



USAID
FROM THE AMERICAN PEOPLE



**Funded by USAID
Implemented by CRI**

SEVENTH QUARTERLY REPORT

(October - December, 2007)

Interactive Teaching & Learning Program in Pakistan
Cooperative Agreement No. 391-A-00-06-01075-00

Submitted to:
USAID/Pakistan

Submitted By:

Children's Resources International, Pakistan (Guarantee) Limited

January 17, 2008

ACRONYMS

CRI	Children's Resources International, Pakistan
ME	Master Educator
FDE	Federal Directorate of Education
HEC	Higher Education Commission
IER	Institute of Education and Research
LUMS	Lahore University of Management Sciences
TRC	Teachers' Resource Center
USAID	United States Agency for International Development
UNICEF	United Nation Fund for Children

CONTENTS

▪ OVERVIEW OF THE PROGRAM	iii
▪ USAID / PAKISTAN SO 3 RESULTS FRAME WORK	vi
▪ SUMMARY OF ACTIVITIES UNDERTAKEN DURING THE PERIOD	1
▪ QUARTERLY PROGRAM PROGRESS REPORT:	2
1. Quarterly Targets in the Annual Work Plan/ Timeline	2
2. Accomplishments During the Quarter:	7
2.1. Basic Education Program	7
2.2. Family and Community Involvement	8
2.3. Family Literacy Program	8
2.4. Monitoring & Evaluation	9
2.5. Higher Education	10
2.6. Documentation	11
2.7. Capacity Building of CRI Pakistan Staff	12
3. Challenges Encountered during the Quarter	12
4. Women Development Specific Activities	13
5. Human Interest Story from the Field	14
6. Planned Activities for the Next Quarter	15
7. Planned Trainings for CRI staff (USA or other Country)	16
8. Project Level Results	17
9. Financial Reporting	20
10. Other Activities	21

OVERVIEW OF THE PROGRAM

Children's Resources International, Pakistan is implementing its **Interactive Teaching & Learning Program in Pakistan** since February 28, 2006. The program is designed to implement child centered Interactive Teaching and Learning Methodologies in public schools from Kindergarten – Grade VIII in collaboration with the government at federal and provincial levels. These schools are located in the entire school District of Islamabad Capital Territory, Rawalpindi City District and Karachi City District. CRI Pakistan has signed MoUs with the Federal Directorate of Education (FDE), City District Government Rawalpindi and City District Government, Karachi for the implementation of its program.

The program with its unique interactive methodology has been tried and tested in more than 35 countries of the world. The program is helping in transforming teaching pedagogy, improved learning practices, improved retention/dropout rates and building capacity of the public sector management and delivery of services in education especially to the marginalized, thus helping towards imparting quality education to children. During the first year of the program, CRI has trained 1,349 teachers and head teachers (1,085 female and 264 male) of partner schools of Islamabad, Rawalpindi and Karachi in child centered methodology. During the second year of the program 1,668 teachers and head teachers (1,220 female and 448 male) of partner schools from Islamabad, Rawalpindi and Karachi have been trained. In total, CRI Pakistan has trained 3,017 teachers, heads and administrators (2,305 female and 712 male) till December, 31, 2007.

More than 470 new partner classrooms of schools in Islamabad, Rawalpindi and Karachi were provided with the learning material and consumable supplies compatible with CRI's research based methodology during the first year of the program. The classroom supplies consisted of wooden shelf, Geo-board, Pattern Blocks, Cuisenaire Rod, Base Ten Blocks, Rug for conducting Morning Meeting, CRI's methodology books, morning meeting books, parenting manual, story books, and consumable stationery material. In addition, all 695 old partner classrooms of schools in Rawalpindi, Islamabad and Karachi were provided consumable stationery items. During the second year of the program, 1320 partner classrooms of Islamabad, Rawalpindi and Karachi have been provided re-supply of consumable stationery items. In addition, 1052 new partner classrooms (KG-Grade V) of partner schools of Phase I & II have been provided with appropriate classroom materials.

Technical assistance is the key component of the program and vital instrument for achieving the outcomes from the training as well as of the program. The Master Educators visited the partner schools and assisted teachers in implementation of child centered practices in their classrooms.

CRI Family Literacy team visited various schools to finalize the selection according to the criteria and 50 new partner schools have been selected with the approval of Federal Directorate of Education. The nomination of the teachers for the Family Literacy session and dates for the training in lessons 1-50 have also been finalized by FDE. The training is scheduled in the month of January 2008.

