr.M.Akram
5.	F.G. Boys Primary School Sang Jani (FA) Islamabad	Mr.Sartay Khan
6.	F.G. Boys Primary School Sheikhpur (FA) Islamabad	Mr.Allah Yar Khan
7.	F.G. Boys Primary School Sorian (FA) Islamabad	Mr.M.Azam
8.	F.G. Boys Primary School Sarai Kharbuza (FA)	Mr.M. Boota
9.	F.G. Boys Primary School Seri Saral Islamabad	Mr.Manzoor Mohsin
10.	F.G. Boys Primary School Tamman (FA) Islamabad	Mr.Malik Mohd Riaz
11.	F.G. Boys Secondary School Maira Akku Golra	Mr.Muhammad Sarwar
12.	F.G. Boys Sec. School Naugazi (FA) Islamabad	Mr.M. Haroon Alam
13.	F.G. Boys Middle School Bhadana Kalan Islamabad	Mr.Abdur Rahim
14.	F.G. Boys Middle School Chellow Islamabad	Mr.Fazl Ghani
15.	F.G. Boys Middle School Dhoke Jauri Islamabad	Mr.Tufail Ahmed
16.	F.G. Boys Middle School Dhoke Paracha Islamabad	
17.	F.G. Boys Sec. School I-14 (FA) Islamabad	
18.	F.G. Boys Middle School Maira Beri Islamabad	Mr.Liaqat Ali
19.	F.G. Girls Primary School Bheka Syedan (FA)	Mr.Najam-un-Nisa
20.	F.G. Girls Primary School Dhoke Paracha (FA)	Mr.Sultana Mirza
21.	F.G. Girls Primary School Dhoke Hashoo (FA)	Ms.Seemi Parveen
22.	F.G. Girls Primary School Dhoke Suleman Islamabad	Ms.Shahnaz Wali
23.	F.G. Girls Primary School Saria Madhu (FA)	Ms.Nighat Sultana
24.	F.G. Girls Primary School Pind Parian (FA) I	Ms.Nasira S idiqqui
25.	F.G. Girls Primary School Sheikhpur Noon (FA)	Ms. Mr.Aasia Riaz
26.	F.G. Girls Primary School Sara e Kharbuza (FA)	Ms.Nuzhat Irfan
27.	F.G. Girls Secondary School Bhadana Kalan (FA)	Ms.Nasim Akhtar
28.	F.G. Girls Primary School Jhang Syedan (FA)	Ms.Riffat Rahmani
29.	F.G. Girls Secondary School Sungjani Islamabad	
30.	F.G. Girls Higher Secondary School Shah Allah Dita	Ms.Rehana Abid
31.	F.G. Girls Secondary School Golra Islamabad	Ms.Kamiz Zahra
32.	F.G. Girls Middle School Badia Qadir Buksh	Ms.Mujahida
33.	F.G. Girls Middle School Dhoke Jouri (FA) Islamabad	Ms.Zahida Jabeen
34.	F.G. Girls Middle School Dhreak Mohri Islamabad	Ms.Nasreen Asim
35.	F.G. Girls Middle School Mara Beri Islamabad	Ms.Nasim Akhtar
36.	F.G. Girls Middle School Naugazi Islamabad	Ms.Farazana Shahnam

37.	F.G. Girls Middle School Noon (FA) Islamabad	Ms.Riffat Perveen
38.	F.G. Girls Middle School Pind Paracha (FA)	Ms.Azra Nasir
39.	F.G. Girls Primary School No. 55 I-14 Islamabad	Ms.Zeenat Begum
40.	F.G. Boys Primary School Dhreak Mohri (FA)	
41.	F.G. Boys Primary School Golra (FA) Islamabad	
42.	F.G. Boys Primary School Johd (FA) Islamabad	Mr.Mohd Ramaz Malik
43.	F.G. Boys Primary School Karamabad (FA)	Mr.Mehmooob Rehman
44.	F.G. Boys Primary School Bokra (FA) Islamabad	Mr.M.Tahir
45.	F.G. Boys Primary School Dora Islamabad	Mr.M.Sadique
46.	F.G. Boys Primary School Dhoke Lubana (FA)	Mr.Muhammad Boota

Sihala

S#	Name of School	Name of Head
1	F.G. Junior Model School For Boys Bhimber Trar	Mr.M.Khurshid
2	F.G. Junior Model School For Boys Lohi Bher (FA)	Mr.M.Maqsood
3	F.G. Junior Model School For Boys Sihala (FA) Islamabad	Mr.M.Akram
4	F.G. Boys Primary School Boora Bangial (FA) Islamabad	Mr.Khalid Farooq Khan
5	F.G. Boys Primary School Bhangril (F.A) Islamabad	Mr.Ghulam Yasir
6	F.G. Boys Primary School Humak Islamabad	Mr.Sultan Ahmed
7	F.G. Boys Primary School Mughal (FA) Islamabad	Mr.Syed Aftab Hussain
8	F.G. Girls Secondary School Dhoke Gangal (FA)	Ms.Syeda Khalida
9	F.G. Girls Secondary School Lohi Bher Islamabad	Ms.Shahbida Aziz
10	F.G. Girls Primary School Humak Islamabad	Ms.Rizwana Tasnim
11	F.G. Girls Primary School Mughal Islamabad	Ms.Shahnaz Bibi
12	F.G. Girls Primary School Rawat (FA) Islamabad	Ms.Faiza Yasmeen
13	F.G. Girls School Sihala Mirzian (FA) Islamabad	Ms.Tehseen Kausar
14	F.G. Boys Primary School Koral (FA) Islamabad	Mr.Hamid Mukhtar
15	F.G. Boys Primary School Mohra Kalu (FA) Islamabad	Mr.Jameel Gul Khattak
16	F.G. Junior Model School PTC Sihala (FA) Islamabad	Ms.Tasneem Pervaiz
17	F.G. Girls Primary School Kangota Syedan Islamabad	Ms.Samina Gul
18	F.G. Girls Primary School Miana Thub Islamabad	Ms.Farazana Akhtar
19	F.G. Girls Primary School Rajwal (FA) Islamabad	Ms.Zahida Saeed
20	F.G. Junior Model School PAK PWD Colony Islamabad	Ms.Zaniub Shaheen
21	F.G Girls Model School Moori Rawat	Ms. Tanveer Kayani

BIMONTHLY MEETING REPORT KARACHI

Venue: Children's Resources International, Inc Pakistan
P-192, Block 2, PECHS Karachi

Date: 06th March 2007.

Members of CRI Team:

Sadia Shakeel	PC/KHI
Saira Mubarak	MTT/BE
Masooma Rizvi	MTT/BE
Naureen Masood	MTT/BE
Qurat-ul-aine	MTT/BE

The purpose of conducting bimonthly meeting was to exchange experiences/progress and find areas of improvement in order to implement methodology more effectively and make the program a success. The meeting began with the name of Allah. Ms Syeeda Fatima (head of Ghousia Girls) recited the verses of Holy Quran. Ms Sadia Shakeel welcomed all heads and asked for Fateha for Sabra's mother (head of mission road) who passed away few days ago. Ms Sadia Shakeel highlighted different aspects (See annexure A)

In order to bring changes to maximize learning outcomes. All in all 24 heads attended the Bimonthly meeting (See annexure B). Few heads were not able to attend the bimonthly meeting because of NAB activities and those heads which were not in the meeting were attending NAB meeting.

Ms Masooma Rizvi briefed CRI Surveys with the emphasis on their need and importance; it was shared that all schools have not been selected for the reason that to collect data we gather samples to work upon; they are mainly to evaluate the success of CRI program and the changes that its implementations has brought in education system. The discussion highlight was ECCO survey and why do we choose non CRI partner schools in comparison to schools with running methodology. It was communicated that with out their full participation we cannot have desired results of our efforts.

Ms Naureen Masood discussed the importance of maintaining portfolios systematically and shared many ways in which portfolios have proven effective. She defined that portfolio provides teachers with a wealth of information upon which to base instructional decisions and from which to evaluate student progress. Moreover, they are also an effective means of communicating students' developmental status and progress in reading and writing to parents. She also explained that teachers can use their record of observations and the collection of student work to support the conclusions they draw when reporting to parents. In last, she concluded that portfolios can also serve to motivate students and

promote student self-assessment and self-understanding. Portfolios can contextualize and provide a basis for challenging formal test results based on testing that is not authentic or reliable. Student performance on such tests can show day-to-day variation.

Ms Saira Mubarak asked head teachers what they have done so far to celebrate Math Day. Heads shared their ideas to make this event more successful and they also mentioned that this event had to hold in February 2007 but due to different school activities such as carnival and mid term examination it was not celebrated. Ms Saira Mubarak also added that effective school-family partnerships can have important benefits for parents as well, helping them to perceive their children's school in a more positive light, enhancing their sense of efficacy as parents, and changing their perceptions of their children as learners. She emphasized that if heads are looking for some ways to celebrate math in their math class, or if they would like to suggest some school-wide thematic activities, let the teachers and students know so they all could arrange and celebrate math day.

Ms Qurat ul Aine defined next event i.e Earth Day as well to prepare heads in designing some activities with the help of their teachers and students to celebrate it more meaningfully. She defined that Earth Day was founded in 1970 by John McDonnell (from the United States). She shared ideas about celebrating Earth Day and she asked head teachers to design activities, campaigns and events scheduled on this day to promote awareness of Earth issues. Some ideas that head teachers could put in motion are:

- Pick up trash on the playground
- Help Mom and Dad with recycling garbage at home
- Plant a tree

It was decided that schools would celebrate Math Day and Earth Day and will invite teachers and heads of Lyari, Saddar and Nazimabad town and CRI team members.

At last, the meeting concluded with refreshments that served to the participants and a note of thanks from CRI team to the heads.

FAMILY LITERACY



Certificate Distribution Ceremonies

Session September 06-April 07



Organized by;
CHILDREN'S RESOURCES INTERNATIONAL, PAKISTAN

BACKGROUND

Family Literacy (FL) is one of three components of Children Resources International (CRI) Pakistan methodology, promoting literacy in the communities of Islamabad, Rawalpindi and Karachi. Family Literacy also contributes in enhancing the learning of children. Since 2003, more than 7000 parents have been made literate from this program.

During this session (September'06-April'07) out of 1773, total 1305 parents completed the FLP session from 81 partner schools of Islamabad and Rawalpindi partner schools. There are total 99 FLP partner schools in Islamabad, Rawalpindi and Karachi.

Three Family Literacy Program Certificate Distribution Ceremonies were organized by Children's Resources International, Pakistan on May 24, May 31 and June 02 for those learners who have successfully completed their FLP sessions from September'06-April'07. The purpose of these ceremonies was to award certificates to learners who have completed the session. Moreover, the trainers and school heads were also given appreciation certificates as a token of their hard work.

Exhibitions conducted by Schools:

All partner schools displayed hand made materials and objects prepared by the parents in their family literacy classes. The materials included the learning aids, activities and games that are all part of FL syllabus. These exhibitions provided an opportunity of learning and sharing ideas among one another.



CEREMONY I

24th May, 2007

Names of the guests present on the occasion

Present at the panel were Mr. Randy L. Hatfield, Director Education USAID, Mr. Iqbal Naeem, Deputy District Education Officer, and Ms. Mehnaz Aziz Chief Executive CRI. The chief guest for the occasion was City District Nazim Rawalpindi, Raja Javed Ikhlās.

Sharing of Learners

Ms. Shaheen Ashraf (Government Junior Model School Siadpur)



Ms. Ashraf shared that one day her daughter's class teacher came to her and asked her to join Family Literacy classes being held in their school. After taking permission from home she took admission there. She was all proud of her being educated in basic literacy and math skills and shared with her audience that now she can read newspapers, use mobile phones, read bills and purchasing items in shops and stores.

Ms. Ashraf also shared that now she can help her children in their school work. "Whatever I learn in my Family literacy classes, I share that knowledge in my daughter's class with all the children", she said happily. She thanked CRI for bringing such a big change to her life.

Ms. Ghulam Sughra (Government Girls High School AOC Morgah)

Ms. Sughra thanked CRI for initiating FLP in public schools that has so far literate a lot of women. She shared that she was an illiterate woman and always wanted to read translation of the holy Quran. She said that she used to pray to God for his blessings so that she would one day be able to read Quranic translation. And now her dream has come true through FLP. Ms. Sughra expressed her hope that CRI will continue Family Literacy Program so that they can help mothers and sisters gain confidence and learn to read and write like her. She said that her life has improved since now she can use a mobile phone and travel without assistance as she can read the signs at the train station.



Sharing of a Trainer:

Ms. Nagina Gulzar (Government Girls Primary School, Kolian, Taxila)

It was something new when Ms. Nagina attended CRI teachers' training workshop for the first time. She shared that she not only learned new techniques for teaching but also adults' way of learning. In her village the rate of illiteracy was 90% and it was not more than a challenge to bring the women of her village out of their homes and to the schools but FLP classes has done it. Ms. Nagina shared



that now her learners who were totally illiterate can understand languages, they have build their vocabulary, gained confidence, able to read bills and sign boards, do signature, shaken off their hesitation and can travel alone as they can read bus

numbers and routes. She also shared that those mothers who attend FLP classes, their children were more disciplined and good learners.

Sharing of a Principal

Ms. Nasim Altaf (Government Girls High School, Morgah)



The principal of G.G.H.S Morgah, Ms. Nasim Altaf was asked to share her views with the rest. She appreciated CRI program and their team for making unreal real. She shared that there were many NGOs who started such education-related programs but never continued them or checked whether the program was being implemented correctly or not. But CRI is one such organization that not only provides us material but also keeps check and balance by providing technical assistance to our schools on regular basis. At the end she urged all the learners to keep up their efforts and learn wholeheartedly.

Addresses of Guests:

Ms Mehnaz Aziz, Chief Executive CRI

Ms Aziz thanked all the guests for their presence. She welcomed mothers, heads and teachers to the Family Literacy Program Certificate Distribution Ceremonies.

Ms Aziz said that the family literacy program was successful not only because of the Family Literacy Lessons, but because of the devotion, hard work and facilitation of teachers, heads and the learners. She also praised Family Literacy Team for their hard work and enthusiasm.

She highlighted the family literacy Program saying that it is the only program that gives the opportunity to children and parents to learn simultaneously and support one another leading to more literate house holds. She said that when mothers and older siblings come to Family Literacy Classes, their participation benefits not only themselves but the children who are in their families. Children whose mothers participate in Family Literacy Classes do better in school than those whose mothers don't. She thanked USAID for all the financial support for the successful running of this program and shared that in next two years CRI's interactive teaching and learning methodology would be implemented in all FDE schools from KG to Grade VIII. She also shared CRI's success with the guest "CRI has successfully introduced specialized courses for education on interactive teaching and learning methodology to more than 40 public universities of Pakistan. We are training their teachers and our methodology is being used as their reference course". At the end, Ms. Aziz urged them to continue with their efforts.

"From a candle light another" she shared with all.

Special Guest Mr. Naeem Iqbal

Mr. Naeem Iqbal Deputy District Education Officer Rawalpindi shared that he himself has visited literacy centers and observed the hard work of trainers and CRI team. He was of the view that through this intergenerational literacy program not only the parents are learning literacy skills but children learning outcomes are also increasing.

He said that when a mother opens the bags of her child when he/she return home, it leave a huge impression upon a child that his/her performance is not only being monitored at school but at home also. He called on parents to support teachers by actually involving in heir children's education.

Special Guest, Dr. Randy Hatfield

"Well done, well done, and well done" was what Mr. Randy Hatfield, Director Education USAID said on reaching the podium. He was pleased to see such enthusiastic learners and trainer in front of him and acknowledged their participation in the event. He shared that the learning process starts from birth when a child comes into this world. He said that for learning there is no age limit and when parents are literate they groom their children in a better way and makes children life long learners. Teachers and parents are the wings through which children fly. He ensured full cooperation on behalf of USAID to support this noble cause in future as well.

Chief Guest, Raja Javeed Ikhlaas

Raja Javeed Ikhlas, City District Nazim Rawalpindi thanked CRI and USAID for arranging such a high profile event to encourage learners and trainers. He said that without education no nation can progress and in Pakistan no doubt the rate of literacy is far below per standard for which both government and society were responsible. He was of the view that government alone could not fulfill the educational target set in Education Sector Reforms but there is need for the private sector to play there role. He admired the efforts of CRI and shared that he has visited the literacy centers and was amazed to see the work prepared by the learners. He also shared that through Citizen Community boards, they were involving communities to come up with schemes to improve quality education and develop ownership among them. He thanked USAID for their support in Educational and Health sector in Punjab. He ensured full cooperation to CRI in making difference in the lives of illiterate adults especially women.

He also shared that in coming budget, under the directives of the Punjab chief minister; there would be a 100% increase in the amount allocated for Education Sector Reform especially for building schools for girls. Every primary school would receive 0.2 million and every elementary school would get 0.5 million for its structural beautification.

At the end he acknowledged all the learners and trainers of FLP and said if the people of Pakistan keep working towards progress than he sees a prosperous and educated nation in next couple of years.

CEREMONY II

31st May, 2007

Names of the Guests

Chief Executive Children's Resources international, Pakistan

Sharing by Learners

Ms. Humaira Aqib (Federal Government Junior Middle School G-6/2 Islamabad)

"Through family literacy I entered my children's school and learned new techniques and methods by which I can teach my children easily" said Ms. Humaira Aqib. Her daughter is in class two and she shared that they both now sit together and learn and teach each other which is quite fun. She thanked CRI and her teachers for helping an illiterate becoming literate.

Ms. Shama Perveen (Federal Government Junior Model School, G-8/4 Islamabad)

Ms. Shama Perveen shared that through her son she came to know of Family Literacy classes. It was then when she attended the classes that she understands that all her past life had been spent useless. She felt rejuvenated after attending family literacy classes in which she gained knowledge that she never knew. She was all proud of her being educated in basic literacy and math skills and shared with her audience that now she can teach her children and can speak in front of people. She thanked CRI for bringing such a big change in her life.

Sharing of FL Trainer



Ms. Lubna Zahid (Federal Government Junior Model School, G-6/4, Islamabad)

Ms. Lubna shared that she has been associated with FLP for about two years now. "When we heard about the program we instantly knew that it will bring a positive change because as teachers we knew how important role families could play by involving in their children's education" she shared. She thanked CRI for helping them during the training of these mothers and

for providing material and giving technical assistance to their schools on regular basis.

Addresses of Guest:

Ms Mehnaz Aziz, Chief Executive CRI

Ms Aziz thanked all the guests for their presence. She welcomed mothers, heads and teachers to the Family Literacy Program Certificate Distribution Ceremonies. She said that it is your bold decision that in adulthood you have joined FL classes.

She highlighted the family literacy saying that it is the only program that gives the opportunity to children and parents to learn simultaneously and support one another leading to more literate house holds. She said that when mothers and older siblings come to Family Literacy Classes, their participation benefits not only themselves but the children who are in their families. Children whose mothers participate in Family Literacy Classes do better in school then those whose mothers don't. She thanked USAID for all the financial support for the successful running of this program and shared that in next two years CRI's interactive teaching and learning methodology would be implemented in all FDE schools from KG to Grade VIII. She also shared CRI's success with the guest "CRI has successfully introduced specialized courses for education on interactive teaching and learning methodology to more than 40 public universities of Pakistan. We are training their teachers and our methodology is being used as their reference course". At the end, Ms. Aziz urged them to continue with their efforts.

"From a candle light another" she shared with all.

CEREMONY III

2nd June, 2007

Names of the Guests

Present at the Panel were honorable State Minister for Education Ms. Anisa Zeb Tahir Kheli UN Resident Coordinator for Pakistan, Mr. Jan Vandemoortele, Director Education USAID Pakistan, Dr. Randy Hatfield, Director Trainings and Colleges Federal Directorate of Education, Professor Muhammad Rafiq Tahir, Additional Secretary Ministry of Education, Mr. Shahid Ahmed and Chief Executive Children's Resources International Pakistan, Ms. Mehnaz Aziz.

Sharing of Learners:

Ms. Ansa Azad (Government Girls High School, Lohibheer)

Ms. Ansa Azad shared that before attending this training, teaching her children was very frustrating and when they made mistakes she used to beat them and shout at

them. But after attending family literacy classes she learned how to teach children through playful activities. And now, she shared her children are performing better in their classes and achieving good marks in their schools. Ms. Azad shared that through this program she gained lot of confidence that enabled her to stand in front of so many people and deliver a speech which is all thanks to CRI's family literacy program and her trainers.

She thanked CRI for starting family literacy program in her village and helping many illiterate women of her village to become able to read and write.

Ms. Uzma (Federal Government Girls School G-7/1 Islamabad)

Ms. Uzma thanked CRI for initiating FLP in public schools. She shared that she was an illiterate woman and had no idea how to speak in front of people. But through family literacy classes she can easily communicate with people. Ms. Uzma expressed her hope that CRI will continue Family Literacy Program so that they could help mothers and sisters gain confidence and learn to read and write like her. She said that her life has improved since then as she can now use mobile phone and travel without assistance reading signs and boards at the railway station.

FL Trainer's Sharing



Ms. Samina Habib (Federal Government Girls Middle School, Darkala)

“It was almost impossible to bring women out of their homes and into their children's school. But thanks to CRI's family literacy program those illiterate women are now literate in basic literacy and math skills”, shared Ms. Samina Habib. She told that earlier when

parents were called they would never come due to hesitations and remoteness but that environment has changed and now they are keen to know about their children performances and come whenever called. At the end she suggested CRI to conduct primary and middle examination under their supervision.

Addresses of Guests

Ms Mehnaz Aziz, Chief Executive CRI

Ms Aziz thanked all the guests for their presence. She welcomed mothers, heads and teachers to the Family Literacy Program Certificate Distribution Ceremonies.

Ms Aziz said that the family literacy program was successful not only because of the Family Literacy Lessons, but because of the devotion, hard work and facilitation of

teachers, heads and the learners. She also praised Family Literacy Team for their hard work and enthusiasm.

She highlighted the family literacy Program saying that it is the only program that gives the opportunity to children and parents to learn simultaneously and support one another leading to more literate house holds. She said that when mothers and older siblings come to Family Literacy Classes, their participation benefits not only themselves but the children who are in their families. Children whose mothers participate in Family Literacy Classes do better in school then those whose mothers don't. She thanked USAID for all the financial support for the successful running of this program and shared that in next two years CRI's interactive teaching and learning methodology would be implemented in all FDE schools from KG to Grade VIII. She also shared CRI's success with the guest "CRI has successfully introduced specialized courses for education on interactive teaching and learning methodology to more than 40 public universities of Pakistan. We are training their teachers and our methodology is being used as their reference course". At the end, Ms. Aziz urged them to continue with their efforts.

"From a candle light another" she shared with all.

Special Guest Professor Muhammad Rafiq Tahir Director Trainings and Colleges FDE

Before CRI Program we used to have one-way teaching system in our public schools where children are obliged to listen while teacher to deliver. But then CRI gave a new concept that was 'Learning by doing'. He shared that he has been with CRI since its inception and can proudly say that the positive change in the schools' environment is obvious and visible. When the interactive teaching component became successful we thought about involving parents into children's education. This concept brought out educated parents but illiterate parents were still not responding. But family literacy program of CRI not only brought them out of their houses but also educated them in basic literacy and math skills. And you can see that through this family literacy certificate distribution ceremony, around 1500 parents especially mothers have been awarded for completing their FLP session successfully.

Special Guest Mr. Jan Vandemoortele

Speaking on the occasion, Mr. Jan Vandemoortel said that for development of a country education and high literacy rate are mandatory and Pakistan is one such country that could achieve the standards of developed countries. He assured that United Nation will help Pakistan to reach that standard by providing financial aids to different projects related to socio-economical change in Pakistan. He appreciated all the mothers and learners for their efforts.

Special Guest Dr. Randy Hatfield

“Well done, well done, and well done” was what Mr. Randy Hatfield, Director Education USAID said on reaching the podium. He was pleased to see such enthusiastic learners and trainer in front of him and acknowledged their participation in the event. He shared that the learning process starts from birth when a child comes into this world. He said that for learning there is no age limit and when parents are literate they groom their children in a better way and makes children life long learners. Teachers and parents are the wings through which children fly. He ensured full cooperation on behalf of USAID to support this noble cause in future as well.