Both the internal and external M&E activities continued during this quarter. CRI Pakistan in collaboration with Lahore University of Management Sciences (LUMS) initiated extensive evaluative research on program outcomes. The LUMS team has submitted first interim report on the performance of student achievements of CRI and non CRI schools for comments.

For the second phase of the evaluation, LUMS team has developed a draft tool and methodology for non-cognitive study and has shared it with CRI Pakistan before its finalization. LUMS team, in the second phase, will be focusing on the translation and testing of the tool. The results of this evaluation will enable CRI to see the impact of its program in partner schools as well as provide an insight to devise strategies for future sustainability of the program. CRI Pakistan plans to launch the LUMS evaluation report in March 2008.

During the first year, CRI's Higher Education courses were incorporated as recommended reading materials in the revised B.Ed and M.Ed curriculum. In the second year, CRI Pakistan in collaboration with the Learning Innovation Division of Higher Education Commission organized a five-day workshop for 25 Faculty Members from the IER departments of sixteen (16) public universities of the country as Masters Trainers. The training was held at DOW University of Health Sciences, Karachi in December, 2007.

The Interactive Teaching & Learning Program is under the mission's Strategic Objective (SO) 3— Education Sector Support Program. The objective of this SO is increased knowledge, training and infrastructure to improve the quality of education for females and males throughout Pakistan. The SO level indicator for this objective is the annual percent increase in student enrollment. The Intermediate Results (IR) that contributes to this SO level indicator are *Strengthened education sector policy making and planning; Improved capacity of teachers and education administrators; and Improved access to and delivery of education services.*

The project goals presented in the following box reflect the position of CRI within the SO 3 framework and guides strategic thinking with regard to project approach and identification of appropriate project intermediate results areas.

PROGRAM LEVEL RESULTS:

- Expanding interactive teaching and learning methodology to all the schools run by the Federal Directorate of Education in the Islamabad capital territory.
- Extending interactive teaching and learning methodology from fourth through eight grades in targeted schools.
- Supporting family literacy program for parents of children in the targeted schools.
- Faculty development in targeted universities.

USAID and CRI have identified the following indicators to measure achievement of this result:

INDICATORS:

1. Number of administrators and official trained (women/men)
2. Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school-based settings (women/men)
3. Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings (women/men)
4. Number of adult learners enrolled in USG-supported schools or equivalent non-school based settings (women/men)
5. Number of teachers/educators trained with USG Support (women/men)
6. Number of textbooks and other teaching/learning material provided with USG assistance
7. Contribution of the program in the development of education systems/policy reforms
8. Number of faculty courses pertaining to basis education introduced in public universities with USG assistance
9. Number of teacher training institutes using new basic education courses
10. Number of host country individuals trained in basic education as a result of USG investments involving higher education institutions
11. Percent change in classroom practices regarding child centred teaching methodologies
12. Increase attendance and retention in USG assisted primary schools
13. Number of classrooms equipped with active learning material/consumable supplies
14. Number of adult literacy educators trained
15. Percentage of a cohort of pupils expected to reach grade 5

**USAID/PAKISTAN
SO 3 RESULTS FRAMEWORK**

**SO 3:
Increased knowledge, training and infrastructure to improve the quality of
education for females and males throughout Pakistan**

Objective: Investing in People

Indicators

Number of USAID sponsored policies developed
Annual percent increase in student enrolment



<p align="center">IR 3.1 Strengthened education sector policy making and planning</p> <p><i>Area: Education Element: Basic Education</i></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> # laws, policies, regulations or guidelines developed or modified to improve equitable access to or the quality of education services 	<p align="center">IR 3.2 <i>Improved capacity of teachers and education administrators</i></p> <p><i>Area: Education Element: Basic Education</i></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> # teachers/educators trained with USG support # administrators and officials trained # textbooks + other teaching + learning materials provided with USG assistance 	<p align="center">(Operational Plan IR/3.3)</p> <p><i>Area: Education Element: Higher Education</i></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> # adult learners enrolled in USG-supported schools or equivalent non-school based settings # classrooms repaired with USG assistance # classrooms constructed with USG assistance # PTA or similar 'school' governance structures supported 	<p align="center">IR 3.4 Improved access to and delivery of education services</p> <p><i>Area: Education Element: Basic Education</i></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> # learners enrolled in USG-supported pre-primary schools or equivalent # learners enrolled in USG-supported primary schools # learners enrolled in USG-supported secondary schools Net enrolment rate of primary, secondary and gross enrollment
--	---	---	---

SUMMARY OF ACTIVITIES UNDERTAKEN DURING THE PERIOD:

This report covers the entire program activities that took place during the period **October - December, 2007**. During the quarter, CRI Pakistan organized three training workshops for **one hundred and ninety one (191)** teachers, subject teachers, heads and faculty members of public universities in Interactive Teaching and Learning methodology.