Chief Guest Ms. Anisa Zeb Tahir Kheli, Minister of State for Education

The minister said that government realizes the importance of adult literacy and making utmost efforts to reduce it for future of the country. “The problem of education is so immense that it cannot be handled by the government alone, we need private sectors investments as well”. She appreciated CRI’s effort for shouldering the burden of government for the eradication of illiteracy from Pakistan. It is the need of time to have interactive teaching and learning system in Pakistan because it serves as a two way process benefiting both learner and teacher. She applauded the efforts of all the learners especially mothers for successfully completing their family literacy session. She appreciated the interactive teaching and learning methodology brought in by CRI that changed the teaching system of Pakistan.

At the end she acknowledged all the learners and trainers of FLP and asked them to fight illiteracy till the end if they want to see a prosperous Pakistan.



Certificate Distribution

The honorable Chief Guests distributed the certificates among the learners and trainers at each occasion. After certificate distributions, group photographs were also taken with the guests and the participants.



Memorandum of Understanding

This is a Memorandum of Understanding (MOU) entered in at Lahore on 9th April 2007.

The First Party Children's Resources International, Pakistan, situated at House 66, St. 89, G-6/3, Islamabad - Pakistan; through their Chief Executive Mrs. Mehnaz Aziz (which includes his/her executors, legal representatives, administrators and assigns)

AND

The Second Party The Economics Department at the Lahore University of Management Sciences (LUMS) situated at Sector U, Defence Housing Authority, Lahore Cantt. 54792; through the Manager, Finance and Accounts, Mr. Asim Butt (which includes his/her executors, legal representatives, administrators and assigns)

Have mutually agreed to collaborate on developing a comprehensive evaluative research program that examines CRI's intervention (supported by USAID) in the Federal Directorate of Education (FDE) schools within the Islamabad Capital Territory. This Project is a research collaboration between CRI and LUMS where both parties are contributing resources, intellectual or financial. With mutual understanding it has been agreed as follows:

WHEREAS

1. CRI is a not for profit organization that is engaged in improving the quality of education in public sector schools.
2. The Department of Economics at LUMS is an academic entity that specializes in the field of economic research and education. The Department aspires to establish itself as an internationally recognized centre of theoretical and applied research in economics.

NOW THEREFORE this Memorandum of Understanding has been reached and entered into between the Parties on the following terms and conditions:

1. On part of LUMS, it will write two academic papers and one report, "The Report" hereafter. These outputs will document learning outcomes from the CRI intervention. It will design the methodology to measure the impact and assign causality to the specific CRI interventions against relevant outcomes.
2. The responsibility of CRI will include providing access for the LUMS team to CRI partner and Non CRI partner schools. CRI will financially support the cost of the research based on a pre-agreed budget.
3. CRI has full rights to the data except for its usage for academic analysis leading to publications including peer-reviewed journal articles, working papers, book chapters, edited reports etc. CRI will not sell or make available the data to any other third party that might lead to the above-mentioned outputs for three years from the date 9th April 2007.



4. During this initial period of 3 years the LUMS team: Dr. Reehana Raza, Dr. Farooq Naseer, and Manasa Patnam and any co-author that they, or any of them (as long as they remain LUMS faculty members) may choose to work with; will have complete and exclusive rights to the use of data for the above-mentioned academic purposes. Potential co-authors may or could include CRI's advisors Dr. Asim Khwaja, Dr. Tahir Andrabi and Dr. Jishnu Das, as long as prior agreement is reached with the LUMS team. After the expiry of the aforementioned three year period, CRI can sell the data or make it available to whomever it pleases at a cost to be determined by CRI. LUMS researchers, however, will continue to have unlimited access to the project data at no cost for research purposes and publications.
5. The aforementioned LUMS team, as long as they remain LUMS faculty members, enjoy full academic independence to process, analyze and produce research output based on the data and are not bound to seek or abide by any comments or feedback in this regard from CRI or any other entity. CRI shall however have the right to send their comments on "The Report", within six weeks of its delivery to CRI by the LUMS team. The LUMS team will give due consideration to this feedback provided they receive it within six weeks of delivery of "The Report" to CRI. CRI's comments will however not be binding on the the LUMS team in terms of their analysis, substantive evaluation and conclusions as reflected in "The Report".
6. Intellectual property rights to the research conducted by the LUMS team will remain with the LUMS team that produces the research and international property rights and copyrights to the subsequent research conducted by LUMS will remain with LUMS.
7. LUMS will not collaborate with any other organization to undertake evaluation of CRI's program implementation in FDE schools without written prior approval of CRI.
8. The total budget for Phase Zero is Rp. 12,58,700, of which CRI's contribution will be Rp. 600,000. The remainder Rp. 6,58,700 will be the LUMS's contribution for Phase Zero. The agreed payment plan is:
 - (a) 50% upfront at the time of signing of the MOU
 - (b) 20% upon completion of the two intermediate outputs, Paper 1 and Paper 2, which are expected to be completed by 17th March 2008.
 - (c) 30% upon completion of the final report, which is expected by 20th April 2008.

A handwritten signature in black ink, appearing to be 'J. Das', is located at the bottom right of the page.

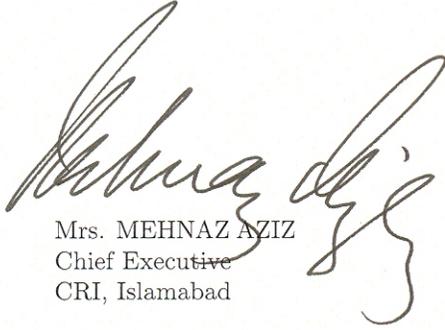


Lahore University of Management Sciences



Children's Resources International

IN WITNESS WHEREOF the parties hereto have set and subscribed their respective hands and seals with mutual consent on the day, month and year mentioned above.


Mrs. MEHNAZ AZIZ
Chief Executive
CRI, Islamabad



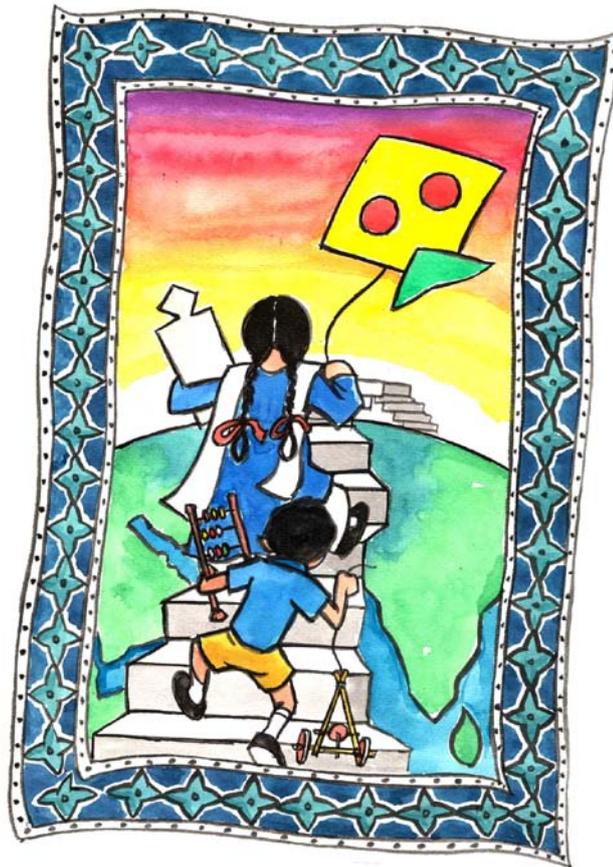
Mr. ASIM BUTT (on behalf of LUMS)
Manager, Finance and Accounts
LUMS, Lahore

Interactive Teaching & Learning Program in Pakistan

Cooperative Agreement No. 391-A-00-6-01075-00

A Report on Evaluation Findings

1st March 2006 – 28th Feb 2007 (Year One)



May, 2007

Prepared by:
Monitoring and Evaluation Section
Children's Resources International, Pakistan (Guarantee)
Limited

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Executive summary

CRI Pakistan initiated an Interactive Teaching and Learning Program in Pakistan with the funding support of USAID aim to improve the quality of education through teachers training, faculty development, family literacy, and parents' involvement etc. This program commenced from 1st March 2006 for the period of three years (2006-2009). This program is being implemented in all the schools in Islamabad district, and selected schools in Rawalpindi and Karachi district. The Interactive Teaching and Learning Program in Pakistan was a direct result of another USAID funded project called Creating Democratic Schools (CDS) which was implemented by CRI successfully in Pakistan from February 2002 to Sep 2005.

CRI's Interactive Teaching and Learning Program has the following major components:

- Basic Education with strong ECE foundation
- Family Literacy Program
- Family Involvement Program
- Higher Education Program

The prime objective of the evaluation was to determine the efficiency, effectiveness and impact of the program. This evaluation report has been prepared to assess and analyze the project achievements and outputs by using different instruments i.e. classroom observation form; early childhood classroom observation (ECCO) form; parents, teachers and head teachers survey; and attendance & retention form.

The report has been divided into seven chapters each chapter describes analysis and feedback of various program stakeholders about the program implementation. Chapter 1 describes the introduction of the program and its objectives.

Chapter 2 of the report highlights the statistical analysis based on the attendance data collected by Master Teachers Trainers (MTTs), a three times in a year, at the beginning, middle and end of the school year. Schools were selected at random keeping in mind the geographical coverage and gender aspects. Analysis was done by phases (Phase-0 & Phase-1) and districts too. The information in this chapter shows the CRI methodology has a positive impact on attendance and grade retention rate as well. 96.71% of students enrolled in CRI old partner schools (Islamabad Capital Territory) were promoted to the next grade, compared to 83% of students in non-CRI classrooms.

Chapter 3 of the report, based on early childhood classroom observation form, showing the areas of greatest change in CRI classrooms are also exemplars of the teaching/learning approach promoted by CRI training for the development of child centered classrooms and activity based methods. The number of items and their sizable differences in terms scores are strong indicators of the strides made by the CRI teachers to put their training into practice in their classrooms.

Chapter 4 focuses on the observations made by MTTs during technical assistance (TA) visits. In new partner schools the average score of first TA was 7.49 and in the 3rd TA it was 10.92 against the maximum points of 23. This shows the change for ICT new schools is 3.43 points. This represents a good rate of progress within the five months after training of Grade 1 and Grade II teachers to implement quality of child

centered practices. But it needs a lot of effort to attain the maximum points 23. As for as old CRI partner schools are concerned the overall points was 14.62 during the first TA and found 16.82 in the second TA (January-February 2007). There was a change of 2.22 points. According to data Karachi schools are leading with the average score of 18.77, followed by Rawalpindi with an average score of 18.38 against the target of 23 points whereas Islamabad schools have an average score of 13.37.

In chapter 5 of the report, overall 76.2% heads and 79.2% teachers (Phase I) said there is a positive change in the schools due to CRI interventions. As for as Old partner schools are concerned, almost the same results came out with a better percentage. 78.4% heads' and 84.7% teachers' responses indicated improvement in the schools. Overall 80.7% of parents saw positive changes in the outcomes associated with the CRI program, indicating how deeply the CRI methodology has been translated into action. The results of the heads, teacher and parents' survey clearly indicate that the CRI methodology has been embraced by schools, teachers and parents in the target areas. In its first year of the expansion phase CRI has instigated great changes in the ways that young children learn.

Chapter 6 shows Family Literacy Program's impact on the learners on the basis of pre and post inventories. The average scored by the participants before attending the family literacy sessions was 24.15 and after attending the sessions it was 46.5 out of 50 which shows a significant change among the learners in respect of their Urdu literacy and basic math skills.

Chapter 7 consisted of number of teachers trained and trainings conducted from March 2006 to February 2007. According to this information, CRI has trained 1454 teachers/head teachers of partner schools and 429 teachers/head teachers of other organizations during the year.

Conclusion: Overall results encourage CRI to continue the methodology. They also provide guidelines for the planning and development of the next phase.

Recommendations: In light of the experience from the program, following measures are recommended:

- In order to improve the progress further, it is important to make sure the provision of technical assistance visits by MTTs on regular basis.
- FDE should assign their own supervisors to monitor the work of its teachers and classrooms' environment on regular intervals.
- Teachers and heads should be advised on how to make a strategy to reach out more effectively to both families and communities.

Chapter 1: Introduction and objective of the program

CRI Pakistan initiated an Interactive Teaching and Learning Program in Pakistan with the funding support of USAID aim to improve the quality of education through teachers training, faculty development, family literacy, and parents' involvement etc. This program commenced from 1st March 2006 for the period of three years (2006-2009). This program is being implemented in all the schools in Islamabad district, and selected schools in Rawalpindi and Karachi district. The Interactive Teaching and Learning Program in Pakistan was a direct result of another USAID funded project called Creating Democratic Schools (CDS) which was implemented by CRI successfully in Pakistan from February 2002 to Sep 2005.

CRI's Interactive Teaching and Learning Program has the following major components:

- Basic education with strong ECE foundation
- Family literacy
- Family involvement
- Higher education

The education sector, in particular, is in a critical state of disarray. The sector's systemic failure stems from issues of both access and quality. While substantial investments have been made in building schools, access is not uniform and the overall quality of education remains very poor. Teachers are poorly qualified, often hired through political patronage, and receive little in-service training in different regions/districts.

CRI program has been designed to improve teaching methodology and students' performance through teacher training, faculty development and family literacy together with classroom material. An interactive teaching method is adopted with the objective of moving from a teacher centered to a student-centered classrooms environment. By the skills of teachers/heads through training and on going technical assistance, interactive teaching and learning program aids in meeting some of the major objectives of education reforms as well.

By improving the quality of education through teacher education and training - a crucial element of the Government's Education Sector Reforms-the program will support:

1. Increased use of child centered methods in the classrooms
2. Increased participation of families in the classrooms
3. Increased attendance and retention rates
4. Increased literacy among parents
5. Increased quality of preparation for teacher-in-training

This report is based on the data collected by the CRI teams during March 2006-April 2007 for various exercises and this report presents the evaluation findings that reflect gains during the first year of the program (Phase-1). This report also presents the progress done in Old CRI partner schools (Phase-0) in Karachi, Rawalpindi and Islamabad. Breakdown of schools by regions are as follows:

Table 1: # of partner schools

	Old partner schools (Phase 0)			New partner schools (Phase I)		
	Public	Private	Total	Public	Private	Total
Islamabad	35	4	39	140	--	140
Rawalpindi	32	7	39			
Karachi	29	11	40			
Total	96	23	118	140		140

This report has been compiled by using the several key evaluation tools which are as follows:

1. **ECCO** has been adapted by CRI from a structured observation tool developed by National Association for the Education of Young Children (USA) to determine the quality of classroom practice.
2. **CRI Classroom Observation** is being used to monitor the physical environment, parents' involvement and adaptability of child centered practices.
3. **Parents survey** is completed by parents, give information about changes in children and family participant in school life since introduction of CRI methodologies in the classroom.
4. **Teachers' survey** is completed by teachers. The questionnaire seeks information about changes in classroom practice, student learning and behavior, and family participation since the introduction of CRI intervention.

5. **Principal and administrator survey**, completed by principals/heads, is the questionnaire which seeks similar information as that gathered from teachers.
6. **Students' attendance form** will be used to get attendance and retention rate of the children.
7. **Registration form** has been used to obtain the number of teachers/heads/principals etc trained.

Chapter 2: Attendance and promotion rate of the students

This section of the report highlights the statistical analysis based on the attendance data collected by MTTs, a three times in year, at the beginning, middle and end of the school year. Schools were selected at random keeping in mind the geographical coverage and gender aspects. Analysis was done by phases and districts too. The data shows the CRI methodology has a positive impact on attendance and grade retention rate as well.

2.1 Daily attendance in % age

In **old partner schools** of Islamabad and Rawalpindi, results show significant change in attendance due to CRI methodology whereas Karachi schools are reflecting low attendance. Security, law & order situation and strikes in Karachi could be of those factors which might be affecting students' attendance rate.

**Table 2: Students' daily attendance in %age
(Academic year 2006-07)**

Districts	Phases	Boys	Girls	Total
ICT	Phase I	81.91	82.70	82.30
ICT	Phase O	89.02	91.23	90.12
Rawalpindi	Phase O	88.68	90.93	89.80
Karachi	Phase O	67.81	72.64	70.22

**Table 3: Baseline attendance (2005-2006)
of non CRI schools in ICT**

Districts	Phases	Boys	Girls	Total
ICT	Non CRI Schools	82.66	81.25	81.95

In ICT **new partner schools** (Phase I), there is improvement in daily attendance rate but not significantly, as teachers were trained in July and August 2006 and the material was delivered to all classrooms by the end of November/December 2006. In new partner schools (Phase I), 1.94% attendance increased among those students who were not attending the schools. The data also shows that girls' attendance also increased around 4.3% whereas in boys attendance there is a slight decline (0.2%). The target is to improve the attendance up-to 15% among those who are not attending the schools, over the period of 3 years (2006-2009).

It has also been observed that overall girls' attendance was above than boys in "Phase O" and "Phase I" schools. In "Phase I" schools of ICT the daily attendance of the girls

was 82.70% and boys were on 81.91%. Same trend was observed in “Phase-0” schools of ICT, Rawalpindi and Karachi schools..

2.2 Retention rate

Retention or non-promotion is the practice of requiring a child to repeat a particular grade or requiring a child of appropriate chronological age to delay entry to the next grade (Setencich, 1994).

Research shows a large correlation between dropouts and retention. Students who repeat two grades have a probability of dropping out of nearly 100 percent. So it is important to improve the retention rate to decrease the drop-out.

FDE introduced students promotion policy to promote all students of KG and Grade I to the next grade since 2004.

CRI methodology has visible effect on students’ promotion to the next grade which brings confidence among students as well. According to the baseline information students’ promotion rate to the next grade was **83%** (Source: CRI attendance and promotion rate survey 2005-2006). The baseline retention data shows third and fourth graders has been retained more than children in other grades and retention rate declines in grade KG, I & V.

**Table 4: %age of students enrolled in CRI classrooms
and promote to the next grade
(2005-2006)**

Districts	Phases	%age of students promote to the next grade
ICT	Phase I	--
ICT	Phase O	96.71
Rawalpindi	Phase O	85.88
Karachi	Phase O	91.52

(Source: Attendance and retention survey Sep. 2006)

96.71% of students enrolled in CRI schools (ICT) were promoted to the next grade, compared to 83% of students in non-CRI classrooms.

The students' regularity and promotion rate shows parents, teachers and heads positive involvement in the child life. This data also shows relax classroom and school environment due to the child centered CRI methodology

Chapter 3: Early Childhood Classroom Observation (ECCO) Results.

ECCO has been adapted by CRI from a structured observation tool developed by National Association for the Education of Young Children (USA) to determine the quality of classroom practices. This information has been gathered by the senior MTTs of CRI who had prior experience of conducting ECCO. In each team there were two MTTs who visited randomly selected schools for ECCO. The MTTs discussed their rating after completing each form. This exercise took 2 hrs times per classroom. This exercise was carried out in CRI and non-CRI classrooms to compare the effect of CRI methodology. For this purpose 10% of the CRI schools were selected at random keeping in the mind the rural and urban stratification where it was applicable. Non-CRI schools were selected by the concerned government departments. According to the aforementioned sample methodology CRI team has selected following number of classrooms for CRI (Phase O and Phase I) and non CRI schools.

- 14 classroom of each CRI and non CRI partner schools – Phase I - ICT
- 6 classrooms of old partner schools - Phase O - ICT
- 6 classrooms of each CRI and non CRI partner schools - Phase O - Rawalpindi
- 6 classrooms of each CRI and non CRI partner schools - Phase O - Karachi

Due to the children exams in Feb 2007 and CRI trainings in the month of March 2007 team has carried out ECCO in April 2007 and completed it in 26 CRI partner classrooms and 23 Non CRI classrooms which remained slightly below the target.

For each classroom a total of 38 items were rated in four categories i.e.: 1) staff interactions with children; 2) curriculum; 3) physical environment; and 4) family participation. The scoring of individual assessment items from 1 to 5 reflected the degree to which the rater observed the criteria in each classroom (1-rarely, almost never; 2-ocassionally; 3- half of the time; 4 most of the time; 5 – almost all of the time).

According to the data, CRI partner classrooms (Phase I schools) reflected a measurable achievement in implementing child centered practices. The CRI classrooms were practicing 44.74% of these early education principles most of the time and 42.11% about half of the time. **These statistics shows 86.85% of the ECCO criteria was met in**

the CRI schools. Table 5 shows the frequency of early education practices found in CRI classrooms very significantly as compared to non CRI schools. In non CRI school there is only 13.16% of early education principles’ practicing in the classrooms. In fact 86.85 percent of the early childhood classroom practices were observed either “rarely/not at all” (42.11%) or “occasionally” (44.74%) in non CRI schools.

Table 5: Frequency of Early Education Principles observed in new partner classrooms in ICT and non-CRI classrooms (in %)

	Not met	Occasionally met	Partially met	Nearly met	Fully met
CRI partner classrooms (phase I)	2.63	10.53	42.11	44.74	--
Non CRI classrooms in ICT	42.11	44.74	13.16	--	--

Source: ECCO survey April 2007

Table 6 reflects that CRI partner classrooms (Phase O) are meeting the early education principles criteria up-to 94.7%. The CRI classrooms (Phase 0) were practicing 78.9% of early education principles most of the time and 13.2% almost half a day whereas 97.4% of early education principles were not met in Non CRI schools.

Table 6: Frequency of Early Education Principles Observed in old partner classrooms in ICT, Rawalpindi and Karachi and non-CRI classrooms (in %)

	Not met	Occasionally met	Partially met	Nearly met	Fully met
CRI partner classrooms (phase O)	--	5.3	13.2	78.9	2.6
Non CRI	47.4	50.0	2.6	--	--

Source: ECCO survey April 2007

Most frequent Practices Observed in New Partner CRI Classrooms

The following 17 classroom practices were observed with the greatest regularity in the CRI schools (ICT) i.e. observed most of the time which depict the child centered classrooms and these classrooms have acquired a broad base of early education principles. Table 7 list these most frequent practices in rank order:

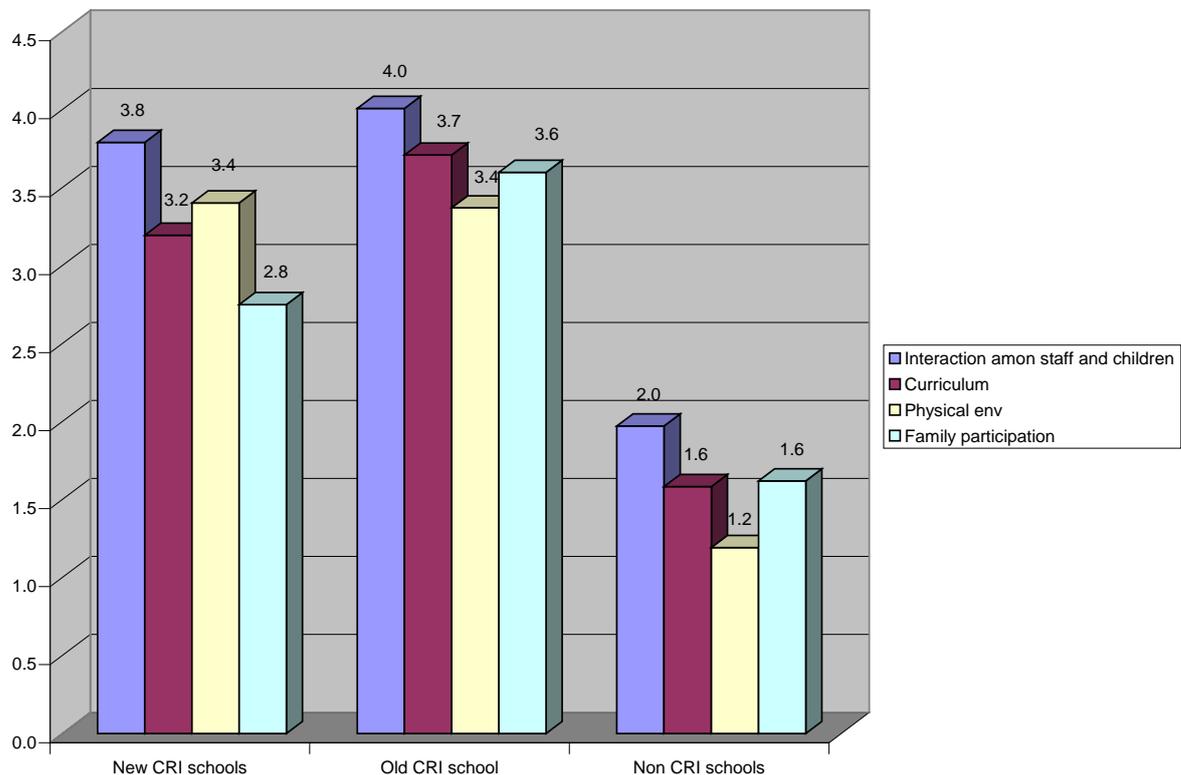
**Table 7: Most frequent practices observed in new partner CRI classrooms
(Score above 3.50)**

Most frequent practices	Score
Staff provide children of both sexes with equal opportunities to take part in all activities	4.29
Space is arranged to accommodate children individually in small groups and in a large groups.	4.23
All age groups play outdoors daily, weather permitting.	4.08
Staff are available and responsive to children	4.00
Overall sound of group is pleasant most of the time.	4.00
Interact frequently with children showing affection, interest and respect	3.92
Staff speak with the children in a friendly, courteous manner	3.92
Variety of age-appropriate materials and equipment are available for children indoors and outdoors.	3.85
Staff encourage independence in the children as they are ready	3.85
Encourage language and literacy development.	3.85
Space is arranged to facilitate a variety of activities.	3.85
Developmentally appropriate materials and equipment are available.	3.77
Staff develops social skills.	3.77
Staff conducts smooth and unregimented transitions between activities.	3.69
Staff talk with individual children and encourage children of all ages to use language	3.69
Staff treat children of all races, religions, family backgrounds and culture equally with respect and consideration	3.54
Encourage children to think, reason, question and experiment.	3.54

Progress made by CRI classrooms compared to Non CRI classrooms

According to ECCO data CRI program brought significant changes in student- teacher interaction, social and academic environment in the classroom along with the family participation.

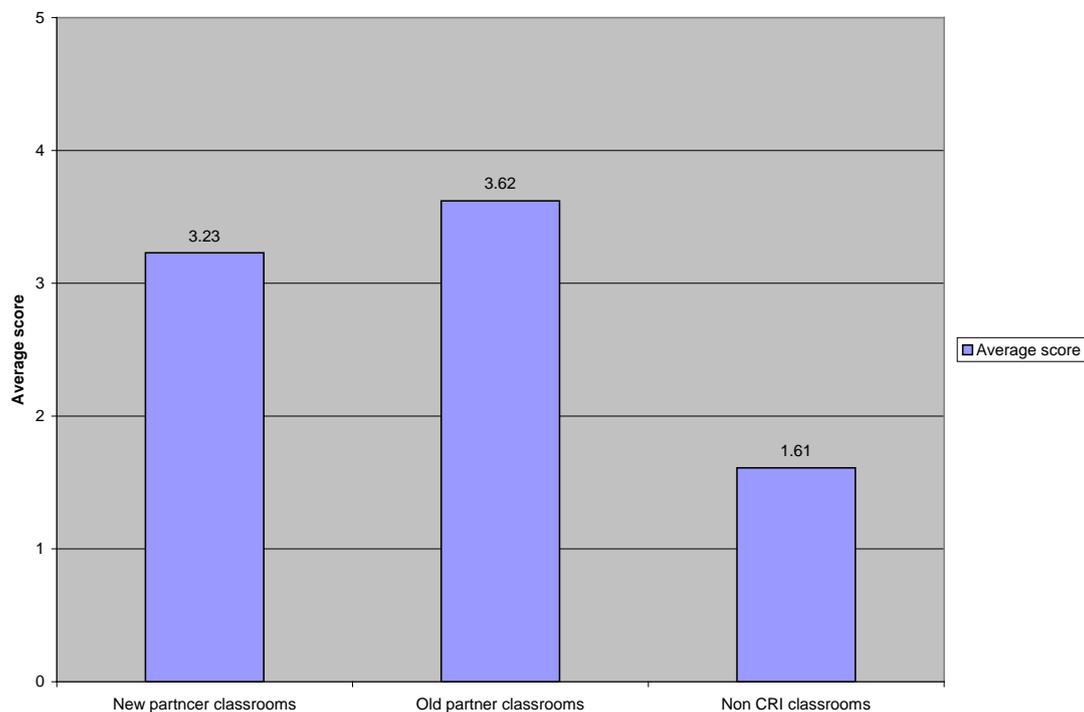
Fig. 1: Average score by categories



The figure-2 shows that New CRI partner classrooms gained 3.23 average score and Old partner classrooms gained 3.62 whereas the non CRI classroom scored 1.61. The difference attributable to CRI interventions in **new partner schools** is equal to 1.60 as represented by the diagram which is around **47%** and the changes in **old partner schools** is around 2.01 score (59.3%)

Fewer score depicts the prevailing situation of teacher directed classrooms instead of child centered in Non CRI schools. They treat children as a large group rather than taking them as individualized manner to promote children leanings.

Figure 2: Difference between the mean score of CRI and Non CRI schools



Score 1 show none of the aspects of a developmentally appropriate classroom valued by the CRI approach whereas score 5 shows schools where all criteria are observed almost all of the time.

Table 8: Areas of change made by CRI methodology

	New Partner CRI Classrooms	Old Partner CRI Classrooms
	Score Differential	Score Differential
Staff provide children of both sexes with equal opportunities to take part in all activities	2.87	1.21
Space is arranged to accommodate children individually in small groups and in a large groups.	2.66	2.12
Space is arranged to facilitate a variety of activities.	2.59	2.74
Developmentally appropriate materials and equipment are available for preschoolers.	2.47	2.39
Staff encourage independence in the children as they are ready	2.37	2.29
Develop social skills.	2.04	2.35
Staff conducts smooth and unregimented transitions between activities.	2.04	2.35
Enhance physical development.	1.98	2.06
Overall sound of group is pleasant most of the time.	1.87	2.33
Foster positive self concept.	1.83	2.52
More than one option for group activity (individual, small group, or large group) is available most of the day.	1.81	2.73
Encourage children to think, reason, question and experiment.	1.8	2.11
A balance of large muscle / small muscle activities is provided in the daily schedule.	1.75	2.14
Staff does not use physical punishment or other negative discipline methods that hurt, frighten or humiliate children.	1.72	2.64
Staff are available and responsive to children	1.7	2.08
Staff speak with the children in a friendly, courteous manner	1.7	1.93
The schedule provides for alternative periods of quiet and active play.	1.7	2.55
Staff talk with individual children and encourage children of all ages to use language	1.69	2
Multiracial, nonsexist, non stereotyping pictures, dolls, books and materials are available.	1.68	2.29
Encourage language and literacy development.	1.68	1.83
Encourage creative expression and appreciation for the arts.	1.66	2.74
Staff provides materials and time for children to select their own activities during the day.	1.64	2.64
Private areas where children can play or work alone or with a friend are available indoors and outdoors.	1.55	1.78
Interact frequently with children showing affection, interest and respect	1.53	1.76
All age groups play outdoors daily, weather permitting.	1.53	1.53
A balance of child-initiated / staff initiated activity is provided while limiting the amount of time spent in large group, staff initiated activity.	1.51	2.05
Staff uses positive approaches to help children behave constructively.	1.45	1.84
Staff is flexible enough to change planned or routine activities.	1.37	1.99
Routine tasks such as toileting, eating, dressing and sleeping are handled in a relaxed and individualized manner.	1.32	2.01
The environment includes soft elements.	1.31	1.31
Staff treat children of all races, religions, family backgrounds and culture equally with respect and consideration	1.28	2.28
Program has procedures for orienting parents and children.	1.27	2.58
Opportunities are available for family members to become involved in the	1.2	2.05

	New Partner CRI Classrooms	Old Partner CRI Classrooms
	Score Differential	Score Differential
program.		
Staff uses a variety of informal communication strategies with parents.	1.1	1.64
Respect cultural diversity.	0.96	1.65
Staff uses a variety of formal communication strategies with parents.	0.95	1.64
Encourage and demonstrate sound health, safety and nutritional practices.	-0.16	0.45

These classroom measures showing the areas of greatest change in CRI classrooms are also exemplars of the teaching/learning approach promoted by CRI training for the development of child centered classrooms and activity based methods. The number of items and their sizable differences in terms scores are strong indicators of the strides made by the CRI teachers to put their training into practice in their classrooms.

Chapter 4: Technical Assistance Observation Results:

This report is based on the classroom observation forms completed by Master Teachers Trainers (MTTs). The classroom observation form is used to monitor the physical environment, parents' involvement, and adaptability of child centered practices. The forms are filled by MTTs during their technical assistance visits to CRI classrooms on a bimonthly basis. The data in this report was collected during the month of September and October 2006 and January-February 2007 from CRI Old partner as well as new partner schools.

Table 9: Average classroom score by district:

	Islamabad New Partner Schools	Islamabad Old Partner Schools	Rawalpindi Old Partner Schools	Karachi Old Partner Schools	Total of Old partner schools
September-October 2006 *1	7.49	12.66	15.12	16.08	14.62
January-February 2007 *2	10.92	13.37	18.38	18.77	16.84
Change (points)	3.43	0.71	3.26	2.69	2.22

Source: *1. Classroom Observation data (First TA)

*2 Classroom Observation data (3rd TA – Jan/Feb 2007)

As reflected in table 9, in new partner schools the average score of first TA was 7.49 and in the 3rd TA it was 10.92 against the maximum points of 23. This shows the change for ICT new schools is 3.43 points. This represents a good rate of progress within the five months after training of Grade 1 and Grade II teachers to implement quality of child centered practices. But it needs a lot of effort to attain the maximum points 23.

As far as Old CRI school are concerned the overall points was 14.62 during the first TA and found 16.82 the second TA (January-February 2007). There was a change of 2.22 points. According to the table 1, Karachi schools are leading with the average score of 18.77, followed by Rosalinda with an average score of 18.38 against the target of 23 points whereas Islamabad schools have an average score of 13.37.

Table 10: Average classroom score and percentage by items and district during First TA:

	Islamabad - New Partner Schools		Islamabad Old Partner Schools		Rawalpindi Old Partner Schools		Karachi Old Partner Schools	
	Score gained	%age gain	Score gained	%age gain	Score gained	%age gain	Score gained	%age gain
Physical environment	2.16	24.00	6.28	69.83	6.39	71.00	6.71	74.60
Child centered Practices	5.02	41.83	6.15	51.27	7.78	64.84	8.40	69.98
Parent involvement	0.31	15.50	0.22	11.02	0.95	47.56	0.97	48.55
Total average score/%age gain	7.49	32.54	12.66	55.03	15.12	65.75	16.08	69.92

Source: Classroom Observation data (First TA)

During the First TA, Table 10 shows new partner schools gained overall 32.54 percentage points in comparison to old schools in Islamabad which gained 55.03 percentage points. The Rawalpindi schools showed a gain of 65.75 percentage points where as Karachi schools were leading by a gain of 69.92 percentage points.

Table 11: Average classroom score and percentage by items and district during 3rd TA:

	Islamabad - New Partner Schools (Phase I)		Islamabad Old Partner Schools (Phase 0)		Rawalpindi Old Partner Schools (Phase 0)		Karachi Old Partner Schools (Phase 0)	
	Score gained	%age gain	Score gained	%age gain	Score gained	%age gain	Score gained	%age gain
Physical environment	4.79	53.21	5.94	65.97	7.67	85.19	7.53	83.72
Child centered Practices	5.98	49.85	7.07	58.93	9.49	79.06	9.84	81.98
Parent involvement	0.14	7.24	0.36	17.86	1.23	61.54	1.40	69.77
Total average score/%age gain	10.92	47.46	13.37	58.11	18.38	79.93	18.77	81.60

Source: Classroom Observation data (3rd TA – Jan/Feb 2007)

Table 11 shows new partner schools gaining overall **47.46** percentage points in comparison to old schools in Islamabad which gained **58.11** percentage points. It requires a lot of improve through regular Technical Assistance. The Rawalpindi schools showed a gain of **79.93** percentage points where as Karachi schools were leading by a gain of **81.60** percentage points.

The parents' involvement score appears to be the lowest followed by child centered practices in ICT schools.

Conclusion

According to the study results (3rd TA), new partner schools scored overall 47.46 percentage points in comparison to old schools in Islamabad which scored gained 58.03 percentage points which reflects that old partner schools in ICT are not performing well. According to the data for which MTTs must concentrate on old schools along with the new partner school. FDE should also ensure the quality aspects by sending its own monitors to classrooms on regular basis. The Rawalpindi schools showed a score of 79.93 percentage points whereas Karachi schools were leading by the score of 81.60 percentage points. These statistics shows CRI partner classrooms need further attention during the TA visits to attain at least 80% target of applying child centered methods in the classrooms.

Recommendations:

On the basis of the TA results, following recommendations are made:

- In order to improve the progress further, it is important to make sure the provision of technical assistance visits by MTTs on regular basis.
- FDE should assign their own supervisors to monitor the work of its teachers and classrooms' environment on regular intervals.
- Head teachers should also be motivated to play their role in ensuring the adaptation of interactive teaching and learning methodologies by their teachers during the technical assistance.
- Each MTT should provide tasks sheet to the teacher during their technical assistance visits and ensure its follow-up during next visits.

Chapter 5: Heads, Teachers and Parents surveys

Heads, teachers and parents self administered surveys were conducted in each region. 10% of CRI schools were selected randomly to carry out this exercise. CRI teams were provided a list of randomly selected schools. Teams visited each school and handed over questionnaires to the head/principal. They were requested to fill-in his/her forms and make sure that their CRI trained teachers filled the form and return to CRI office along with parents filled forms from their respective classes. In each new partner school at least two teachers' forms were filled whereas in old partner schools at least 5 teachers of different grades filled the form. 10 parents of CRI classroom's students filled the form in each school. Most responses were coded into one of five categories best describing the extent of changes the respondents had experienced or seen as a result of the CRI intervention: Much more; More; No change; Less; and More less. Much more and more categories reflect the positive change in areas associated with the work of CRI in developing quality early education in Pakistan.

Table 12: Sample Distribution by Districts

Districts	Teacher (CRI trained teacher in each schools)	Principal/Heads	Parents (10 parents from each CRI partner schools)
Islamabad (New partner)	28	14	14 schools x *10 parents= 140
Islamabad (Old parents)	25	5	5*10=50
Rawalpindi (Old parents)	25	5	5*10=50
Karachi (Old parents)	25	5	5*10=50
Total	103	29	290

In heads and teachers' survey most of the items are similar and there is correlation among the responses of the heads and teachers so that the data is presented under the following sections:

5.1 Heads and teachers Responses

5.2 Parents responses

5.1 Heads and teachers responses

As mentioned in the above table 12, 14 heads and 28 teachers from the new partner schools gave feedback regarding the change in schools in lieu of CRI program. On the whole heads and teachers were positive about the level of improvement. **Overall 76.2%**

heads and 79.2% teachers said there is a positive change in the schools due to CRI interventions and only 2.4% heads and 1.7% teachers said there is no change. 21.4% heads and 19.1% teachers' responses indicating almost negative view of CRI implementation by combining less or less categories.

**Table 13: Overall results of the heads/teachers
(Phase-1 schools)**

Rankings	Heads responses in %age	Teachers responses in %age
Much more	33.3	35.9
More	42.9	43.3
No change	2.4	1.7
Less	12.4	12.9
More Less	9	6.2
Total	100	100

As for as Old partner schools are concerned, almost the same results were come out with a better percentage. 78.4% heads' and 84.7% teachers' responses indicating improvement in the schools. CRI interventions were undertaken in these schools in 2002 whereas the in aforementioned schools CRI interventions introduced in 2006.

**Table 14: Overall results of the heads/teachers
(Phase-0 schools)**

	Heads responses in %age	Teachers responses in %age
Much more	35.3	43.7
More	43.1	41
No change	2.2	0.8
Less	14.4	11.1
More Less	5	3.3
Total	100	100

5.1.1 Positive responses about the educational program

In New CRI Partner schools heads and teachers responses show positive change in nineteen items whereas in the following three items the score was generally low:

- Parents visit and participate in the classroom.

- There are enough adults in the class to work with individual or small groups of children
- Learning activities occur outdoors

The results in the table are in rank order according to the responses of the schools heads. ‘Much more’ and ‘more’ categories are clubbed into one to show the results meaningful. ‘Less’ and ‘more less’ categories were not reflected in the table which can be extracted by excluding much more, more and no change results from 100.

Table 15: Positive responses about the educational program (Phase I)

S.#	Items	Much more & more (response in %)		No change (Response in %)	
		Head	Teacher	Head	Teacher
1.	The mood in the classroom is relaxed	100.0	100.0		
2.	Children in the classroom are busy	100.0	100.0		
3.	Children like to come to school	100.0	100.0		
4.	Children feel good about what they can do	100.0	95.0		5
5.	Classroom activities prepare children to read	100.0	95.0		5
6.	Girls' school attendance is good	100.0	94.1		5.9
7.	Children show respect for the adults in the classroom.	100.0	75.0		5
8.	Boys' school attendance is good	100.0	72.2		
9.	Children in my classroom will return to school next year	85.7	95.0		5
10.	Activity centers reflect themes that the children are interested in	85.7	80.0	14.3	
11.	There is a variety of learning materials in the classroom.	85.7	75.0		
12.	Children do things and figure out things for themselves	85.7	65.0		5
13.	Children gain academic skills that they will need for their continued education	85.7	61.1		
14.	Children express their feelings	71.4	90.0		
15.	Children make choices about what they do in the classroom	71.4	68.4		
16.	The classroom contains activity centers	71.4	26.3		
17.	Children use critical thinking skills	71.4	73.7		5.3
18.	Children treat one another with respect	71.4	45.0		10
19.	Adults pay attention to the children's questions and comments	71.4	75.0		
20.	Learning activities occur outdoors	42.9	45.0		
21.	There are enough adults in the class to work with individual or small groups of children	28.6	30.0		5
22.	Parents visit and participate in the classroom.	28.6	15.0		5
	<i>Mean</i>	79.86364	71.62727	0.65	2.6

As depicted in table 15, average score of heads and teachers seem close which shows both have the same view point regarding the change in schools. In other words they have interpreted that much of the CRI methodology is into action. For further discussion these results may also be converted into 4 outcomes: I) Child outcomes; ii) Adult-child interaction and environment; iii) Educational outcomes; IV) Attendance outcomes.

i) Child outcomes

Overall average score of heads and teachers regarding the child outcomes seem close which shows both have the same view point regarding the change in schools, as mentioned in table 8. **Most of the child outcomes are being met**, according to heads and teachers responses.

The following results show that child outcomes exhibit a high degree of positive change, in the perceptions of both the heads and teachers. This shows the physical and psychological environment of the CRI classes is welcoming. Only a slight difference on the extent of change occurs on three items. Heads expressed a higher degree of certainty in two items than did the teachers that the Children show respect for the adults in the classroom. (100% VS 75%) and Children treat one another with respect (71.4% VS 45%). 90% Teachers and 71.4% heads reported that children express their feelings. As teachers spent most of the time with the children so their assessment probably has more validity.

Table 16: Child outcomes

Items	Head (Response in %)	Teacher (Response in %)
Children like to come to school	100.0	100.0
Children show respect for the adults in the classroom.	100.0	75.0
Children feel good about what they can do	100.0	95.0
Children express their feelings	71.4	90.0
Children treat one another with respect	71.4	45.0
<i>Mean</i>	<i>88.6</i>	<i>81.0</i>

ii) Adult-child interaction and environment;

Again responses of heads/teachers are identical in 4 items. Among them three were showing higher degree of positive change as indicated in table 9.

Both groups show the low prevalence of parents involvement (28.6% VS 15%); enough adults in the class to work with individual or small groups of children (28.6% VS 30%); and learning activities occurs outdoors (42.9% VS 45%). Discrepancies in the views of

heads and teachers appeared for two items i.e.: Parents visit and participate in the classroom; the classroom contains activity centers.

Table 17: Adult-child interaction and environment

Items	Head (response in %)	Teacher (Response in %)
The mood in the classroom is relaxed	100.0	100.0
There is a variety of learning materials in the classroom.	85.7	75.0
Activity centers reflect themes that the children are interested in	85.7	80.0
Adults pay attention to the children's questions and comments	71.4	75.0
The classroom contains activity centers	71.4	26.3
Learning activities occur outdoors	42.9	45.0
There are enough adults in the class to work with individual or small groups of children	28.6	30.0
Parents visit and participate in the classroom.	28.6	15.0
<i>Mean</i>	64.3	55.8

iii) Educational outcomes

According to heads and teachers' data most educational outcomes are being met. Overall results are positive regarding educational outcomes. In three cases the results were identical and positive and in other three cases these are positive but not identical among the two groups (heads and teachers).

As per data activities are designed to keep children busy, prepare them to read, help them make individual choices and develop critical thinking skills, and gain other academic skills. At 61.1%, it is curious that not more teachers report that the CRI program is providing children with academic skills needed for their future, as the heads seem quite assured that it is 85.7%. Perhaps future teacher training and technical assistance can re-emphasize how the child-centered classroom promotes children's intellectual development.

Table 18: Educational outcomes

Items	Head (Response in %)	Teacher (Response in %)
Classroom activities prepare children to read	100.0	95.0
Children in the classroom are busy	100.0	100.0
Children do things and figure out things for themselves	85.7	65.0
Children gain academic skills that they will need for their continued education	85.7	61.1
Children use critical thinking skills	71.4	73.7
Children make choices about what they do in the classroom	71.4	68.4
<i>Mean</i>	85.7	77.2

iv) Attendance outcomes

Heads and teachers report high attendance among girls. As for as boys are concerned 100% heads and 72.2% teachers stated that boys attendance is good. Retention by boys and girls almost alike in CRI classrooms, as evidenced by the following responses:

Items	Head (response in %)	Teacher (response in %)
Boys' school attendance is good	100.0	72.2
Girls' school attendance is good	100.0	94.1
Children in my classroom will return to school next year	85.7	95.0

5.1.2 Percentage of positive responses about teachers practices

Following statistics indicate that heads and teachers believe CRI program has made progress in improving teaching and learning in the classrooms. Team work is in compliance, with all of the heads and nearly all of the teachers reporting that teachers share their ideas; information and problems with other school staff. Majority of head teacher permits teachers to make decisions about classroom environment and activities. All the heads observed that teachers assess children’s individual skills and interest. Mostly teachers know how to set up classroom to keep children active and interested and to adapt activities to children’s skills and interests.

Table 19: Percentage of positive responses about teachers practices

Heads responses in %		Teachers responses in %	
<i>Team work</i>		<i>Team work</i>	
Teacher work and plan as a team	100%	I share my ideas and information about my classroom	100%
Teachers share information and solve problems with one another	100%	I plan activities and share responsibilities with other adults in my classrooms	94.1%
		I discuss my ideas and problems with my head teacher/principal	95%
<i>Decision making</i>		<i>Decision making</i>	
Teachers are permitted to make decisions about classroom environments and activities	100%	I enjoy trying out new ideas for classroom activities	100%
		I make good decisions in the classroom	100%

Heads responses in %		Teachers responses in %	
<i>Individualization</i>		<i>Individualization</i>	
Teachers assess children's individual skills and interest	100%	I know how to set up my classroom to keep children active and interested	95%
		I know how to adapt activities to children's skills and interests	100%
		I notice differences in individual children's skill and interests	95%
		I understand how children grow and develop	100%

5.1.3 Community Involvement

Table 20 shows responses of heads/principal regarding community involvement in the school and classrooms. Which is not showing much progress even in the Phase I and Phase 0 schools. Unlike the responses reported in table 7, several of these items received significant amounts of negative response.

Table 20: Community involvement (Phase I)

	Much More & more	No Change	Less	More Less
People in the community have donated goods and services to the Schools.		33.3	33.3	33.3
People in the community visit and participate in classroom activities.	28.6		57.1	14.3
The staff helps parents locate services in the community to address family needs.	66.7	16.7		16.7
The school building is used by the community		16.7	16.7	66.7

Table 21: Community involvement (Phase 0)

	Much More & more	No Change	Less	More Less
People in the community have donated goods and services to the Schools.	26.6	13.3	33.3	40.0
People in the community visit and participate in classroom activities.	29.4	17.6	41.2	11.8
The staff helps parents locate services in the community to address family needs.	76.4		17.6	5.9
The school building is used by the community,	13.4	20.0	26.7	40.0

These results indicate the need for CRI to focus on and continue to develop schools' abilities to strengthen their bonds through the community. It is hoped that schools will reach out to the community. CRI seeks the inclusion of community because the whole

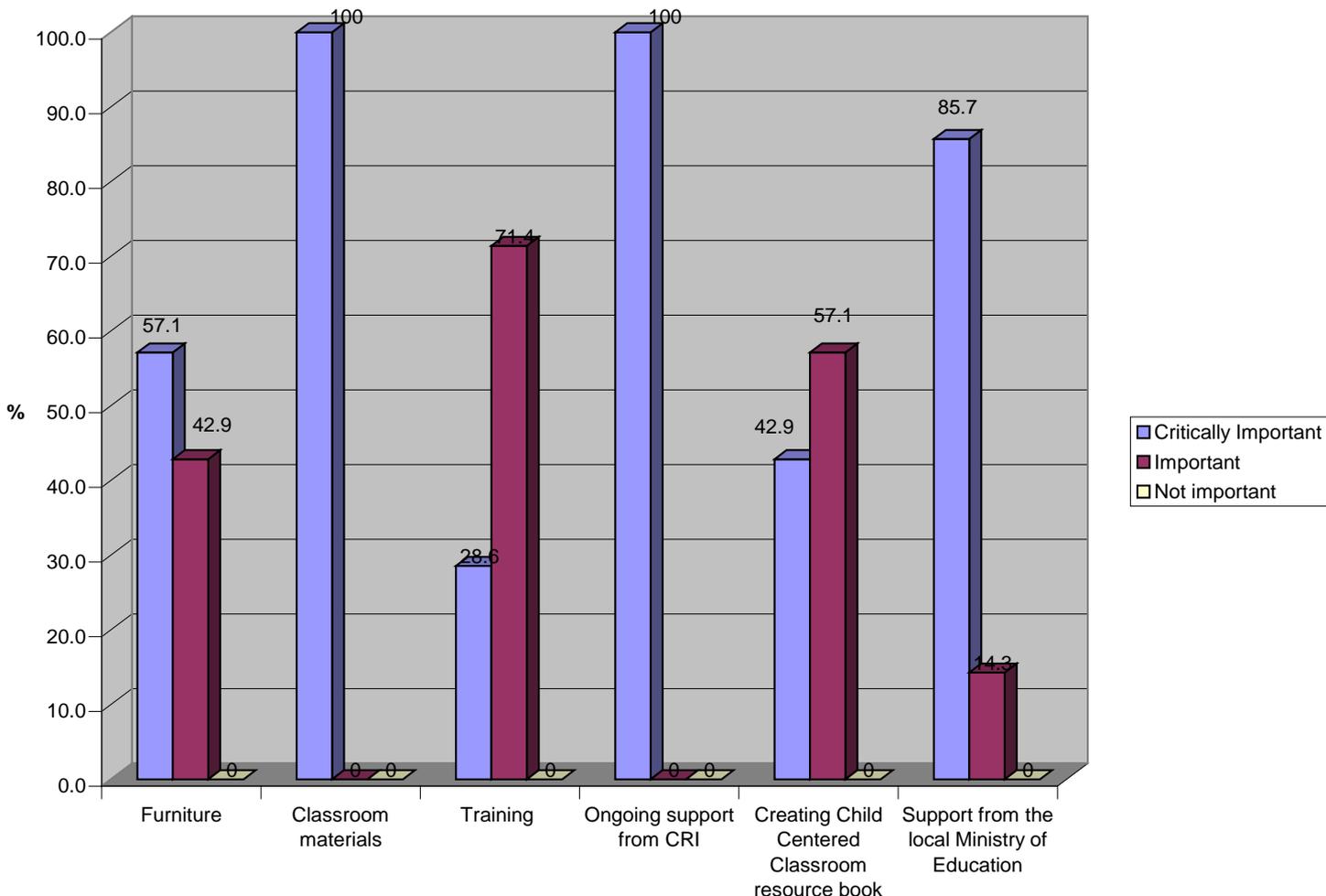
community must understand the CRI goals and support them if the changes in the early education of children are to be sustainable.

5.1.4 Important factors for the success of the program

In the end of ‘heads and teachers questionnaires’ 6 items were asked to know the important factors which play a significant role to make the program successful.

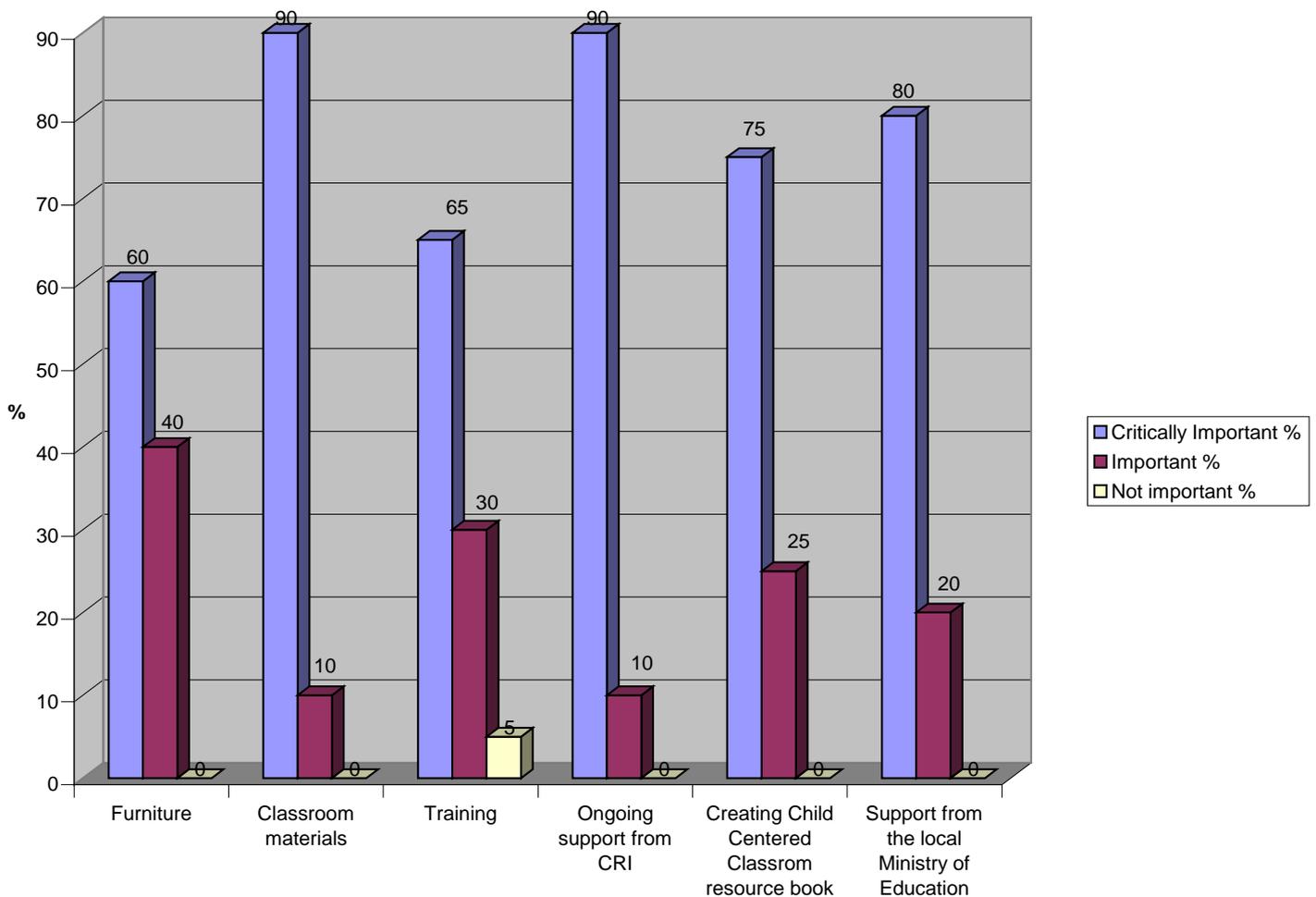
In the following figure, there was not a single answer reported as “not important” from the heads. In heads view point all the factors i.e. classroom material, ongoing support from CRI, classroom resource book, training, furniture, support form the ministry of education are important factors for the success of the program. However top three factors are considered utmost important for the successful implementation by the heads. These are **ongoing support from CRI (100%)** and **“classroom material (100%)”** followed by the **support from the ministry of education (85.7%)** etc.

**Fig. 3: Important factors for the success of the program (Phase I)
(Heads responses)**



Teachers were also having the same opinion as mentioned by the heads that **classroom materials** and **ongoing support** followed by **support from the ministry** etc were the critically important factors for the success of the program.

**Fig. 4: Important factors for the success of the program (Phase I)
(Teachers responses)**



Conclusion:

Overall heads and teachers were positive about the level of improvement. **76.2% heads and 79.2% teachers** said there is a positive change in the schools due to **CRI interventions** in Phase I. In other words they have interpreted that much of the CRI methodology is into action.

However groups (heads and teachers) show the low prevalence of parents involvement (28.6% VS 15%), enough adults in the class to work with individual or small groups of children (28.6% VS 30%); learning activities occurs outdoors (42.9% VS 45%); classrooms contains activity center (26.3%).

CRI team will try to improve the aforementioned characteristics by advising teachers and heads on how to make a strategy to reach out more effectively to both families and communities. CRI team will also advise to the teachers and head to improve the situation regarding learning activities occurs outdoors and classrooms contain activity centers.

5.2 Parents responses

This study was undertaken only in CRI schools after the implementation of one year of the program for ‘phase I’ and 6 years for ‘phase 0’. The objective of this study was to get feedback about changes in children and family participation in child school life since introduction of CRI methodologies in the classroom. Parents questionnaires were delivered to the head teachers and made request to give them to the parents, around 10 questionnaires were filled in randomly selected schools. A total of 223 parents responded to 19 questions. Parents answered these questions using one of five response categories (Much more, More, No change, less, and much less).

In new partner schools (Phase I), Table 14 shows that parents were very positive about the implementation of CRI methodology. By combining the score for “much more and more”, 80.7% of the parents reported positive changes as a result of CRI intervention. Report of no change was only .8 percent. Responses indicating a negative view of CRI implementation were reported by 18.5%

Table 22: Summary results of the parents survey (Phase I)

	Much More	More	No Change	Less	More less
All items	47.6	33.1	0.8	13.6	4.9

In old partner schools by combining ‘much more’ and ‘more’ categories 87% parents were of the positive view about the implementation of CRI methodology. Only .5% parent said that there was no change and only 12.5% parents reported negative view of CRI implementation.

Table 23: Summary results of the parents survey (Phase 0)

	Much More	More	No Change	Less	More less
All items	49.1	37.9	0.5	8.5	4.0

Table 24 indicates that parents reported high positive response in 15 items out of 19 items ranging from 72.2% to 100%. As table 14 much more and more responses have been combined, since together they signify the percentage of parents who attributed positive changes to the aims and outcomes of the CRI programs. The majority of the parents experienced significant positive changes in outcomes promoted by the CRI program. 100% parents stated that they felt welcome when they visited the classroom. **Overall 80.7% of parents saw positive changes in the outcomes associated with the CRI program, indicating how deeply the CRI methodology has been translated into action.** On average there is 0.8% parents said there is no change whereas negative responses are dealt with a separate table 24.

Table 24: % of positive parents' responses (Phase I)

	Much More + more	No Change
I feel welcome when I visit the Classroom.	100.0	
I feel like my ideas are respected at the school.	98.6	
I enjoy being with my child.	98.6	
My child goes to school every day when he is well.	98.6	1.4
My child likes to go to School.	95.8	1.4
My child does things and figures out things for her/himself.	94.4	
I feel like I make good decisions about my child.	94.3	
I interact with and talk to my child.	93.1	2.8
My child receives a good education at School.	93.1	2.8
I know how my child grows and develops.	85.9	1.4
My Child expresses emotions.	83.3	1.4
I talk to the teacher(s) about my child.	73.2	
I know about what my child does at School.	77.8	
My child expresses his/her opinions.	77.5	1.4
My child makes good choices about what he wants.	72.2	
I Visit and participate in my child's Classroom.	56.9	
I receive support from other parents.	47.7	1.5
I participate in activities for families at School.	44.3	
I share information about child rearing with other parents.	43.7	1.4
<i>Mean</i>	80.7	0.8

Table 25 indicates higher degree of positive response regarding the changes in outcomes promoted by the CRI program. Overall 87.5% of parents saw positive changes in the outcomes associated with the CRI program, indicating how deeply the

CRI methodology has been translated into action. On average there is 0.5% parents said there is no change.

Table 25: % of positive parents' responses (Phase 0)

	Much More + more	No Change
My child goes to school every day when he is well.	100.0	
I feel like my ideas are respected at the school.	98.6	
My child likes to go to School.	98.6	0.7
I feel welcome when I visit the Classroom.	98.0	
My child receives a good education at School.	98.6	
My Child expresses emotions.	95.2	
I know how my child grows and develops.	92.5	
I enjoy being with my child.	91.9	0.7
My child expresses his/her opinions.	91.8	
I feel like I make good decisions about my child.	91.2	
I interact with and talk to my child.	91.1	2.1
My child does things and figures out things for her/himself.	90.5	
I talk to the teacher(s) about my child.	87.8	
My child makes good choices about what he wants.	83.4	0.7
I know about what my child does at School.	82.1	
I Visit and participate in my child's Classroom.	72.3	0.7
I share information about child rearing with other parents.	70.7	1.4
I participate in activities for families at School.	65.5	0.7
I receive support from other parents.	52.8	2.1
<i>Mean</i>	87.5	0.5

The aforementioned items of table 24 can be divided into three categories for further analysis. These relate to the benefits to children, to parents, and to the children's education.

Benefits to Parents

In expressing their opinions about outcomes promoted by CRI which related to parents themselves from 85.9 to 100 %, which is a positive change in their own knowledge, behavior and feelings as shown in the following table.

Items	Much more+ more Parents responses in %
I feel welcome when I visit the classroom.	100.0
I enjoy being with my child.	98.6
I feel like I make good decisions about my child.	94.3
I know how my child grows and develops.	85.9

Benefits to children

77.5% to 95.2 % parents attributed positive changes in this area, as described by the following table.

Items	Much more+ more Parents responses in %
My Child expresses emotions.	95.2
My child does things and figures out things for her/himself.	94.4
I interact with and talk to my child.	93.1
My child makes good choices about what he wants.	83.4
My child expresses his/her opinions.	77.5

Benefits to children's education

Parents also attributed to the CRI program positive changes related to the educational program. From 73.2% to 98.6% responded positively, as shown in the following responses.

Items	Much more+ more Parents responses in %
My child goes to school every day when he is well.	98.6
I feel like my ideas are respected at the school.	98.6
My child likes to go to School.	95.8
My child receives a good education at School.	93.1
I know about what my child does at School.	77.8
I talk to the teacher(s) about my child.	73.2

Negative parents' responses

Table 26 indicated 10 items from the survey attributed negative changes to the CRI program. These items are listed in rank orders. These items range across all of the outcomes, some relate to the children and others to the parents and the educational program/schools.

Table 26: Phase I- Negative parent's responses in %age

	Less	More less	Less + More less
	%	%	%
I participate in activities for families at School	32.9	22.9	55.7
I share information about child rearing with other parents.	40.8	14.1	54.9
I receive support from other parents.	38.5	12.3	50.8
I Visit and participate in my child's Classroom.	26.4	16.7	43.1
My child makes good choices about what he wants	23.6	4.2	27.8
I talk to the teacher(s) about my child	22.5	4.2	26.8
I know about what my child does at School	18.1	4.2	22.2
My child expresses his/her opinions	18.3	2.8	21.1
My Child expresses emotions	11.1	4.2	15.3
I know how my child grows and develops	7.0	5.6	12.7

Keeping in mind the above table, it is important for CRI to think about the strategies designed to increase parents' involvement. With time and some additional focused strategies, implementation of the CRI methodology should be able to affect more change with parents as it continuous work in schools.

Conclusion:

The results of the heads, teacher and parents' survey clearly indicate that the CRI methodology has been embraced by schools, teachers and parents in the target areas. In its first year of the expansion phase CRI has instigated great changes in the ways that young children learn.

Chapter 6: Family literacy-Pre& Post inventories results

CRI designed and implemented a family literacy program in CRI partner schools with non-literate and low-literate families of children in CRI's program. The objective of the lessons is to provide them an opportunity to learn basic literacy and math skills. It is very important to make a relationship between their homes and their schools. With that in mind, the literacy lessons link the classroom learning to the home where families reinforce their own learning with that of their children.

The Family Literacy Program offers 100 lessons in basic literacy and math skills developed by literacy experts. These lessons are divided over two sessions, each of six months duration. The first session is devoted to practices in *lessons 1-50* and the second session to practice in *51-100 lessons*. The lessons include reading, writing, speaking, listening and computation activities for parents. Two partner schools teachers' form each school is trained in adult learning These are the same teachers who teach children in the morning.

The family literacy inventory (1-50 lessons) has two parts. In part I there is 10 items related to Urdu literacy and basic math skills. The highest possible score is 50. In part II of the inventory there is only three open ended questions. The family literacy inventory (51-100 lessons) has the same aforementioned two sections in addition to 'dictation' and 'reading' of Urdu paras.

Table 27 shows that before attending the family literacy classes only 19% respondents scored in between 41 to 50 whereas after taking the literacy sessions 83.6% scored in between 41-50 which shows a significant change among the non-literate and low-literate families in CRI's program in respect of Urdu literacy and basic Math skills.

Table 27: Comparison of scores -Pre and Post Situation of Family Literacy Lessons

score	Pre	Post
	Percent respondents	Percent respondents
0-10	21.5	-
11-20	29.3	0.53
21-30	19.6	3.18

score	Pre	Post
	Percent respondents	Percent respondents
31-40	10.6	12.7
41-50	19.0	83.6
	100	100

The average scored by the participants before attending the family literacy sessions was 24.15 and after attending the sessions it was 46.5 which again shows a significant change among the learners in respect of their Urdu literacy and basic math skills.

For further analysis data is analyzed by average score per test item. A comparison of table 28 with its maximum score represents the average score for each item. i.e. the average percentage of the sample that got the item correct. The score 75.1% correct in identifying the written names of the days of the week. Letter names and addition & subtraction were on the lowest side.

Table 28: Average score by items (Baseline)

Items	Average	Max.	Average % of respondents with correct score
Day	2.254	2	75.1
Counting with objects	2.203	3	73.4
What number is this	4.399	8	55.0
Name writing	2.939	6	49.0
Counting	2.119	4	53.0
Sentence reading	1.585	3	52.8
Hearing sounds	1.833	4	45.8
Rhyming words	1.772	4	44.3
Letter names	3.788	12	31.6
Addition and subtraction	1.257	4	31.4
<i>Total</i>	24.15	50	48.3

Table 29 reflects that almost all the items were above 89% with correct score. Counting with objects and to identify the names of the days of the week was on top i.e. 99% with correct answers. Remaining items were also on the higher side of the correct answers.

Table 29: Average score by items (follow-up results)

Items	Average	Max.	Average % of respondents with correct score
Counting with objects	3.06	3	99.0
Day	1.98	2	99.0
Counting	3.82	4	95.5
Sentence reading	2.86	3	95.2
Name writing	5.67	6	94.6

Items	Average	Max.	Average % of respondents with correct score
What number is this	7.438	8	93.0
Addition and subtraction	3.713	4	92.9
Rhyming words	3.658	4	91.4
Hearing sounds	3.565	4	89.1
Letter names	10.78	12	89.8
<i>Total</i>	<i>46.55</i>	<i>50</i>	<i>92.8</i>

As table 30 shows parents scores increased for all items and these increases ranged from 61.4 to 25.6 percentage points. For the most part, parent made their greatest gains on those literacy tasks where baseline scores had shown greatest weaknesses, most notably in addition & subtraction which is increased by 61.4% points, letter names (58.3%), rhyming words (47.2%) and so on. The extent of the gains per item is so impressive that the progress made by parents can also be presented as a factor of change over time. The lesser increases over time related to those tasks that respondents were more successful with prior to the CRI literacy lessons i.e. days, counting with objects.

Table 30: Change over time due to CRI FLP

Items	%age change over time
Addition and subtraction	+61.4
Letter names	+58.3
Rhyming words	+47.2
Name writing	+45.6
Hearing sounds	+43.3
Counting	+42.5
Sentence reading	+42.4
What number is this	+38.0
Day	+23.9
Counting with objects	+25.6

In six months the CRI family literacy curriculum increased parents knowledge in the full complement of literacy tasks assessed. If the parent population attending this CRI family literacy program is representative of parents elsewhere, and the instruction itself is as effective, there is very good reason to expect that parent literacy would successfully increase in the target area in a relatively short timeframe by means of replication of the CRI family literacy program.

Overall results of the studies encourage CRI to continue the methodology. They also provide guidelines for the planning and development of the next phase.

Chapter 7: Annual statistics (1st March 2006 – 28th February 2007)

According to M&E database, CRI has trained 1454 teachers/head teachers of partner schools and 429 teachers/head teachers of other organizations in this year. For these purpose 18 trainings has been conducted for partner schools' teachers/head teachers and 16 trainings for other organizations' teachers/heads. The target was to train 1126 teacher/heads teachers in first year of expansion phase which was over achieved.

Children's Resources International, Pakistan

Facts and Figures Sheet

1st March 2006-28th February 2007

Basic Education

Districts	Islamabad	Rawalpindi	Karachi	Total
Existing Partner Schools	140			140
Partner Classroom	471			471
Beneficiary Children	18840			18840

Type of Trainings	Districts	No. of Trainings	Male	Female	Total
Initial Training	Islamabad	11	222	920	1142
	Rawalpindi		41	77	118
	Karachi	1	1	88	89
Sub Total		12	264	1085	1349
Fallow up Training	Islamabad	1			0
	Rawalpindi				0
	Karachi	1			0
Sub Total		2	0	0	0
Grand Total		14	264	1085	1349
Orientation Training	Islamabad	6	19	258	277
	Rawalpindi		38	85	123
	Karachi				0
Sub Total		6	57	343	400
Grand Total		20	321	1428	1749

	No. of trainings	Participants
Facility training (HEC)		

Family Involvement Training Workshop	Male	Female	Total
			0

Bi-Monthly Meetings with Heads on Parental involvement

Districts	Islamabad	Rawalpindi	Karachi	Total

No. of Meetings	1	1	1	3
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Training for Trainers Workshop	Male	Female	Total
			0

Family Literacy

Districts	Islamabad	Rawalpindi	Karachi	Total
Existing Partner Schools	56	25	15	96
No. of learners	899	406	468	1773

Type of Trainings	Districts	No. of Trainings	Male	Female	Total
Training (1-50 lessons)	Islamabad	1	3	102	105
	Rawalpindi				
	Karachi				
Sub Total		1	3	102	105
Training (51-100 lessons)	Islamabad	0	0	0	0
	Rawalpindi				
	Karachi				
Sub Total		0	0	0	0
Orientation Training	Islamabad	2	20	70	90
	Rawalpindi				
	Karachi				
Sub Total		3	20	107	127
Total		4	23	209	232

Monthly Family Literacy Meetings with Trainers

Districts	Islamabad	Rawalpindi	Karachi	Total
No. of Meetings	4	4	4	12

Other Organizations (Non-CRI)

Organizations	Districts	No. of Trainings	Male	Female	Total
Army Public School	All		1	5	6
NISE (Special Education)	Islamabad	2	20	24	44
Girls Guide Association	Islamabad	2		81	81
PPAF-CUP	Bannu	3	11	38	49
Fatima Jinnah University	Rawalpindi	1		50	50
PPAF-SAFWCO	Hyderabad	3	0	80	80
PPAF-NRSP	Mianwali	1		23	23
PPAF-NRSP	Khushab	1		20	20
PPAF-NRSP	Bahawalpur	1	18	19	37
PPAF-Taraqee Foundation	Sibbi	1	7	2	9
Creative Associates USA	Balakot	1	18	12	30
Partners From	Afghanistan / Bangladesh				0
DEO/AEO/Educationist	Islamabad				0
Parents, SMC/PTA members	Islamabad				0

*A Report on Evaluation Findings- March 2006 to February 2007
Interactive Teaching and Learning Program in Pakistan*

Donors, Institutes & NGOs	Islamabad				0
others	Islamabad				0
					0
Total		16	75	354	429

Summary of teachers trained and trainings imparted

	CRI	Other org.	Total
No. Training Conducted	18	16	34
No. Teachers Trained	1454	429	1883

Chapter 8: Conclusion and recommendations

8.1 Conclusion:

Overall results encourage CRI to continue the methodology. They also provide guidelines for the planning and development of the next phase.

8.2 Recommendations:

In light of the experience from the project, following measures are recommended:

- In order to improve the progress further, it is important to make sure the provision of technical assistance visits by MTTs on regular basis.
- FDE should assign their own supervisors to monitor the work of its teachers and classrooms' environment on regular intervals.
- Head teachers should also be motivated to play their role in ensuring the adaptation of interactive teaching and learning methodologies by their teachers during the technical assistance.
- Learning aid material should be provided well in time to each classroom after the trainings.
- Each MTT should provide tasks sheet to the teacher during their technical assistance visits and ensure its follow-up during next visits.
- Teachers and heads should be advised on how to make a strategy to reach out more effectively to both families and communities.
- Services of a professional development worker must be employed to ensure community participation and mobilization
- Government must be involved to ensure sustainability and further progress

CURRICULUM
OF
EDUCATION
B.Ed/BS (HONS) & M.Ed.

(Revised 2006)



HIGHER EDUCATION COMMISSION
ISLAMABAD

CURRICULUM DIVISION, HEC

Prof. Dr. Altaf Ali G. Shaikh	Adviser (Acad/R&D)
Malik Ghulam Abbas	Deputy Director
Miss Ghayyur Fatima	Deputy Director (Curri)
Mr. M. Tahir Ali Shah	Assistant Director
Mr. Shafiullah Khan	Assistant Director

Composed by Mr. Zulfiqar Ali, HEC Islamabad

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PREFACE

Curriculum of a subject is said to be the throbbing pulse of a nation. By looking at the curriculum one can judge the state of intellectual development and the state of progress of the nation. The world has turned into a global village; new ideas and information are pouring in like a stream. It is, therefore, imperative to update our curricula regularly by introducing the recent developments in the relevant fields of knowledge.

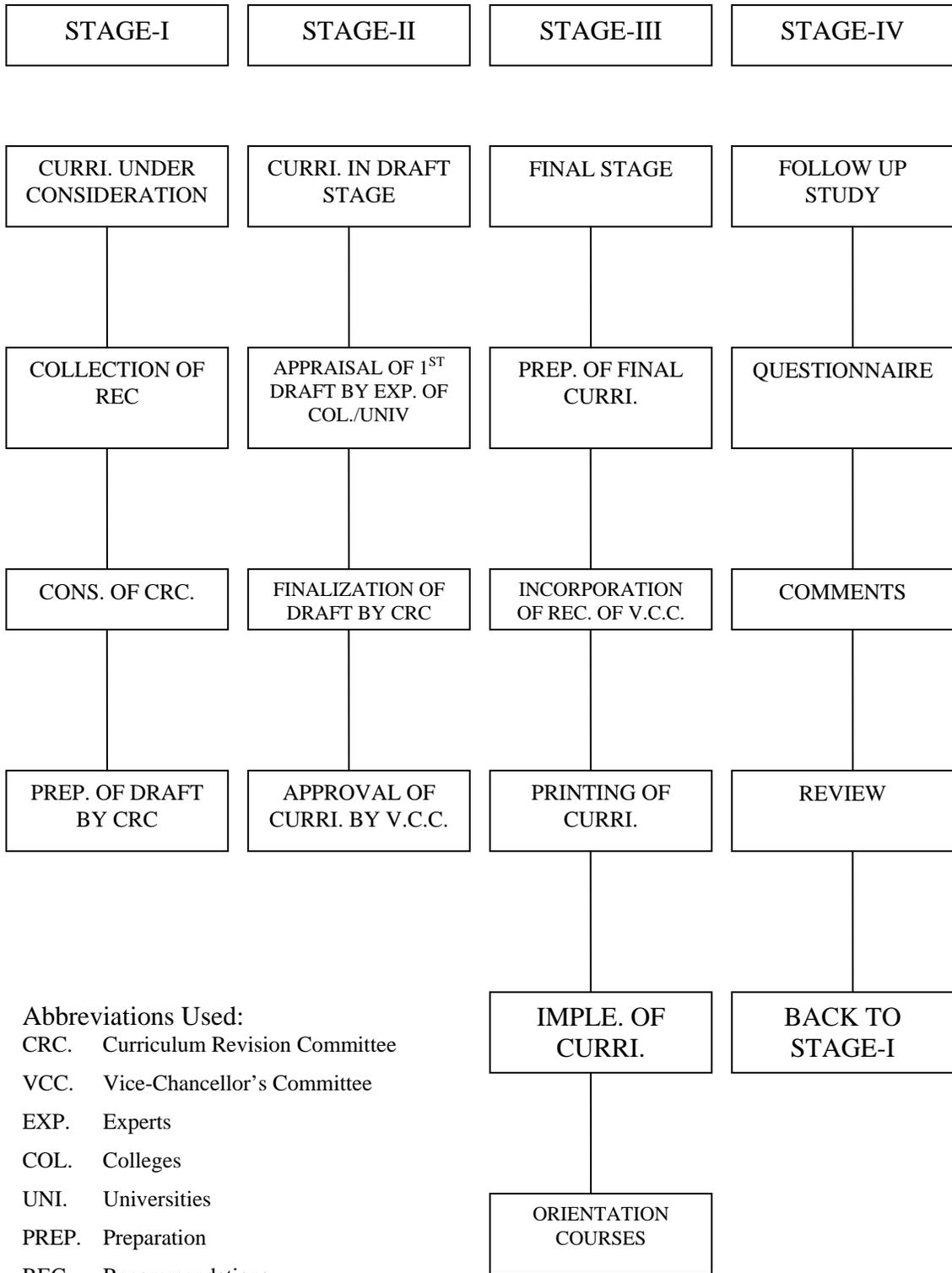
In exercise of the powers conferred by sub-section (1) of section 3 of the Federal Supervision of Curricula Textbooks and Maintenance of Standards of Education Act 1976, the Federal Government vide notification no. D773/76-JEA (Cur.), dated December 4, 1976, appointed University Grants Commission as the competent authority to look after the curriculum revision work beyond class XII at bachelor level and onwards to all degrees, certificates and diplomas awarded by degree colleges, universities and other institutions of higher education.

In pursuance of the above decisions and directives, the Higher Education Commission (HEC) is continually performing curriculum revision in collaboration with universities. According to the decision of the special meeting of Vice-Chancellors' Committee, curriculum of a subject must be reviewed after every 3 years. For the purpose, various committees are constituted at the national level comprising senior teachers nominated by universities. Teachers from local degree colleges and experts from user organizations, where required, are also included in these committees. The National Curriculum Revision Committee for **Education** in its meeting held in **May 8-10, 2006** at the HEC Regional Centre, Karachi revised the curriculum after due consideration of the comments and suggestions received from universities and colleges where the subject under consideration is taught. The final draft prepared by the National Curriculum Revision Committee duly approved by the Competent Authority is being circulated for implementation by the institutions.

Prof. Dr. Altaf Ali G. Shaikh
Adviser (Acad/R&D)

August 2006

CURRICULUM DEVELOPMENT



- Abbreviations Used:**
- CRC. Curriculum Revision Committee
 - VCC. Vice-Chancellor's Committee
 - EXP. Experts
 - COL. Colleges
 - UNI. Universities
 - PREP. Preparation
 - REC. Recommendations

Minutes of the Meeting

The final meeting of the National Curriculum Revision Committee in Education was held from 8th to 10th of May 2006 at the HEC Regional Centre, Karachi at 9:00 a.m.

Prof. Dr. Altaf Ali G. Shaikh, Adviser (Acad/R&D), Higher Education Commission inaugurated the meeting. In his inaugural address he emphasized that education of teachers needs to strengthen and stress upon the main attributes of a profession, such as the systematic theory, rigorous training over a specified duration, authority, community section, ethical code and culture, generating knowledge through research and specification. He further stressed that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and communicated to a code of conduct.

In fact, any change in the nature, purpose, quality and character of the school demands a concomitant change in teacher education, especially in its curriculum. Keeping in view the task of bringing qualitative change in institutional efficiency of the teacher education system is not only a big task rather a huge and challenging one. Keeping in view the challenge the following members attended the meeting and gave their expert input in reformulating the scheme of studies for B.Ed and M.Ed programs:

1. Dr. Ismail Saad, Convener
Dean,
Faculty of Education,
IQRA University, Karachi
2. Dr. Thomas Christie, Member/Co-Convener
Director Examination Board,
Agha Khan University,
Karachi
3. Dr. Jamil Hussain Shah, Member
Associate Professor,
Department of Education,
Bahauddin Zakriya University, Multan
4. Dr. Mussaret Anwar Sheikh, Member
Associate Professor,
Department of Education,
Fatima Jinnah Women University, Islamabad
5. Dr. James Shafi, Member
Dean, Faculty of Education,
Forman Christian College, Gulberg, Lahore

6. Dr. Muhammad Saeed, Member
Associate Professor, Division of Education,
University of Education, 123, Abu Bakar Block,
New Garden Town, Lahore
7. Dr. Umar Ali Khan, Member
Director,
Department of IER,
Gomal University, D.I. Khan
8. Prof. Karimdad Ujan, Member
Assistant Director,
Institute of Education,
Shah Abdul Latif University, Khairpur
9. Prof. Dr. Sultan Jehan, Member
Professor,
Department of Education,
University of Karachi, Karachi
10. Mr. Abdur Rauf Jameel, Member
Principal,
Islamia Collegiate School,
University of Peshawar, Peshawar
11. Dr. Anjum Halai, Member
Assistant Professor,
Head Research and policy Studies,
The Aga Khan University, Karachi
12. Mr. Abdul Sattar Memon, Member
Associate Professor,
Department of Distance, Continuing and Computer
Education,
University of Sindh Jamshoro
13. Prof. Rauf Ahmed Khan, Member
Director B. Ed. & M. Ed.
Department of Teachers Education,
Jinnah University for Women, Karachi
14. Prof. Mrs. Fareeda Saeed, Member
Assistant Professor,
Department of Education,
Jinnah University for Women, Karachi
15. Dr. Zaira Wahab, Member
Asstt. Professor,
Iqra University,
Gulshan Campus, Karachi

- | | | |
|-----|--|------------------|
| 16. | Ms. Mehnaz Aziz,
Chief Executive,
Children's Resources International,
Pakistan (Guarantee) Ltd. Islamabad | Member |
| 17. | Mr. Muhammad Zubair,
Children's Resources International,
Islamabad | Member |
| 18. | Ms. Sadia Shakeel,
Children's Resources International,
Karachi | Member |
| 19. | Dr. Tayyab Alam Bukhari,
Department of Education,
National University of Modern Language,
Islamabad. | Member |
| 20. | Dr. Uzma Quraishi,
Principal,
Foundation University College of
Liberal Arts & Sciences, Islamabad | Member |
| 21. | Dr. M. Memon,
Director Institute of Educational Development,
Aga Khan University, Karachi | Member |
| 22. | Prof. Dr. Hafiz Muhammad Iqbal,
Institute of Education & Research,
University of the Punjab, Lahore | Member |
| 23. | Miss. Shagufta Akhtar,
Assistant Professor,
Foundation University,
College of Liberal Arts & Sciences, Rawalpindi | Member/Secretary |

The following members attended the preliminary meeting of NCRC (12-14 December 2005) and contributed in developing the first draft of the curriculum.

Prof. Dr. Rehana Masroor,
Chairperson,
Department of Secondary Teacher Education,
Allama Iqbal Open University, Islamabad

Dr. Waseem Qazi,
Executive Director,
Iqra University, Shaheed-e-Millat Road Extension,
Defence View Karachi

The participants discussed the curriculum framework and its characteristics. An overview of the context, courses and perceived characteristics of the B.Ed curriculum framework were analyzed. Curriculum of core courses, foundation, professional and specialized components need to be interwoven to improve the quality. An attempt of this kind will give a more meaningful direction. The meeting categorized the teacher education curriculum in to the following main components:

- I Core Courses
- II Foundation Courses
- III Professional Courses
- IV Specialized Courses

Members after brainstorming identified the following courses and credit hours:

Total Credit Hours: 127, Duration: Four year

Core Courses	Credit Hours
1 Islamiat/Ethics	2
2 Pakistan studies	2
3 Computer Literacy	2
4 Functional English-I & I I	6
5 Communication Skills	6
6 Critical Thinking	3
Total Credit Hours	21

Foundation Courses	
1 Development of Education in Pakistan	3
2 Sociological and Cultural Issues	3
3 Child Development	3
4 Educational Psychology	3
5 Philosophy of Education	3
6 Society, School and Teacher	3
7 Contemporary Issues and Problems	3
Total Credit Hours:	21

Professional Courses	
1 Classroom Assessment (Including school visits)	3
2 Teaching and Learning Strategies (Including school visits)	3
3 Curriculum Development	3
4 Educational of Research	3
5 Research Project and Report Writing	3
6 Inclusive Education	3
7 School Management	3
8 Comparative Education	3

9	Reflective Practices	2
	Total Credit Hours:	26

Specialization Courses

1	Content (Two majors)	24
2	Pedagogy (Two majors)	12
3	Short Term Internship	6
4	Long Term Internship	17
	Total Credit Hours:	59

Rational of B.Ed. (12+ 4 years) Programme.

A distinct departure from the existing programme is noticeable in overall scheme of studies including the courses on reflective practices and critical thinking. A teacher in the classroom has to make adjustment in teaching strategies according to the nature and scope of the curriculum and evaluate the success of teaching in terms of student growth. Effort has been directed towards developing certain competencies and skills in prospective teacher, which will be helpful in the shaping of a teacher for an effective role-play.

Interaction between the school and community is gaining importance in the modern context. Several activities promote school-community-teacher relationship, a course with dynamic content outline has been developed on school, society and teacher and on sociological and cultural issues. Prospective teacher will gain insight for bringing positive attitude in classroom teaching towards plurality of cultures which has been badly missing in our educational system.

Planning and carrying out an action research and involvement of prospective teachers in practical/field work would greatly reduce isolation of the teacher education system in practical terms and pedagogical principles. It would lead to innovativeness. Self-esteem and self-confidence on their part when thoroughly analyzed and understood, the curriculum framework should provide sufficient insight to prepare reflective, reverberate and contemplative practioners in classroom and outside.

Practice teaching is essentially a major and joint responsibility of teacher training institution and the school involving teacher educators, prospective teachers and schoolteachers. Inclusion of short term training with long term teaching practice will provide an opportunity to prospective teachers to extend their role in the school situation other then classroom teaching. Involvement of prospective teachers in school related activities during short term teaching practice such as maintenance of school records and registers, management of laboratories and library, preparation of tests and assignments, admission and selection of students, preparation of school budget and development plans and classroom management etc.

B.Ed/BS (4 years) Programme in Education Scheme of Studies

<u>1st Year</u>		<u>3rd Year</u>	
Semester-I	Cr.H	Semester-V	Cr.H
Islamiat/Ethics	2	Philosophy of Education	3
Functional English-I	3	Curriculum Development	3
Computer Literacy	2	Contemporary Issues and trends in Education	3
Reflective Practices	2		
Optional-I	3	Pedagogy-I	3
Optional-II	3	Pedagogy-II	<u>3</u>
Development of Education in Pakistan	<u>3</u>		15
	18		
Semester-II	Cr. H	Semester-VI	Cr.H
Pakistan Studies	2	Educational Research	3
Communication Skills	3	Research Project & Report Writing	3
How Children Learn	3	Short-term Internship	6
Optional-I	3	Inclusive Education	<u>3</u>
Optional-II	3		15
Critical Thinking	<u>3</u>		
	17		
<u>2nd Year</u>		<u>4th Year</u>	
Semester-III	Cr.H	Semester-VII	Cr.H
Functional English-II	3	Comparative Education	3
Child Development	3	School Management	3
Teaching & Learning Strategies (School visits)	3	Pedagogy-I	3
Optional-I	3	Pedagogy-II	3
Optional-II	<u>3</u>	Society, School and Teacher	<u>3</u>
	15		15
Semester-IV	Cr.H	Semester-VIII	Cr.H
Sociological and Cultural Issues	3	Long term Internship (Complete semester)	17
Classroom Assessment (including school visits)	3	Communication Skills	3
Optional-I	3	Optional-II	<u>3</u>
	15		17
Total Credit Hours:		127	

DETAILS OF COURSES

Course Title: Computer Literacy

Learning Outcomes:

After studying this course, the students will be able to:

1. classify the computers into different categories
2. describe different functions of computers in Education
3. develop the skill to use computer in educational settings
4. communicate through computer with friends, and teachers in and outside the country

Unit 01: Introduction

- 1.1 Definition and Importance of Computer
- 1.2 Basic Concepts of the Computer Hardware
- 1.3 Input and Output Devices
- 1.4 Classification of Computers
- 1.5 Functions of Computer

Unit 02: Computer Software

- 2.1 Concept of Software
- 2.2 Types of Software
- 2.3 Applications of Computer in Education

Unit 03: Word Processing and Document Handling

- 3.1 Creating a Document
- 3.2 Composing Educational Documents
- 3.3 Internet Browsing
- 3.4 Plagiarism
- 3.5 Email

Unit 04: Spreadsheet (Excel)

- 4.1 Charts and Graphs
- 4.2 Sum/Subtractions/Multiplication/division
- 4.3 Sorting
- 4.4 Database
- 4.5 Simulating and Modeling Change

Unit 05: PowerPoint

- 5.1 Composing Presentations
- 5.2 Delivering Presentations

Recommended Books:

1. Norton, Peter (2003) Introduction to Computers, 5th ed., New York: McGraw-Hill Book Co.

2. Norton, P., and Spragu, D. (2001), Technology for Teaching Allyn and Bacon, Boston.
3. Faden, P.D., and Vogel, RM. (2003), Methods of Teaching, Mc-Graw Hills Boston.
4. Joyce, B., Weil M., and Calhoun,. E. (2000), Models of Teaching, 6th ed; Allyn and Bacon, Boston.
5. Sharma, A. (1999), Modern Educational Technology, Prentice-Hall Columbus, New Delhi
6. Sharma, S.R. (2000) Effective Classroom Teaching Modern Methods, Tools and Techniques, Mangal Deep Publications, Jaipur.
7. Norton, P. (2000), Introduction to Computers 5th ed; New York. Mc Graw Hill Book Co.,

Course Title: Reflective Practice

Learning Outcomes:

At the end of this course, the students will be able to:

1. understand the concept and role of reflection and reflective practice as a tool for raising critical consciousness
2. use reflection as a tool of inquiry into practice
3. acquire techniques for reflection on experience of learning/schooling and on educational issues

Course Outline:

Unit 01: Introduction to Reflection

- 1.1 Meaning of reflection on practice/educational issues
- 1.2 Significance of reflection for teacher

Unit 02: Major Proponents of Reflective Practice

- 2.1 John Dewey
- 2.2 L. Stanhouse
- 2.3 D. Schon

Unit 03: Process and Techniques of Reflection

- 3.1 Process of reflection
- 3.2 Major techniques and strategies (critical incident analysis, keeping reflective journals, peer coaching, action research)
- 3.3 Skills for reflection

Unit 04: Application of skills and approaches to reflection

- 4.1 Systematic reflection through out the coursework
- 4.2 Identify key questions for their own role as novice teachers
- 4.3 Understand the issues in becoming a reflective practitioner

Course Title: Development of Education in Pakistan

Learning Outcomes:

At the end of the course, the students will be able to:

1. Understand how education has been shaped by the Islamic values and ideology of Pakistan
2. Decipher the nature and purposes of education in the Mughal empire, the British period and post independence period
3. Delineate the historic roots and subsequent development of the madrassah and private and public sectors and explain their relative strength
4. Evaluate whether education in Pakistan is egalitarian or elitist and relate that evaluation to the aims of a major education act
5. Critical analysis of the targets and achievements of national educational policy
 - (a) Commission on National Education 1959.
 - (b) National Education Policy 1972, 1979, 1992, 1998

Unit 01: Education, its meaning, data and Functions

- 1.1 Definitions and derivations
- 1.2 Education as a process
- 1.3 Aims of education

Unit 02: Ideological Basis of Education

- 2.1 Definition and meaning of ideology
- 2.2 Islamic concept of education
- 2.3 Role of Islamic ideology in development of education
- 2.4 Education for moral development and character building

Unit 03: The Formal System of Education

- 3.1 The structure of education
- 3.2 Stages of administration
- 3.3 Governance, planning and financing

Unit 04: History of Education in Pakistan

- 4.1 Main features and achievements in education during Muslim rule in the sub-continent
- 4.2 British education and its impact on the educational life of Muslims.
- 4.3 Study of “Muslim education movements”, contribution of Deoband, Aligarh, Jamia Millia, Anjuman-e-Himayatul islam, Sindh Madersat-ul-Islam.

Unit 05: Education as an agent of Change

- 5.1 Meaning and factors of social change
- 5.2 Education as factor in social change

- 5.3 Education as conservative and creative force.
- 5.4 Education for peace and universal brotherhood.

Unit 06: Policies of Education in Pakistan

- 6.1 All Pakistan Educational Conference 1947
- 6.2 The Commission on National Education 1959
- 6.3 The Education Policy 1972-80
- 6.4 National Education Policy 1979
- 6.5 National Education Policy 1992
- 6.6 National Education Policy 1998-2010

Recommended Books:

- 1. Mansoor, A. Qureshi, 1983, some aspects of Muslim education, Universal Books, Lahore
- 2. Al-Naqib-al-attas, Syed Muhammad 1979, Aims and objectives of Education, King Abdul Aziz University, Jeddah
- 3. John, S. Brubacher. 1987, Modern Philosophies of education, TATA McGraw Hill Publication Co. New Delhi.
- 4. Iqbal Muhammad, The reconstruction of religious thought in Islam, Shaikh Muhammad Ashraf, Lahore

Course Title: Critical Thinking

Learning Outcomes:

After studying this course, the students will be able to:

- 1. Differentiate between 'Good' and 'Bad' bent of mind
- 2. Ask and analyze thought provoking Questions
- 3. Understand the relationship of critical thinking with reading and writing
- 4. Foster rational motivation among the students.
- 5. Apply critical thinking in different content areas
- 6. Develop the habit of contributive thinking

Unit 01: Introduction

- 1.1 Introduction to the Fundamentals of Critical Thinking
- 1.2 Why Critical Thinking Matters?
- 1.3 Critical Thinking and the Process of Analysis
 - A. Teaching Students to Think Theoretically
 - B. Teaching Students to Think Empirically

Unit 02: Strategies and Techniques to develop critical Thinking

- 2.1 Brain Storming
- 2.2 Concept Mapping
- 2.3 Generalization and Testing the Limits
- 2.4 Venn Diagram

2.5 Logical Reasoning

Unit 03: Critical Thinking and Art of Questioning

- 3.1 Critical Thinking and Socratic Questioning
- 3.2 Teaching Students to Ask Good Questions & Follow up the Implications of Thought
- 3.3 Teaching Students to narrate, analyze, and evaluate their own 'Points'
- 3.4 View' and of others
- 3.5 Open and Close ended Questions

Unit 04: Critical Thinking and its Applications

- 4.1 Interrogating the Text
- 4.2 Primary and Secondary Sources
- 4.3 Characteristics of Academic Text
- 4.4 Status of Evidence
- 4.5 Status of The Author
- 4.6 Comparing and Contrasting Different Sources

Recommended Books:

1. Ayoukarm, Govald (1989). Modern Methods and Techniques of Teachings Philadelphia: Open University press 1
2. Baron, J. and Sternberg, R. (Eds.) (1987) Teaching thinking skills: theory and practice. New York: Freeman.
3. Barrow, R. (1990) Understanding Skills: Thinking, Feeling and Caring. London, Ontario: Althouse.
4. Beyer, B. K. (1987) Practical strategies for the teaching of thinking. Boston: Allyn and Bacon.
5. Brookfield, S.D. (1987) Developing critical thinkers. San Francisco: Jossey-Bass.
6. Chipman, S., Segal, J. and Glaser, R. (1985) Thinking and Learning Skills, Volume 2: Research and Open Questions. Hillsdale, New Jersey: Erlbaum.
7. Costa, A.L. and Lowery, L.F. (1990) Techniques for teaching thinking. Melbourne: Hawker Brownlow.
8. Ennis, R.H. (1989) "Critical Thinking and Subject Specificity: Clarification and Needed Research", Educational Researcher, 18 (3), 4-10.
9. Ennis, R.H., Millman, J. and Tomko, T.N. (1985) Cornell critical thinking tests level X and level Z. Pacific Grove, Ca.: Midwest Publications.
10. Finn, B. (1991) Young People's Participation in Post-compulsory Education and Training. Report of the Australian Education Council Review Committee. Canberra: Australian Government Publishing Service.
11. Garrison, D.R. (1991) Critical thinking and adult education; a conceptual model for developing critical thinking in adult learners. International Journal of Lifelong Education. Vol 10, No 4, pp 287-303.
12. Hager, P. (1989) "Are the Skills of Critical Thinking/Logical Reasoning Transferable Across Disciplines?" in Jewell, P.D. (Ed.) Intermediate conclusions. Adelaide: Flinders University.
13. Hager, P. (1991) "The Critical Thinking Debate - Editorial Introduction", Educational Philosophy and Theory, Vol. 23, No. 1, pp. 1-6.

14. Hager, P. and Kaye, M. (1991) "Critical Thinking Ability and Teacher Effectiveness", Higher Education Research and Development, (forthcoming).
15. Kaye, M. and Hager, P. (1991a) "A Study of the Critical Thinking Skills of Vocational Teachers", Australian Journal of TAFE Research and Development, Vol. 6, No. 2, , pp. 19-29.
16. Lowery, L.F. (1990) Thinking and learning. Melbourne: Hawker Brownlow.
17. McPeck, J. E. (1990a) Teaching Critical Thinking. New York and London: Routledge.

Course Title: Child Development

Learning Outcomes:

After completing the course, the students will be able to:

1. understand the theoretical basis of child development and their application to educational settings
2. differentiate between the main cognitive, physical, social and emotional development norms and deviations from typical development
3. demonstrate an understanding of cognitive, physical, social, and emotional development of children in the developmental periods
4. demonstrate an understanding of how culture, family and school influence child development
5. describe dimensions of personality development and implications of personality patterns and disorders in diverse educational settings

Course Outline:

Unit 01: Introduction to Child Development

- 1.1. Overview of Child Development
- 1.2. Meaning and Nature of Development
- 1.3. Growth and Development
- 1.4. Inception of Educational provision for Young Children

Unit 02: Stages of Development & their Characteristics

- 2.1. Factors affecting child development
- 2.2. Diversity and The cognitive, physical, social/emotional development of children at each stage;
 - a) Prenatal development through birth and the newborn
 - b) Infant and toddler
 - c) Preschoolers
 - d) Early Primary
 - e) Middle Childhood
 - f) Adolescence
- 2.3. Language development at each stage:
 - a) Theories of language development
 - b) Approaches of language learning
 - c) Bilingual instruction

Unit 03: Special Needs of Children and Families

- 3.1. Individual developmental difficulties

- a) Learning disabilities
 - b) Development delays
 - c) Autism
 - d) Attachment disorder
- 3.2. Support and facilitation of full inclusion
- 3.3. Community support systems

Unit 04: Child Discipline and Guidance

- 4. 1. Role of a teacher in child development
- 4. 2. Corporal punishment
- 4.3. Intrinsic and extrinsic motivation
- 4. 4. Use of power
- 4. 5. Guidance techniques, classroom management
- 4.6. Planning the environment
- 4.7. Partnership with families and communities
- 4.8. Universal health precautions

Unit 05: Child Development: Teachers' Professionalism

- 5.1. Ethics and advocacy in early care and education
- 5.2. Confidentiality
- 5.3. Developmentally appropriate practices (DAP)
- 5.4. Communication skills with children and adults
- 5.5. Issues of play and environments in early childhood settings
- 5.6. Full inclusion (diverse cultures, ethnicity, genders, and ability levels, Linguistic).

Recommended Books:

1. Stassen Berger, K. (2002). *The Developing Person Through Childhood and Adolescence*(6/e). New York: Worth.
2. Santrock, J. (1999). *Children* (2/e). New York: McGraw Hill.
3. Bee, H. (1998). *The Growing Child* (2/e). Upper Saddle River: NJ: Addison Wesley.
4. Berk, L. (1998). *Infants, Children and Adolescence*. Upper Saddle River, NJ: Allyn Bacon.
5. Essa, E (1998) *Introduction to Early Childhood Education*, New York: Delmar Publishing
6. Wasson L. E. (1998) *Beginnings and Beyond*, New York: Dorrance Publishing
7. Bredekamp S. and Copple C. (1997) *Developmentally Appropriate Practice*, New York: NAEYC (National Association for the Education of Young Children)
8. Herr, J. (2002) *Working With Young Children*. Tinley Park, IL: Goodheart-Wilcox.
9. Herr, J. (2002) *The Observation Guide*. Tinley Park, IL: Goodheart-Wilcox.

10. Herr, J. (2002) *Student Activity Guide*. Tinley Park, IL: Goodheart-Wilcox.
11. Bredekamp, S. (Ed.). (1997) *Developmentally Appropriate Practices*. Washington, DC:
12. Taylor, B. (1986) *A Child Goes Forth* (6/e). Upper Saddle River, NJ: Prentice Hall
13. Mayesky-Holroyd, M. (2001) *Creative Activities for Young Children*. Florence, KY:Delmar Learning.
14. Coughlin, P. (1997) *Creating Child-Centered Classrooms*. Washington, DC: Children's Resources International.
15. Charner, K. (Ed.). (1996) *The Giant Encyclopedia of Circle Time and Group Activities for Children 3 to 6*. Beltsville, MD: Gryphon House.
16. Hendrick, J. (2000) *Whole Child*. (7/e). Florence, KY: Delmar Learning.
17. Hendrick, J. (2000) *Total Learning* (5/e). Florence, KY: Delmar Learning.
18. Joan, P. Iserberg, E.D.O.Marry Renck, Jalongo, Ph.D. Individualize Teaching in Early Children Education, (A course for ECE Faculty) 2005, Children Resource's International, Islamabad
19. Assessing Children's Development Through Observation, Children Resource's International, Islamabad

Other Resources:

Isenberg, J. P. & Jalongo, M. R. (1997) Individualized Teaching in Early Childhood Teaching

Course Title: Teaching and Learning Strategies

Learning Outcomes:

After studying this course, the students will be able to:

1. Examine the role of teacher
2. Generate awareness of the different classroom teaching-learning strategies
3. Use various teaching learning strategies for effective classroom learning
4. Develop appropriate lesson plan according to the nature of the subject matter
5. Use various teaching aids for effective teaching learning activities
6. Assess students' learning in the class and improve his/her teaching in the light of feedback

Course Outline:

Unit 01: Teacher's Role in Conducive Learning Environment

- 1.1 Facilitator
- 1.2 Guide/Counselor
- 1.3 Instructor
- 1.4 Leader

Unit 02: Approaches to Teaching

- 2.1. Teacher-led Approaches
 - 2.1.1 Lecture
 - 2.2.2 Demonstration
 - 2.2.3 Lecture-cum-Demonstration
- 2.2. Child-Centered Approaches
 - 2.2.1 Group work / Discussion
 - 2.2.2 Inquiry (Problem solving, discovery)
 - 2.2.3 Use of ICT
 - 2.2.4 Questioning

Unit 03: Planning and Managing Teaching

- 3.1 Need for planning
- 3.2 Daily, weekly and yearly plans
- 3.3 Lesson planning
- 3.4 Effective lesson presentation strategies

Unit 04: Use of Teaching Aids

- 4.1 Role of teaching aids in classroom teaching learning process
- 4.2 Selection and use of appropriate teaching aids
- 4.3 Kinds of teaching aids
 - 4.3.1 Electronic (Radio, TV, Projectors and Computer)
 - 4.3.2 Non-electronic (Boards, Charts, Models, Posters etc.)
 - 4.3.3 Print (Books, Journals, Newspapers, and Magazines etc.)

Unit 05: Techniques of Assessing Students' Learning

- 5.1 Classroom observations (Checklist / Rating scales)
- 5.2 Portfolio
- 5.3 Anecdotal record

Recommended Books:

1. Ornstein, A.C. (1990) *Strategies for Effective Teaching*. Harper Collins.
2. *Child-Centred Curriculum* (Unit III), Children Resources International (2004). Islamabad
3. *Assessing Children's' Development through Observations* (Chapter II). Children Resources International (2004), Islamabad

Course Title: Sociological and Cultural Issues

Learning Outcomes:

At the end of this course, the students will be able to:

1. Understand the concept and role of culture in promoting educational and social values
2. Understand the process of socialization in rural and urban settings
3. Understand the role of language in shaping cultural identity and understand the role of language policy in the creation of national identity
4. Discuss social stratification in Pakistan and consequences for education
5. Evaluate the educational impact of social institutions: family, media, neighborhood

Course Outline:

Unit 01: Expansion of Educational Opportunity

- 1.1 Education as the right of every child
- 1.2 Challenge of universal literacy
- 1.3 Gender and literacy
- 1.4 Literacy and the rural/urban disparity

Unit 02: Diversity of Schools

- 2.1 Madrassah versus main stream schools
- 2.2 The public sector schools
- 2.3 The variety of private schools
- 2.4 Rural and urban schools

Unit 03: Education and Economic Issues

- 3.1 Human resource development and quality assurance
- 3.2 Socio economic implications of increasing population
- 3.3 Multi-grade teaching
- 3.4 Student teacher ratio

Unit 04: Education and National Identity

- 4.1 Education – promotion of consensus or conflict
- 4.2 The medium of instruction
- 4.3 Student activities and youth culture
- 4.4 Media and national consciousness

Unit 05: Education and the future

- 5.1 Globalization
- 5.2 Information technology
- 5.3 Environmental issues
- 5.4 Education and changing job market

Course Title: Classroom Assessment

Learning Outcomes:

After studying this course, the prospective teachers will be able to:

1. Understand the concept and nature of assessment
2. Differentiate between standardized and classroom tests
3. Integrate objectives with assessment and evaluation
4. Develop and analyze test items of different cognitive abilities
5. Understand different alternative classroom assessment techniques
6. Interpret test scores and results of other assessment techniques

Course Outline:

Unit 01: Concept of Classroom Assessment

- 1.1 Distinction between assessment, evaluation, measurement and test
- 1.2 Purpose of assessment and evaluation
- 1.3 Comparison between standardized and classroom test
- 1.4 Individual and group assessment

Unit 02: Designing Learning Outcomes

- 2.1 Cognitive domain
- 2.2 Affective domain
- 2.3 Psychomotor domain

Unit 03: Achievement Tests

- 3.1 Characteristics of a good test
- 3.2 General guidelines for test construction (rules, table of specification etc.)
- 3.3 Types of test items
 - a) Selection type test items
 - b) Supply type test items

Unit 04: Test Administration and Analysis

- 4.1 Assembling and administering the test
- 4.2 Issues of cheating
- 4.3 Scoring objective type and subjective type items
- 4.4 Item analysis

Unit 05: Interpreting Test Scores

- 5.1 Percentile
- 5.2 Percentage
- 5.3 Ordering and ranking
- 5.4 Frequency distribution
- 5.5 Measures of central tendency (mean, median and mode)
- 5.6 Pictorial form (graph, polygon, histogram)

Unit 06: Grading and Reporting Results

- 6.1 Concept of grading – need and importance
- 6.2 Types of grading
- 6.3 Reporting results to different stakeholders

Recommended Books:

1. Smith, Methods of educational measurement, D. New Delhi: Commonwealth, 2005.
2. Kubiszyn , Tom, Educational testing and measurement: classroom application and practice. United states: john Wiley & sons, Inc. 2003.
3. Evolution and Development of School Educations by James William .New Delhi: anmol publications, 2005.
4. Smith, D History of Measurement and Evaluation. New Delhi: Commonwealth, 2005.
5. Kumari, Sarita Education Assessment, Evolution and Remedial. ISHA books, 2005
6. Trends in Measurement and Evaluation Techniques by George, David. New Delhi: Commonwealth, 2003.
7. Smith, D, Theory of Educational Measurement. New Delhi: Commonwealth, 2005.
8. Ebel, Robert Essentials of Educational Measurement. Prentice hall, India: 2004
9. Swain, Sanjaya, Educational Measurement, Statistics and guidance. kalyani publications, 2005.
10. Freeman, Richard, Planning and implementing Assessment. New York: Rout ledge Flamer. 2004
11. Reeves, Douglas. B, Assessing educational leaders. United states: Crown press, 2004

Course Title: Philosophy of Education

Learning Outcomes:

After studying this course, the students will be able to:

1. Understand the meaning of the term Philosophy
2. Understand the subdivisions of philosophy, how they are defined, and how do they reflect their own beliefs and their teaching about truth and values.
3. Understand the leading philosophies and theories of education
4. Understand whether they (the teachers) have certain philosophies and theories present in their educational experiences?
5. How these philosophies help them examine their beliefs about knowledge, their practice of ethical values in the school and class room?
6. How philosophies and theories of education influence curriculum and teaching and learning in schools, including what the curriculum claims is true, methods of instruction, teachers' ethical relationship with students, and with each other, and attitudes toward cultural, ethnic and religious diversity.

Course Outline:

Unit 01: Philosophy

- 1.1 Definition and scope of philosophy
- 1.2 Metaphysics, Epistemology, Axiology, Logic: Deductive logic, Inductive logic

Unit 02: Western Philosophies of Education

- 2.1 Idealism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Plato
- 2.2 Realism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Aquinas, Aristotle, Bacon, Locke
- 2.3 Naturalism: Its metaphysics, epistemology, axiology, educational implications Proponents: Rousseau
- 2.4 Pragmatism (Experimentalism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Dewey
- 2.5 Postmodernism: Its metaphysics, epistemology, axiology, educational implications. Proponents: Derrida, Foucault

Unit 03: Muslim Philosophical Perspective on Education

- 3.1 Imam Ghazali
- 3.2 Ibne-Khaldun
- 3.3 Shah waliullah
- 3.4 Sir Syed Ahmed Khan
- 3.5 Allama Iqbal

Unit 04: Theories of Education:

- 4.1 Progressivism (rooted in pragmatism): Aims, Curriculum, Educational Implications. Proponents: Dewey, Kilpatrick, Parker, Washburne
- 4.2 Critical Theory rooted in neo Marxism and postmodernism): Aims, Curriculum, Educational Implications. Proponents: McLaren, Giroux
- 4.3 Perennialism (rooted in realism): Aims, Curriculum, Educational Implications. Proponents: Adler, Bloom, Hutchins, Maritain
- 4.4 Essentialism (rooted in idealism and realism): Aims, Curriculum, Educational implications. Proponents: Bagley, Bestor, Conant, Mor

Unit 05: Role of Values in Education

- 5.1 Definition, meaning, and kinds
- 5.2 Identification and importance of social and moral values
- 5.3 Teaching of social and moral values through education
- 5.4 Role of religious values in individual and social life.

Recommended Books:

1. Ornstein, Allan C. (2006). Foundations of Education. Houghton Mifflin Company: New York.
2. Elias, John L. & Merriam, Sharan (1984). Philosophical foundations of education. Krieger Publishing Company. Malabar, Florida.
3. Rousseau, Jean Jacques. Emile
4. Heslep, Robert D. Philosophical Thinking in Educational Practice (Westport, Conn,: Praeger Publishers).
5. Gutek, Gerald L. Philosophical and Ideological Perspectives on Education, 2nd ed. (Boston, Allyn and Bacon, 1997).
6. Dewey, John. The Child and the Curriculum. (New York: Macmillan, 1916)
7. Arthur Zilversmith, Changing Schools: Progressive Education Theory and Practice, 1030-1960 (Chicago: University of Chicago Press, 1993).
8. Giroux, Henry A. and McLaren, Peter L. eds; Critical Pedagogy, the State, and the Cultural Struggle.(New York: State University of New York Press, 1989)
9. William, E. Doll, Jr. A Postmodern Perspective on Curriculum (New York: Teachers College Press, 1993)
10. Freire, Paulo: Pedagogy of the oppressed

Internet Resources

[Http://www.islamicity.com/mosque/ihome/Sec5.htm](http://www.islamicity.com/mosque/ihome/Sec5.htm) (09/25/2003)

www.utm.edu/research/iep The Internet Encyclopedia of Philosophy

Course Title: Curriculum Development

Learning Outcomes:

At the end of the course, the students will be able to:

1. understand the concept of curriculum
2. aware about the process of curriculum development in Pakistan
3. examine the elements/components of curriculum development
4. differentiate between different types of Curriculum
5. write curriculum objectives in behavioral terms
6. review the critical issues, problems and trends in curriculum development critically the understand contemporary ideological and pragmatic trend in Curriculum

Course Outline:

Unit 01: Introduction to Curriculum

- 1.1 The need for Curriculum Development
- 1.2 Various forms of Curriculum
- 1.3 Elements of Curriculum: Objectives, Content, Teaching Methods and evaluation.

Unit 02: Foundations of Curriculum

- 2.1 Philosophical
- 2.2 Historical
- 2.3 Psychological

2.4 Sociological

Unit 03: Curriculum: Aims, Goals and Objectives

- 3.1 Distinction between aims, goals & objectives
- 3.2 Taxonomies of educational objectives
- 3.3 Issues in curriculum objectives

Unit 04: Types of Curriculum

- 4.1 Subject-based
- 4.2 Activity-based
- 4.3 Teacher-centered
- 4.4 Student centered
- 4.5 Hidden curriculum

Unit 05: Process of Curriculum Development in Pakistan

- 5.1 Curriculum development at elementary and secondary level
- 5.2 Curriculum development at higher level
- 5.3 Curriculum revision and role of HEC
- 5.4 Role of teacher in curriculum development process at various levels

Recommended Books:

1. Beane I.A, Toefler C.F & Alessi S.J (1986) *Curriculum Planning & Development*. Boston and Bacon
2. Farooq, R.A. (1993) *Education system in Pakistan*. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education.
3. Kelley A.V (1999) *The Curriculum: Theory and Practice*. London. Paul Chapman.
4. MC Neil J.D (1990) *Curriculum: A Comprehensive Introduction*, (4th Edition). Los Angeles: Harper Collins
5. Murray P. (1993) *Curriculum Development & Design*, 5th Edition,
6. Sharma R.C (2002) *Modern Methods of Curriculum Organization*. New Delhi:

Course Title: Contemporary Issues and Trends in Education

Learning Outcomes:

At the end of this course, the students will be able to:

- 1 argue on the positive and negative impact of the information explosion
- 2 explore the gap between madrassah and mainstream education and identify appropriate government responses
- 3 identify barriers to the achievement of universal literacy and how these may be removed at the local level
- 4 discuss the gradually reducing gender disparity in education in Pakistan and its likely consequences
- 5 analyze the relationship between national curriculum structure and career opportunities
- 6 consider how best environmental awareness can be enhanced through schools

- 7 consider the consequence of the growing privatization of education
- 8 consider the educational impact of the medium of instruction in the school

Unit 01: Education as a Complex Enterprise

- 1.1 Diversity of aims and approaches in education.
- 1.2 Variety of philosophical approaches to education.
- 1.3 Education in different periods and societies

Unit 02: Madrassah Education

- 2.1 Madrassah: origin, aims and objectives
- 2.2 Role of madrassah in 21st century
- 2.3 System of education in madrassah
- 2.4 Madrassah reforms in Pakistan

Unit 03: Universal Literacy

- 3.1 Literacy and individual rights
- 3.2 Factors affecting program for universal literacy: medium of instruction
- 3.3 Formal and Non formal education: - Advantages and disadvantages

Unit 04: Gender Disparity

- 4.1 Concept of gender equality
- 4.2 Factors affecting the status and role of women
- 4.3 Steps towards reducing gender disparity.

Unit 05: Teaching as a Career

- 5.1 Relevance of education to market
- 5.2 Human resource development through education
- 5.3 Aspiration for a better socio-economic status among teachers

Unit 06: Environmental Awareness

- 6.1 Types of pollution
- 6.2 Causes of pollution
- 6.3 Environmental education.

Unit 07: Privatization of Education

- 7.1 Government resources and multiple demands
- 7.2 Need of private sector education
- 7.3 Challenges of quality education

Unit 08: Information in Education

- 8.1 New concept of information explosion
- 8.2 Expanding learning resources
- 8.3 Information and communication technology (ICT) literacy
- 8.4 Technology in education

Recommended Books:

1. Badran, M. (2005). The Gender of Islam, Published by Al-Ahram Cairo.

2. Haltak, J. (1990). Investing in the Future, Setting Educational Priorities in the Developing World, Paris, UNESCO.
3. Hetman, Francois (1973). Society and Assessment, Organization for Economic Cooperation and development.
4. Hunt, Elgin F., and Karlin, Jules (1969). Society Today and Tommorrow, Collier-McMillan Limited, London.
5. Horton, Paul and Hunt, Chester L. (1976). Sociology, International Student Edition, McGraw-Hill Kogakusha L.T. D.
6. Modhukar Indira (2003). Changing Demands of Technical and Vocational education, Annual Publication New Delhi.
7. Mohantry, Jagannath. Primary and Elementary education, Deep & Deep Publication Private Ltd.
8. Pakistan, Govt: (2003). Education for All, Ministry of Education Curriculum Wing Islamabad.
9. Rao, V. K. (2004). Population Education efficient Printer, New Delhi.
10. Sylvester, C. (1994). Feminist Theory and International Relation, in Post Modern Era, Cambridge University Press.
11. Usmani, B. D (2004). Women Education in 21 Century Annual publication, New Delhi.
12. UNESC, Pakistan (2004). Quality of education in Pakistan, UNESCO Office, Blue Area Islamabad.
13. Walt, S. (1992). The Renaissance of Security Students, New York. Colombia Press.
14. W. H. O. (2005). Emerging Issues in Water and Infections, U.N.O.
15. Zenotti, B and Patriarchy, A. (1982). A State of War, New Society Publishers, Philadelphia.

Course Title: Educational Research

Learning Outcomes:

After studying this course, the students will be able to:

1. understand the meaning, need and importance of research
2. understand the basic concepts of research
3. review the relevant literature and to be able to identify the problems and formulate the research questions
4. distinguish between different types of researches and their underlying assumptions and hypotheses
5. design small scale research projects
6. understand the major characteristics of research (ethics, validity, reliability, generalization, standardization)
7. use the basic techniques for data analysis (both qualitative and quantitative)
8. distinguish between research proposal and research report
9. write a research report

Unit 01: Introduction to Research

- 1.1 Concept of research: Definition, need and scope
- 1.2 Characteristics and significance of educational research

- 1.3 Scientific method and research
- 1.4 Ethical considerations in research

Unit 02: Classification of Research

- 2.1 Research by purpose: Basic, applied and action research
- 2.2 Research by method:
 - Experimental research,
 - Non-Experimental Research: Historical, descriptive, comparative and co-relational
- 2.3 Qualitative and quantitative research

Unit 03: Identification of the Problem

- 3.1 Identification and importance of problem
- 3.2 Sources of the problem
- 3.3 Refining and stating the problem

Unit 04: Variables and Hypothesis

- 4.1 Identification and types of variables in research
- 4.2 Transformation of objectives into hypothesis and research questions
- 4.3 Hypothesis- conceptual understanding and its types
- 4.4 Formulation of hypothesis

Unit 05: Steps in Research Process

- 5.1 Population and selection of sample
- 5.2 Sampling techniques –Instrumentation
- 5.3 Selection and development of research tools
- 5.4 Validation of research tools

Unit 06: Literature Review

- 6.1 Significance/importance of literature review in research
- 6.2 Sources of literature review (General References, Primary Sources, and Secondary Sources)
- 6.3 Citations/text references
- 6.4 Computer application in researching relevant literature

Unit 07: Analysis and Interpretation of Data

- 7.1 Processing of data
- 7.2 Presentation of data
- 7.3 Data analysis techniques
- 7.4 Findings, conclusions and recommendations

Unit 08: Research Proposal and Research Report

- 8.1 Preparing a research proposal
- 8.2 Writing a research report
- 8.3 Distinction between a research proposal and a research report/thesis

Recommended Books:

1. Allan, G. and Skinner, C. (1991). *Handbook for research students in social sciences*. London: Routledge

2. Best, J.W (2005). *Research Methods in Social Sciences*.
3. Bryman, A. and Cromer, D. (1994). *Quantitative data analysis for social scientist*, revised edition London: Routledge
4. Cohen, L. and Marion, L.C. (1989). *Research methods in education*. London: Routledge.
5. Creswell, J.W. (2002). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: Sage.
6. Frankel, J.R. and Wallen, N.E (2000) How to design and evaluate research in education. USA: McGraw Hill Co.
8. Gay, L.R. (1996). *Educational Research for analysis and application*. New York. McMillan Publishing Co.
9. Hart, C. (2000). *Doing a literature review*. London: Sage.
10. Kemmis, S., McTaggart, R. & Retallick, J. (1998). *The action research planner*. (2nd Ed.). Karachi: Aga Khan University, Institute for Educational Development Karachi.
11. Muijs, D. (2004). *Doing quantitative research in Education with SPSS*. London: Sage.

Course Title: Research Project & Report Writing

Learning Outcomes:

After studying this course, the students will be able to:

1. identify different styles of referencing, citation and presentation of research work
2. write a research proposal
3. understand the requirements of research
4. choose a relevant and appropriate methodology for their research work

Course Outline:

Unit 01: Review of Basic Research Methods

- 1.1. Qualitative Research Method
- 1.2. Quantitative Research Method

Unit 02: Identification of Potential Resources

- 2.1. Literature Review
- 2.2. Data Sources

Unit 03: Preparation and Presentation of Proposal

- 3.1. Title Page
- 3.2. Introduction
- 3.3. Background
- 3.4. Literature Review
- 3.5. Methodology

Unit 04: Bibliography and References

- 4.1. Chicago Manual of Style

Recommended Books

1. Olive, Poul. Writing Your Thesis; Vistaar publication, 2004.
2. Muhammad Rasheed. Educational Research. National book foundation. 2001
3. Mcleod, John. Doing Counseling Research; Sage publications.1995.
4. Leary, Zina O. The Essential Guide To Doing Research. Pak books. 2004
5. Opive, Clive. Doing Educational Research; Vistaar publications. 2004.
6. Hart, Chris. Doing Your Masters Dissertation; Vistaar publications. 2005
7. Babie, Earl, The Practice Of Social Research. Had worth, 2000.
8. Agerwal, Modern Educational Research, L P. 2005
9. Pandey, V C. Educational Research. anmol publications.
10. Educational Research by Qurashi, Muniruddin .Anmol pub, 2003.
11. Mishra, An Introduction To Educational Research, Bhawra. sumit ent . 2003
12. Sharma, Bharti. Methodology of Educational Research. Vohra publications ,2003
13. Bennell, Judith. Evolutional Methods in Research. Continuum , 2003

Course Title: Inclusive Education

Learning Outcomes:

After studying this course, the students will be able to:

1. Understand the nature of inclusion in terms of inclusive education
2. Become aware of the include strategy
3. Examine the different models of inclusion used for enhancement of learning
4. Apply variety of adaptations and teaching strategies in coping with learning disabilities
5. Find out the role of community in establishing effective partnership with schools

Course Outline:

Unit 01: Introduction

- 1.1 Definition and Concept of Inclusion
- 1.2 Benefits of Inclusion
- 1.3 Supporting Inclusion
- 1.4 Issues and Challenges of Inclusive education

Unit 02: Include Strategy

- 2.1 (I) = Identify Classroom Environmental, Curricular, and Instructional Demands
- 2.2 (N) = Note Student Learning Strengths and Needs
- 2.3 (C) = Check for Potential Areas of Student Progress
- 2.4 (L) = Look for potential problem Areas
- 2.5 (U) = Use Information gathered to brainstorming instructional adaptations

2.6 (D) = Decide which adaptations to Implement

2.7 (E) = Evaluate Student Progress

Unit 03: Models of Inclusion

3.1 Programs where Students Receive Intervention in Special Education Settings

3.1.1 Special Class Approach

3.1.2 Resource Room Model

3.2 Programs where Students Receive Education in General Education Classroom

3.2.1 Regular Education Initiative

3.2.2 Inclusion

3.3 Methods to Enhance Inclusion of Students with Disabilities

Unit 04: Adaptations Necessary for Inclusion

4.1 Student with Low-Incidence Disabilities

4.1.1 Students with Moderate, Severe, or Multiple Disabilities

4.1.2 Students with Sensory Impairments

4.1.3 Students with Physical or Health Disabilities

4.1.4 Students with Autism

4.2 Students with High-Incidence Disabilities

4.2.1 Students with Communication Disorders

4.2.2 Students with learning and Behavioral Disabilities

4.3 Other Students with Special Needs

4.3.1 Attention Deficit/Hyperactivity Disorder (ADHD)

4.3.2 Gifted and Talented Students

4.3.3 Students who are Culturally Diverse (Cultural Diversity)

4.3.4 Students at At-Risk

Unit 05: Analyzing Instructional Environment

5.1 Organization of Inclusive Classroom

5.2 Group Formation for all Students for Instruction in Inclusive Classroom (Grouping and Team Work)

5.3 Instructional Material for Inclusive Classrooms

5.4 Instructional Methods in relation to Student Needs

Unit 06: Community and School Improvement

6.1 Parent / family Involvement

6.2 Experts Involvement

6.3 Social Agencies Involvement

Recommended Books:

1. Allen, K E and Schwartz, I S (1996). *The Exception Child: Inclusion in Early*
2. *Childhood Education*. Albany, New York: Delmar Pub. Co.
3. Friend, M and Bursuck, W (1996). *Including Students with Special Needs: A*

4. *Practical Guide for Classroom Teachers*. Boston: Allyn and Bacon.
5. Smith, T.E.C. et al. (1995). *Teaching Students with Special Needs in Inclusive Settings*. Boston: Allyn and Bacon.
6. Daniels, E.R. and Stafford, K. (2002), *Creating Inclusive Classrooms*, Children Resources International Islamabad.
7. Coughlin, P.A. (2004), *School and Family Partnership*, Children's Resources International, Islamabad
8. UNESCO (1993), *Help in Classroom, Special Needs in the Classroom*. Teachers Education Resource Pack, Paris, UNESCO

Course Title: Comparative Education

Learning Outcomes:

After studying this course, the students will be able to:

1. Describe the meaning and significance of comparative education
2. Compare the education systems of selected developed countries
3. Compare the education systems of selected developing countries
4. Analyze critically the education system of Pakistan

Course Outline:

Unit 01: Introduction to Comparative Education

- 1.1 Concept of comparative education – meaning, need and scope
- 1.2 Purpose of comparative education

Unit 02: Elements of Comparative Education (Both qualitative and quantitative dimensions)

- 2.1 Objectives
- 2.2 Curricula
- 2.3 Teaching methodology
- 2.4 Assessment and evaluation (student achievement, examination system)
- 2.5 Facilities
- 2.6 Educational structure
- 2.7 Administrative and financial set up
- 2.8 Teacher education

Unit 03: Comparative View of Systems of Education in Pakistan

- 3.1 Private and public
- 3.2 Madrassah and formal education
- 3.3 Formal vs. Distance and non-formal education

Unit 04: Comparative Education in Developed Countries

- 4.1 USA
- 4.2 UK
- 4.3 Japan
- 4.4 Singapore

Unit 05: Comparative Education in Developing Countries

- 5.1 India
- 5.2 China
- 5.3 Malaysia
- 5.4 Pakistan

Unit 06: Global Issues in Comparative Perspective (focusing developing countries)

- 1.6 Quality education
- 1.7 Education For All
- 1.8 Recruitment of teachers at elementary and secondary levels
- 1.9 Admission procedure at higher education level.

Recommended Books:

1. Isani, and Virk, M.L. (2006) *Higher Education in Pakistan*. Islamabad: National Book Foundation.

Course Title: School Management

Learning Outcomes:

After studying the course, the students will be able to:

1. Understand the concept of organization and management with respect to school education.
2. Understand the concept of school discipline and factors affecting school discipline
3. Identify the need and importance of effective school management
4. Identify the major indicators for effective planning
5. Organize school activities effectively (curricular and co-curricular)
6. Manage to exploit the best use of resources available.
7. Understand maintaining various registers of school record
8. Know the basic rules of leave, pay and allowances, E & D, codes of ethics

Course Outline

Unit 01: School Organization and Management

- 1.1 School Organization
 - 1.1.1 Concept of school organization meaning, scope and principles
 - 1.1.2 Organization of school and community partnership
- 1.2 School Management
 - 1.2.1 Meaning / Definition of management
 - 1.2.2 Basic elements of management
 - 1.2.3 Process of management

Unit 02: Resource Management

- 2.1 Human resources
- 2.2 Physical resources
- 2.3 Financial resources

- 2.4 Information and learning resources (Library, AV Aids and instructional material)

Unit 03: Approaches to Management Leadership

- 3.1 Democratic
- 3.2 Autocratic
- 3.3 Lauzis-faire
- 3.4 Qualities of head teacher

Unit 04: School Policies

- 4.1 Rules regarding appointment, leaves, pay and allowances.
- 4.2 Efficiency & Discipline rules
- 4.3 Terms of reference of various personals in the school
- 4.4 Code of ethics

Unit 05: School Records

- 5.1 Attendance register
- 5.2 Leave register
- 5.3 Stock register
- 5.4 Cash register (fee, different kind of funds)
- 5.5 Personal files of teachers and other staff
- 5.6 Other academic record (students result, staff meetings etc.)

Unit 06: Administrative Structure of School System

- 6.1 Organization of education at federal and provincial levels
- 6.2 Administration of educational agencies
- 6.3 School administration under devolution plan at district levels

Recommended Books:

1. Afridi, A. (1998). *School organization*: Ijaz Publishers.
2. Bovee, C.L. et al. (1995). *Management*. International Edition. New York: McGraw Hill, Inc.
3. Burden, R.P. (1995). *Classroom management and discipline: Methods to facilitate cooperation instruction*. New York: Longman.
4. Bush, T.B. et al. (1999). *Educational management: Re-defining theory, policy and practice*. London: Longman.
5. Farooq, R.A. (1994). *Education system in Pakistan*. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education.
6. Lumicbry, R.P. (1995). *Classroom demonstration, administration, concepts and practice*. Third Edition. London: Wadsworth.
7. School And Family Partnership, 2004, Children's Resources International, Islamabad

Course Title: Society, School and Teacher

Learning Outcomes:

After completion of the course, the student will be expected to:

1. Understand relation between school and society
2. Know the process of socialization and social development
3. Identify the social factors affecting education
4. Know the role of teachers and school in socialization of student and development of society

Unit 01: Society

- 1.1 Definition of society
- 1.2 Structure and function of society
- 1.3 Individual and society
- 1.4 Status and role
- 1.5 Social interaction

Unit 02: Society and Culture

- 1.1 Meaning of culture
- 1.2 Characteristics of culture
- 1.3 Cultural diversity
- 1.4 Culture of Pakistan society
- 1.5 Elements of Pakistani culture
- 1.6 Role of education in promoting culture

Unit 03: Group and Group Dynamics.

- 3.1 Meaning of group
- 3.2 Group dynamics
- 3.3 Types of social groups
- 3.4 Individual behavior and group behavior
- 3.5 Role of school and teacher in molding individual and group behavior

Unit 04: Socialization

- 4.1 Meaning and aims of socialization
- 4.2 Agencies of socialization
- 4.3 Stages of social development
- 4.4 Role of school in socialization
- 4.5 Teacher as role model

Unit 05: Social Institutions

- 5.1 Definition of social institutions
- 5.2 Types of social institutions
 - 5.2.1 The family
 - 5.2.2 Economic institutions
 - 5.2.3 Religious institutions
 - 5.2.4 Political institutions
 - 5.2.5 Educational institutions
 - 5.2.6 Play and recreational institutions

Unit 06: Social Control

- 6.1. Definition
- 6.2. Social deviation and tolerance
- 6.3. Methods of social control
- 6.4. Role of school and teacher in developing social control

Unit 07: Teacher, School and Community

- 7.1. Relationship between school and society
- 7.2. Effects of school on community
- 7.3. Effects of community on school
- 7.4. A critical analysis of social role of school and teachers in Pakistani society

Recommended Books:

1. Chaudhary, M. Iqbal, Sociology, Aziz Publishers, Urdu Bazar, Lahore
2. Horton, Paul, B. (1984), Sociology and Hunt, Chest, T., Sociology, McGraw Hill Ltd.
3. Tagga, Abdul Hamid, School, Maashra Owar Ustad.
4. Sarwar, Ghulam Rana, School, Maashra owar Ustad.
5. Pamela, A. Coughin, School and Family Partnership, (2004), Children Resource International, Islamabad
Hafeez, Sabiha. Pakistani Society.

APPENDIX – A

Course Description of Optional Courses

Course Title: Teaching Of Physics

Learning Outcomes:

At the end of the course, the students will be able to:

1. Describe the nature, history and development of Physics.
2. Develop skills of teaching Physics.
3. Acquire skills and competencies required for teaching of Physics.
4. Know and use techniques and strategies of teaching Physics in classroom.
5. Make effective use of instructional material in classroom teaching.
6. Properly plan the practical work for effective teaching of Physics.
7. Know and apply evaluation techniques.

Course Outline

Unit 01: Introduction

- 1.1 Nature of Physics
- 1.2 Educational value of Physics
- 1.3 Use of Physics in every day life
- 1.4 Correlation of Physics with other subjects

Unit 02: A.V. Aids in Teaching of Physics:

- 2.1 Structural / Non Structural Material
- 2.2 Practical use of Teaching Material

Unit 03: Lesson Planning in Physics:

Unit 04: Teaching Methods:

- 4.1 Demonstration Method
- 4.2 Lecture Method
- 4.3 Discussion Method
- 4.4 Project Method

Unit 05: Teaching Approaches and Strategies

- 5.1 Teaching approaches
 - a) Problem solving
 - b) Enquiry Technique
 - c) Creative Technique
- 5.2 Teaching strategies
 - a) Activities in Physics teaching
 - b) Planning or Practical activity

Unit 06: Laboratory use and Management:

- 6.1 Importance of Laboratory in teaching of Physics
- 6.2 Laboratory Management and safety.

Unit 07: Measuring achievements of Physics

- 7.1 Preparation of different types of test
- 7.2 Using tests and interpreting the result
- 7.3 Assessment through practical examination

Recommended Books:

1. Amos; Teaching Science in Secondary School – A Reader (2002)
2. Nayak; Teaching of Physics (2004)

Course Title: Teaching of Chemistry**Learning Outcomes:**

All the end of the course the students will be able to;

1. Describe the nature, history and development of Chemistry.
2. Develop skills of teaching Chemistry.
3. Acquire skills and competencies required for teaching of Chemistry.
4. Know and use techniques and strategies of teaching Chemistry in classroom.
5. Make effective use of instructional material in classroom teaching.
6. Make effective use of glass wares and chemicals in laboratory.
7. Know and apply evaluation techniques

Course Outline:**Unit 01: Introduction**

- 1.1 Origin and nature of Chemistry
- 1.2 Educational value of Chemistry.
- 1.3 Use of Chemistry in daily life.
- 1.4 Correlation of Chemistry with other subjects.
- 1.5 Use of Chemistry in different vocations.

Unit 02: Laboratory Management

- 2.1 Safety importance of laboratory.
- 2.2 Safety measures during experiments.
- 2.3 Proper use of glass wares.
- 2.4 Proper use of chemicals.
- 2.5 Integration of Laboratory work with classroom teaching.

Unit 03: Lesson Planning in Chemistry**Unit 04: Teaching Methods**

- 4.1 Demonstration Method.
- 4.2 Project Method.
- 4.3 Discovery Method.
- 4.4 Synthetic Method.
- 4.5 Discussion Method.
- 4.6 Lecture Method.

Unit 05: Teaching Aids.

- 5.1 Need and importance of teaching aids.
- 5.2 Types of teaching aids.
- 5.3 Principles for using teaching aids.

Unit 06: Teaching approaches and strategies

- 6.1 Problem solving
- 6.2 Enquiry techniques

- 6.3 Creativity
- 6.4 Practical activities

Unit 07: Measuring Achievements in Chemistry

- 7.1 Preparation of different types of tests in Chemistry
- 7.2 Assessment through practical examination

Unit 08: Contents appropriate to the stage level

Recommended Books:

1. Hassard Jack, (1992) *Minds of Science: Middle and secondary methods*, New York: Harper Collins Publishers.
2. Postlethwaite Keitte, (1993) *Differentiated Science Teaching*, Philadelphia: Open University Press.
3. Levinson, Ralph; *Teaching Science*, London; Open University Press.
4. Harlen Wymine, (1992) *Teaching of Science*, London, David Falton Publishers.
5. Monier Martin (Ed.) (1995) *Learning to Teach Science*, London, Falmer Press.

Course Title: Teaching of Biology

Learning Outcomes:

At the end of the course, the students will be able to:

- 1 understand the fundamentals of Biology
- 2 develop the skills of effective teaching of Biology
- 3 make effective use of instructional material in classroom teaching
- 4 develop a lesson plan and teach accordingly
- 5 know and apply evaluation techniques

Course Outline:

Unit 01: Introduction

- 1.1 Nature of Biological concepts.
- 1.2 Historical Development of Biology educations.
- 1.3 Process of Biology.
- 1.4 Problems faced by the teachers during teaching of Biology.
- 1.5 Contemporary trends and approaches in teaching of Biology.

Unit 02: Teaching Approaches and Strategies

- 2.1 Teaching Approaches:
- 2.2 Problem solving.
- 2.3 Inquiry techniques.
- 2.4 Creativity
- 2.5. Teaching strategies.
- 2.6 Scope and purpose of activities in the teaching of Biology.
- 2.7 The nature of school.

2.8 Planning a practical activity.

Unit 03: Teaching Aids

- 3.1 Need and importance of teaching aids.
- 3.2 Types of teaching aids.
- 3.3 Principles for using teaching aids.
- 3.4 Preparation of specimen and skeleton.
- 3.5 Museum and herbarium, biological garden.
- 3.6 Individualized instruction.
- 3.7 Awareness and use of local resources.

Unit 04: Instructional Objectives

- 4.1 Criteria of formulating objectives:
- 4.2 Practicability.
- 4.3 Attainability.
- 4.4 Universality.
- 4.5 Psychological soundness.
- 4.6 Significance of objectives
- 4.7 Objectives of teaching of Biology
 - (a) General.
 - (b) Specific.
 - (c) Behavioral.

Unit 05: Teaching Methods

- 5.1 Lecture method
- 5.2 Demonstration Method
- 5.3 Project method
- 5.4 Other innovative methods

Unit 06: Measuring achievements in Biology

- 6.1 Preparation of different types of tests in Biology
- 6.2 Assessment through practical examination

Unit 07: Lesson Planning in Biology

Recommended Books:

1. Hassard Jack, (1992) *Minds of Science: Middle and secondary methods*, New York: Harper Collins Publishers.
2. Postlethwaite Keitte, (1993) *Differentiated Science Teaching*, Philadelphia: Open University Press.
3. Levinson, Ralph; *Teaching Science*, London; Open University Press.
4. Harlen Wymine, (1992) *Teaching of Science*, London, David Falton Publishers.
5. Monier Martin (Ed.) (1995) *Learning to Teach Science*, London, Falmer Press.

Course Title: Teaching of Mathematics

Learning Outcomes:

At the end of the course, the students will be able to:

1. Describe the nature, history and development of mathematics at secondary level in Pakistan
2. Acquire the skills and competencies required for the teaching of mathematics at secondary level
3. Apply effectively the various methods of teaching mathematics
4. Know and use techniques and strategies of teaching mathematics at secondary level
5. Make and use teaching aids effectively

Course outline:

Unit 01: Introduction

- 1.1 Nature of mathematics.
- 1.2 Place of mathematics in secondary school curriculum.
- 1.3 Educational value of mathematics
- 1.4 Use of mathematics in every day life.
- 1.5 Use in the study of other subjects.
- 1.6 Use of math in different vocations.
- 1.7 Aesthetic / cultural value.

Unit 02: Methods of Teaching Mathematics:

- 2.1 Inductive Method.
- 2.2 Deductive Method.
- 2.3 Analytic method
- 2.4 Synthetic Method.
- 2.5 Heuristic Method.
- 2.6 Project Method.
- 2.7 Problem Solving Method.

Unit 03: Techniques of Teaching Mathematics

- 3.1 Oral work, written work, assigned work.
- 3.2 Discussions/ Group work.
- 3.3 Drill and practice.
Forms of classrooms organization (whole class, small group, individual work)

Unit 04: Teaching Aids and Mathematics Laboratory

- 4.1 Importance of teaching aids in mathematics teaching.
- 4.2 Some important modern teaching aids for mathematics including computer.
- 4.3 How to set up a mathematics laboratory in school.
- 4.4 How to use teaching aids and mathematics laboratory.
- 4.5 Use of inexpensive materials (from classrooms and surroundings) for teaching of mathematics.
- 4.6 Activities in mathematics (educational trips, preparation of materials etc)

Unit 05: Measuring Achievements in Mathematics

- 5.1 Preparation of different type of tests in mathematics.
- 5.2 Using tests for diagnostic purpose.
Interpreting test results.

Unit 06: Planning Mathematics Learning

- 6.1 Importance of planning in teaching.
- 6.2 Planning for the full course.
- 6.3 Scheme of work.
- 6.4 Importance of lesson plans.
- 6.5 Qualities of good lesson plan.
- 6.6 Development of model lesson plans.

Unit 07: History of Mathematics

- 7.1. Historical review of the development of Mathematics Education.
- 7.2. Contribution of Muslim Mathematicians.
- 7.3. Contribution of Hindus and other mathematicians

Unit 08: Contents appropriate to the stage level

Recommended Books:

1. Sidhu, Kulbir Singh. *The teaching of Mathematics*. New Delhi: Sterling Publishers. 1989.
2. Kumar Sudhir. *Teachina of Mathematics*. New Delhi: Anmol Publications Pvt. Ltd.
3. Ouveiney, Randall J. *Learning To Teach Mathematics*. Melbourne: Merrill Publishing co. A Bell and Howell Information Co. 1989.
4. Fauvel, John and Jeremy Gray (Eds). *The History of Mathematics: A Reader*: London: Macmillan Press Ltd., 1990.
5. Greer, Brian and Gerry Mulhern, *New Directions in Mathematics Education*. New York: Routledge. 1989.
6. Lacombe, antony. *Mathematical Learning Difficulties in the Secondary School: Pupils' needs and Teacher's Role*. England: Milton Keynes, 1985.
7. Bentley, Charles and David Malvern. *Guide to Assessment in Mathematics Education*: Macmillan 1983.
8. Orton, Anthony Wain Geoffrey (Editors), *Issues in Teaching of Maths*, Cassell Villiers House, London, 1994.
9. Leon, Burton and Jaworski, Barbara (Editors) *Technology in Mathematics Teaching*, Chartwell 1995.

Course Title: Teaching Of English

Learning Outcomes:

At the end of the course, the students are expected to be:

1. Familiar with the four language skills - Listening, Speaking reading and writing
2. Identify and prepare activities for developing four skills
3. Apply modern methods and approaches in teaching of English
4. Prepare comprehensive lesson plans of Prose, Poetry, Composition and Grammar
5. Prepare audio visual aids and use them effectively
6. Measure and evaluate the students' progress during teaching of English as a foreign / second language

Course Outline:

Unit 01: Four skills of language learning

- 1.1. Listening Comprehension Skills
 - 1.1.1 Techniques of developing listening ability
 - 1.1.2. Careful listening habits
 - 1.1.3. Use of Cassette-player for developing listening ability
 - 1.1.4. Using Video-Cassettes for effective listening
 - 1.1.5. Methods of teaching listening.
 - 1.1.6. Sub Skills
- 1.2 Speaking Skills
 - 1.2.1. Favorable classroom environment for speaking;
 - 1.2.2. Value of pronunciation and intonation in speaking
 - 1.2.3. Conversation and dialogue
 - 1.2.4. Language games for oral expression.
 - 1.2.5. Vocabulary building
- 1.3 Reading Skills
 - 1.3.1 Importance of silent and loud reading
 - 1.3.2 Methods of teaching Reading.
 - 1.3.3. Sub skills
- 1.4 Writing Skills
 - 1.4.1. Techniques of good handwriting
 - 1.4.2. Importance of spelling in Writing
 - 1.4.3. Writing essays
 - 1.4.4. Writing letters and invitations to friends
 - 1.4.5. Writing applications and other official letters

Unit 02: Teaching of English

- 2.1. Teaching of prose.
- 2.2. Teaching of poems
- 2.3. Teaching of composition
- 2.4. Teaching of vocabulary
- 2.5. Teaching of pronunciation

Unit 03: Methods of teaching English

- 3.1. Grammar – Translation method
- 3.2. Direct method.
- 3.3. Audio-lingual approach.
- 3.4. Structural approach.
- 3.5. Communicative approach
- 3.6. Word building
- 3.7. Reference skill

Unit 04: Teaching of Grammar

- 4.1. Functional approach towards grammar teaching.
- 4.2. Transformational grammar.

Unit 05: Lesson Planning

- 5.1. Importance of activities in all kinds of lessons.
- 5.2. Value of different steps in lesson planning and new approaches based on Teacher's
- 5.3. Activity – Pupil's Activity.
- 5.4. Planning Structural lessons.
- 5.5. Planning a Prose and Poetry lesson.
- 5.6. Planning a Paragraph, a Story and an Essay.
- 5.7. Planning a Grammar lesson.

Unit 06: A.V.Aids in Teaching of English

- 6.1. Need and importance.
- 6.2. Charts, Models, Pictures, Flash Cards, Toys and Real Objects.
- 6.3. Radio, Cassette player, Language Laboratory.
- 6.4. Television, VCR, Movies.
- 6.5. Slides, Filmstrip, OHP, Opaque Projector.

Unit 07: Assessment

- 7.1. Judgmental evaluation.
- 7.2. Objective evaluation.
- 7.3. Construction of Objective type test.

Recommended Books:

1. Sheikh. N.A. (1998). *Teaching of English as a Second Language*. Lahore Carvan Book House.
2. Mohammad. T. (1998) *Modern Approaches to the Teaching of English as Second Language*, Lahore. Majeed Book Depot.
3. Rob Nohand (1993) *Conversation* Oxford University Press.
4. Cook V. (1991) *Second Language Learning and Language Teaching*, 2^{ns} ed. London, Arnold
5. Murcia, M.C. (1991), *Teaching English as a Second Foreign Language*, 2nd ed. New Bury House: A Division of Harper Collins Publishers
6. Richards, J.C. & Rodgers, T.S. (1986), *Approaches and Methods in Language Teaching*, Cambridge Press.

Course Title: Teaching Of Pak Studies

Learning Outcomes:

After completing this course, the students will be able to:

1. Explain the concept of Pakistan ideology.
2. Analyze various phases of the Pakistan movement leading to the achievement of Pakistan.
3. Discuss the value and importance of Pakistan Studies in the practical life.
4. Describe the natural & human resources of Pakistan such as high mountains, mighty rivers, sea coasts, fertile land and minerals; honest workers.
5. Present the lessons effectively before the students.

Course Outline:

Unit 01: Objectives of teaching Pakistan Studies

- 1.1. Need and importance of objectives.
- 1.2. Classification of objectives.
- 1.3. Objectives of Teaching Pakistan Studies at Secondary level.

Unit 02: Curriculum of Pakistan Studies

- 2.1. Definition and various perspective of Curriculum of Pakistan Studies.
- 2.2. Elements and Principles of Curriculum development.
- 2.3. Critical analysis of the present Curriculum of Pakistan Studies.

Unit 03: Teaching Methods

- 3.1. Lecture Method;
- 3.2. Discussion/Questioning Method.
- 3.3. Project Method.
- 3.4. Team Teaching Method.

Unit 04: Teaching Techniques

- 4.1. Importance and functions of questions.
- 4.2. Characteristics of questions.
- 4.3. Handling of students answers and questions.

Unit 05: Instructional Aids

- 5.1 Definition and importance of A V. Aids.
- 5.2 Types of AV. Aids.
- 5.3 Techniques for using of AV. Aids in the teaching of Pakistan Studies.

Unit 06: Lesson Planning

- 6.1. Need for lesson Planning.
- 6.2. Characteristics of lesson Planning.
- 6.3. Lesson Plan for the teaching of Pakistan Studies.

Unit 07: Pakistan Studies Teacher and his Classroom

- 7.1 Qualities desired in the Teacher of Pak. Studies.
- 7.2 Requirements of Pak. Studies room in the Schools.

Unit 08: Evaluation

- 8.1 Meaning and objectives of Evaluation.
- 8.2 Characteristics of a good testing programme.
- 8.3 Evaluation techniques for Pakistan studies.

Recommended Books:

1. Ikram, S. A.; Modem Muslim India & the Birth of Pakistan.
2. Qadri, S. H.; Creation of Pakistan.
3. Bining, D. H.; Teaching of Social Studies in Secondary Schools.
4. Rafi-ullah Shahab: Fifty years of Pakistan.
5. Aslam, M. D. Teaching of Pakistan Studies.
6. Wesley: Teaching of Social Studies in High School.
7. Rauf A. Khan; Teaching of Social Studies for Secondary Classes

Course Title: Teaching Of General Sciences**Learning Outcomes:**

After completing the course, the students will be able to;

1. Understand scientific concepts
2. Differentiate between scientific products and scientific process.
3. Understand the underlined principles of science education
4. Apply appropriate methods
5. Techniques for effecting learning

Course Outline:**Unit 01: Nature of Science**

- 1.1 Definition of science
- 1.2 Science as a process: Scientific Method
- 1.3 Science as a product: Scientific Knowledge

Unit 02: Aims / Objectives Teaching General Sciences

- 2.1 History of Science Education
- 2.2 Aims / Objectives of teaching General Science at Elementary level

Unit 03: Methods of Teaching General Science

- 3.1 Demonstration cum-lecture method
- 3.2 Discovery method
- 3.3 Project method
- 3.4 Other innovative method

Unit 04: Teaching

- 4.1 Teaching approach
 - a) Problem solving
 - b) Inquiry techniques
 - c) Creativity
- 4.2 Teaching Strategies
 - a) Scope & propose of practical activities
 - b) Science laboratory
 - c) Safety measure in laboratory

Unit 05: Teaching Aids

- 5.1 Need & importance of teaching aids
- 5.2 Types of teaching aids
- 5.3 Principles of using teaching aids
- 5.4 Using low cost teaching aids

Unit 06: Characteristics of effective Science Teaching

- 6.1 Characteristics of lesson planning
- 6.2 Characteristic qualities of science teacher
- 6.3 Effective questioning

Unit 07: Evaluation

- 7.1 Designing a test
- 7.2 Administering & scoring a test
- 7.3 Interpreting test results

M. Ed. Programme Scheme of Studies

I. Core Courses	Credit Hours
1. Professional Development of Teachers(books)	3
2. School Improvement	3
3. Educational Studies (Philosophical, sociological & Economic perspectives)	3
TOTAL	<u>9</u>
II Research Courses	
1. Qualitative and Quantitative Research	3
2. Statistics in Educational Research	3
3. Thesis (Two semester)	6
TOTAL	<u>12</u>
III Specialization Courses	
<i>(Each prospective teacher will take three courses from any one of the following areas of specialization. Universities can offer any other area of specialization, if needed, subject to the availability of faculty and resources)</i>	
1. Curriculum, Instruction and Design	
2. Measurement and Evaluation	
3. Distance and Non Formal Education (DNFE)	
4. Educational Technology	
5. Educational Management	
6. Inclusive Education	
7. Policy and Planning	
TOTAL (for three specialization courses)	9
Note: <u>Course details will be as prescribed by the concern university.</u>	
GRAND TOTAL (I, II, III)	30

DETAILS OF COURSES

M.Ed. Programme (2 years)

Core Courses

Course Title: Professional Development of Teachers

Course Outline:

At the completion of this course, the students will be able to:

UNIT 01: Adult Education

- 1.1. Understand and know- what it means to be an adult.
- 1.2. Identify the needs, interest and motivation of the adult life
- 1.3. Understand the concept of adult education
- 1.4. Become knowledgeable about the perspectives of experts on adult education
- 1.5. Define the purposes of adult education.
- 1.6. Understand the intellectual, psychological and social development of the individual, self-actualization.
- 1.7. Conceptualize the Modes of adult education: formal and informal

UNIT 02: Continuing Education

- 2.1. As a life long learning
- 2.2. Progressive approach to learning
- 2.3. Career enhancement
- 2.4. Updating of knowledge in the area of interest and works
- 2.5. Improving the skills in the light of emerging demands of the job.
- 2.6. Integration of technological advancement with the job requirement
- 2.7. Upward mobility in career
- 2.8. The needs of the job market and globalization
- 2.9. Ability to switch jobs

UNIT 03: Professional Development

- 3.1. What is a profession?
- 3.2. Characteristics of profession:
- 3.3. Body of knowledge
- 3.4. Monopoly of the field of knowledge
- 3.5. Certification-approval, cancellation
- 3.6. Members of an organization
- 3.7. Code of conduct
- 3.8. Accountability
- 3.9. Ongoing training and enhancement of skills

UNIT 04: Status of Teaching as a Professional

- 4.1. Professional development of teachers through: formal training and informal training
 - Formal: Enrollment in institutions
 - Informal: Workshops, seminars, Professional discussion.

Recommended Books:

1. Athreya, Arun. Text Book of Teacher Education.
2. Mohanty, Jaganath; Teacher Education: Historical Development: Professional Perspectives: Educational Technology: Educational Methodology.
3. Ahuja, Alku; Teacher Education.
4. Abbott, Jacob. The Teacher.
5. Pandey, V C. Framework of Inf.Com.Tech. & Teacher Education.

Course Title: School Improvement

Learning Outcomes:

By the end of the course students should be able to:

1. Understand the concept of change and school improvement
2. Recognize that change can be a slow and complex process
3. Identify the role of school leaders as Change Agents

Course Outline:

Unit 01: Concept and Process of Change

- 1.1. Understanding the change process
- 1.2. Role of change facilitator
- 1.3. Individual and organizational change

Unit 02: Features of Effective School

- 2.1. Leadership
- 2.2. Within School Relationships
- 2.3. School Community Relationships
- 2.4. Proper Utilization of Resources
- 2.5. Students' Academic Performance
- 2.6. Professional Commitment of Teachers'

Unit 03: Planning School Improvement

- 3.1. Needs Assessment
- 3.2. Survey of Human Resources
- 3.3. Survey of Material Resources
- 3.4. Targets and Strategies
- 3.5. Assignments of Tasks
- 3.6. Coordination and implementation of plan
- 3.7. Supervising and Monitoring

Unit 04: Leadership Development

- 4.1. Understanding leadership in schools
- 4.2. Teacher as a leader
- 4.3. Shared leadership

Unit 05: School Culture

- 5.1. Understanding school culture
- 5.2. School as a community of learners

Recommended Books:

1. Giancola, Joseph A. Transforming The Culture Of School Leadership.
2. Clarke, Paul. Improving School in Difficulty
3. Ruddock, Jean. How to Improve Your School.
4. Gysbers, Norman C. Developing and Managing Your School Guide Program.

Course Title: Educational Studies

Learning Outcomes:

By the end of the course students should be able to:

- 1 Describe in detail the multidisciplinary nature of education
- 2 Familiarize students with basic theories derived from various discipline which are related to education
- 3 Develop critical thinking about and appreciation of education as multidisciplinary subject
- 4 Familiarize the students with the current issues and trends in education

Course Outline:

Unit 1 Philosophy as basis of education

- 1.1 Application of methods of Philosophy in resolving educational issues
- 1.2 Modern trends in Philosophy of education with special reference to Paulo Freire, Ed Harish and Analytical Philosophies like Rorty
- 1.3 Philosophy as the new paradigm in Educational Research

Unit 2 Modern Psychologists and Application of Their Ideas in Education

- 2.1 Freud
- 2.2 B.F. Skinner
- 2.3 Maslaw and Rogers
- 2.4 New trends in testing and measurement

Unit 3 Economics and Education

- 3.1 Modern concept of development
- 3.2 Education and changing theories of development
- 3.3 Planning education and new trends in development
- 3.4 Education and human resource development (Public and Private sector in education)

Unit 4 Education and sociological perspective

- 4.1 Sociology as basis for education with special reference to curriculum development
- 4.2 Multiculturalism and education
- 4.3 Education for cultural / ethnic and ideological minorities

Unit 5 Education and the special children

Recommended Books:

1. M.D. Shipman. The Sociology of School.
2. Ann Parker Parelius. The Sociology of Education.
3. Stephen J. Ball. The Routledge Falmer, Reader in Sociology of Education.
4. Roland Meighan and Iram Siraj Blatchford. A Sociology of Education.Sociology.
5. Amelia O Rorty, Philosophies on Education: New Historical Perspectives
6. Peter Roberts; Education, Literacy and Humanization: Exploring the work of Paulo Freire; Bergen
7. Anita Woolfolk; Educational Psychology

Course Title: Quantitative Research

Learning Outcomes:

After studying the course, the prospective teachers will be able to:

1. Identify significant research problems
2. Formulate appropriate research hypotheses/research questions
3. Apply appropriate research methods while conducting research
4. Analyze data in the light of the objectives and hypotheses of the study
5. Evaluate research studies (articles, thesis and other reports)
6. Draw conclusions and recommendations
7. Write a research report

Course Outline:

Unit 01: Scientific Method and Research

- 1.1 The systematic process of Research
- 1.2 Types of Educational Research
 - i. Research by purpose (Basic Research, Applied Research, Action research)
 - ii Research by Method (Experimental Research, Quasi-Experimental Research, Survey Research, Historical Research, Ethnographic Research, Metanalytical)
- 1.3 Significance of the study (theoretical and practical implications)
- 1.4 Methods of acquiring knowledge
- 1.5 Function of Educational research

- Unit 02: Formulation of Research Problem**
- 2.1. Selection of a Research Problem
 - 2.2. Statement of the Research Problem
 - 2.3. Research questions
 - 2.4. Variables and types of variables.
 - 2.5. Hypotheses: Meaning and types
- Unit 03: Review of Literature**
- 3.1. Use of library and note taking
 - 3.2. Computer Searches
 - 3.3. Theses/dissertations, books, journals etc
 - 3.4. Collecting and summarizing information
 - 3.5. Synthesizing and using Information.
- Unit 04: Data Collection Procedures**
- 4.1. Levels of measurement
 - 4.2. Sampling design
 - 4.3. Instrumentation
 - 4.4. Rating scales
 - 4.5. Questionnaires
 - 4.6. Interviews
 - 4.7. Observational checklist
 - 4.8. Achievement test
 - 4.9. Goniometry
- Unit05: Qualities of Data Collection Tools**
- 5.1. Validity
 - 5.2. Reliability
 - 5.3. Usability
 - 5.4. Objectivity
- Unit 06: Data Analysis-I**
- 6.1. Measures of central tendency
 - 6.2. Measures of variability
 - 6.3. Concept of normal curve
 - 6.4. Standard scores
- Unit 07: Application of Inferential Statistics**
- 7.1. Z-test
 - 7.2. T-test
 - 7.3. F-test
 - 7.4. Regression
 - 7.5. Chi-square distribution
 - 7.6. Co-relational techniques
- Unit 08: Report Writing**
- 8.1. Format of report
 - 8.2. Style and mechanics
 - 8.3. Language structure

- 8.4. Citing references in the text
- 8.5. Writing bibliography
- 8.6. Appendices

Recommended Books:

1. Jack R. Fraewkel, Norman E. Wallen; How to Design and Evaluate Research in Education.
2. L.R. Gray; Educational Research
3. Daniel Muijs; Doing Quantitative Research in Education
4. Jerry Willington; Educational Research
5. Judith Benneth; Evaluation Methods in Research

Course Title: Qualitative Research

Learning Outcomes:

After studying this course, the students will be able to:

1. Understand the underlying assumptions of qualitative research
2. Evaluate case studies
3. Conduct historical research
4. Formulate research questions
5. Design the proposal
6. Conduct a qualitative research
7. Analyze data by using appropriate techniques
8. Evaluate qualitative research studies (articles, theses and other reports)
9. Draw conclusions and recommendations
10. Write a research report

Course Outline:

Unit 01: Nature of Qualitative Research

- 1.1. Concept of qualitative research
- 1.2. Components of Research Design
- 1.3. Significance
- 1.4. Characteristics
- 1.5. Practical implications

Unit 02: Identification of Problem and Formulation of Research Questions

- 2.1. Identifying assumptions
- 2.2. Nature of research questions
- 2.3. Formulating research questions
- 2.4. Delimitations and limitations

Unit 03: Case Studies

- 3.1. Types of case studies
- 3.2. Sampling
- 3.3. Tools/instruments
- 3.4. Analysis and discussion

3.5. Drawing conclusions and recommendations

Unit 04: Historical Research

- 4.1. What is Historical Research? What is the value of historical Research?
- 4.2. Identification of the problem
- 4.3. Sources of data
- 4.4. Collection and Evaluation of source Material and Synthesis of information
- 4.5. Analysis, Interpretation and Formulating Conclusions
- 4.6. Reporting of results
- 4.7. Discussion on findings
- 4.8. Quantitative methods in Historical Research

Unit 05: Ethnographic Research

- 5.1. The Nature of Ethnography in Education
- 5.2. The process of Ethnographic Research
- 5.3. Identification of the phenomenon to be studied
- 5.4. Identification of subjects
- 5.5. Hypothesis Generation
- 5.6. Data Collection and drawing conclusions
- 5.7. The Validity and Reliability of Ethnographic Research
- 5.8. The Role of Ethnographic Research in Education

Unit 06: Action Research

- 6.1. Characteristics of Action Research
- 6.2. Importance of Context
- 6.3. Needs Assessments and Objectives of Action Research
- 6.4. Planning Process(Setting up focus group, Carrying out, Observing and data collection, interpreting the meaning of results)
- 6.5. Role of Researcher in action Research

Unit 07: Data Analysis in qualitative Research

- 7.1. Concept Formation
- 7.2. Categorization of Concepts /Themes
- 7.3. Coding Qualitative Data
- 7.4. Axial Coding
- 7.5. Selective Coding
- 7.6. Analytical Memo writing
- 7.7. Methods of Qualitative Data Analysis
 - a) Successive Approximation
 - b) The Illustrative Method
 - c) Analytical Comparison
 - d) Method of difference
 - e) Domain Analysis
 - f) Contrast Context

- g) Analogies
- h) Other Techniques (Network analysis, Time allocation Analysis, Flow chat and time sequence, multiple sorting procedure)

Recommended Books:

1. Gravetter, F.J and Wallnau, C.B. (2002). Essentials of Statistics for the Behavioral Sciences. (Fourth Edition). Australia: Wadsworth.
2. Harris, M.B. (1998). Basic Statistics for Behavioral Science Research. (Second Edition). Mass: Allyn & Bacon
3. Leary, M.R. (2004). Introduction to Behavioral Research Methods. (Fourth Edition). Boston: Pearson Education
4. Salkind, N.J.(2006). Exploring Research (Sixth edition). NJ: Pearson Prentice-Hall.
5. Tompkins, G.E. (2000). Teaching writing: Balancing Process and Product. (Third Edition). NJ: Prentice – Hall.
6. Wiersma, W. (2000). Research Methods in Education. 7th edition: Allyn & Bacon

Course Title: Inclusive Education

Learning Outcomes:

After studying this course, the students will be able to:

1. Identify different types of special needs in children
2. Discuss various approaches to the education of children with special needs
3. Plan, implement and assess lessons for inclusive classrooms
4. Explain the need for and explore possibilities for collaboration and team work for inclusive education.

Course Outline:

UNIT 1: Introduction

- 1.1. The Concept of Inclusion
- 1.2. Diversity among Children
- 1.3. Inclusive Education in the Schools
- 1.4. Benefits of Inclusion

UNIT 2: The Disability Dimension

- 2.1. The Disabled Children and the Concept of Disability
- 2.2. Major Disabilities
 - i) MR and Physical
 - ii) Hearing and Visual

UNIT 3: Variety of Inclusion

- 3.1. Learning Disabled
- 3.2. Gifted Children
- 3.3. Socially deprived
- 3.4. Gender deprivation

UNIT 4: Inclusion: Learning Needs

- 4.1. Teaching Methodology
- 4.2. Assessment Techniques
- 4.3. Attitudes and Inclusion

UNIT 5: Inclusion and the Community

- 5.1. Collaborative working
 - a) Communication
 - b) Collaborative Work with Other Professionals
 - c) Collaboration with Parents

Recommended Books:

1. Gifted and Talented Education by Kondru Subba Rao and Digumarti Bhaskara Rao. Sonali Publications, New Delhi: 2004
2. Learning Disabilities: A Practical Guide to Practitioners by G. Lokanadha Reddy, R. Ramar and A. Kusuma. Discovery Publishing House. New Delhi: 2005
3. Education for Children with Disabilities by A.K.Tyagi, Saloni Publishing House. 2003
4. Moderate, Severe and Profound Learning Difficulties: Practical Strategies by Michael Farrell. Routledge: 2003
5. Dyslexia and other specific Learning Difficulties: Practical Strategies by Michael Farrell. Routledge: 2006
6. Autism and communication Difficulties by Michael Farrell. Routledge: 2006
7. Sensory Impairment and Physical Disability by Michael Farrell. Routledge: 2006
8. Behavioral Emotional and Social Difficulties by Michael Farrell. Routledge: 2006
9. The Inclusive Classroom by Jac Andrews, Nelson.

RECOMMENDATIONS

1. The 4 year B.Ed. programme will be an equivalent of the existing master's degree.
2. The model should accommodate even those students who have done BA/B.Sc. and want to join the new B.Ed. programme with possible deficiency of four courses at the undergraduate level.
3. The new nomenclature of B.Ed. for 4 years programme will be BS Ed. (Hons) for Science students and BA Ed. (Hons) for Arts students.
4. There should be an orientation course for the teachers about the new B.Ed. programme to be arranged by HEC.
5. The Programme will have recognition by the HEC with the promise of a Geard-17 job for the graduates
6. The new scheme is likely to demand an extended infrastructure and additional faculty. These needs should be seriously addresses to before the implementation is carried out.
7. The new B.Ed. programme should be launched not later than 2008.
8. The 5th semester will also be entry point for those candidates who will be following their two year BA/B.Sc. and wish to join the 4 year B.Ed. programme. In these cases
9. Talent should be encouraged to join the B.Ed. by offering incentives.
10. The house unanimously endorsed the idea that each college or university conducting the B.Ed. programme will have the option to offer a combined programme of two degrees i.e. Bachelor degree in Arts, Sciences, Commerce, IT etc. in addition to the B.Ed. degree.
11. Each course will be assessed on the basis of the following three components:
 - a. Mid term examination
 - b. Reading and writing assignments
 - c. Final term examinations
12. The teachers trained through the 4 year B.Ed. programme will be able to teach at elementary, secondary and higher secondary levels.
13. Pass percentage for each component will be decided by the board of studies of the universities concerned.
14. The assessment must incorporate the individual work on the continuous basis throughout the programme.
15. All the assessment will be internal.

16. At the end of 4 years, there will be a comprehensive examination which will be external. Pass percentage for the comprehensive examination will also be decided by the respective universities.
17. Total duration of the short term internship will be one third of the semester. In the 6th semester, two days in a week can be allocated for both research project and short term internship for the whole semester.
18. Universities will prepare their own list of pedagogical courses subject to the availability of faculty and resources. For example.

For Arts Students

Teaching of Islamiat
Teaching of English
Teaching of Urdu
Teaching of Social Studies
Teaching of History

For Science Students

Teaching of General Science
Teaching of Mathematic
Teaching of Physics
Teaching of Chemistry
Teaching of Biology

19. The optional courses must be the elements of an existing BA/B.Sc. programme and must be examined under the regulations of the BA/B.Sc. programme.
20. Reflective journals will be assessed by the course instructor. What the students have learned, they will continue to apply throughout the course. For this purpose reflective practice as an assessment tool will be determined course by course or teacher by teacher.
21. Eligibility for admission:-
Intermediate or equivalent degree/certificate from a recognized institution with good academic standing and not less than 50% marks will be eligible.