CRI Pakistan trains teachers/subject teachers/heads in Interactive Teaching and Learning methodology through a set of two trainings that comprises of initial and follow-up trainings. In October 2007, a follow-up training workshop was organized for grade V teachers of 32 partner schools of Rawalpindi who had their initial training in November 2006. **Sixty three (63)** teachers/subject teachers participated in this training workshop. Using CRI's training modules; the Master Educators revised the key components of CRI's methodology and catered to the needs of the teachers identified during technical assistance visits. By providing positive feedback the participants ensured to implement the learnt techniques in their classrooms.

In November 2007, CRI Pakistan organized training workshop (Lessons 51-100) for the Family Literacy trainers of 34 partner schools in Islamabad. One hundred and three **103 Family Literacy trainers** participated in the training. The Family Literacy Program offers 100 lessons in basic literacy and math skills developed by adult literacy experts. These lessons are divided over two sessions, (1-50) and (51-100). The training workshop covered all the lessons including reading, writing, speaking, listening and computation activities for parents. The purpose of this training was to teach new learning strategies to the participants and recapitulate previous techniques. The training provided the chance to the participants to share their experiences regarding the implementation of the session (1-50), in which they were earlier trained, in their classrooms.

CRI Pakistan in collaboration with the Learning Innovation Division of Higher Education Commission organized a workshop for **25 Faculty Members** from the IER departments of **sixteen (16) public universities** of the country as Masters Trainers. The training was held at DOW University of Health Sciences, Karachi in December, 2007. The purpose of the training was to train faculty members in promoting high quality education focusing on interactive teaching and learning methodologies and building critical thinking skills. The participants ensured to replicate the learnt techniques in their respective classrooms.

The table given below shows the number of trainings/teachers and heads trained during the period:

S. No.	Type of Training	Number of Trainings	No. of Teachers Trained		
			Male	Female	Total
1.	Follow-up Grade V, Rawalpindi schools	1	15	48	63
2.	Training for Family Literacy Trainers (Lessons 51-100)	1	4	99	103
3.	Training of Faculty members	1	7	18	25
Total:		3	26	165	191

Six bi-monthly meetings were held with the heads, designated as family involvement coordinators of partner schools in Islamabad, Rawalpindi and Karachi. The purpose of

these meetings was to share successes and concerns dealt by heads while implementing the Family Involvement component of the program and to devise active strategies for encouraging families to participate in their children's education. Total 324 heads attended these meetings.

QUARTERLY PROGRAM PROGRESS REPORT:

1. Quarterly Targets in the Annual Work Plan/Timeline:

BASIC EDUCATION					
Indicator	Target	Achieved		Timeline	Remarks
Number of teachers/educators trained with USG Support (women/men)	60	63		October 2007	The follow-up training of Grade-V teachers of old partner schools in Rawalpindi has been successfully organized in the month of October 2007. Fourteen teachers and heads (3 heads and 11 teachers) participated in the training for the first time.
		Male	Female		
		15	48		
Number of administrators and officials trained with USG Support (women/men)	25 mentors	---		November 2007	The training of Mentors could not be conducted as per work plan submitted to USAID, as FDE finalized the list and dates for training on December 31, 2007. This activity is now scheduled during the first week of January, 2008.
		Male	Female		
		---	---		

No of Teacher Resource Centers to be equipped	6	---	November-December, 2007	As per USAID requirements, justifications for waiver for procurement of equipment required for TRCs are being prepared. CRI plans to equip these TRCs during the next quarter after approval from USAID.
Number of classrooms equipped with active learning material/consumable supplies	1384	1384	October - December, 2007	The process of supplying materials to partner classrooms was initiated in September 2007, (after the start of academic session). During this quarter 1384 classrooms were provided with classroom materials. These included re-supply of consumable stationery items to 365 classrooms as well as supply of active learning materials to 1019 new partner classrooms.

FAMILY & COMMUNITY INVOLVEMENT

Indicator	Target	Achieved	Timeline	Remarks
Meetings with the heads of partner schools	Conduct regular Bi-monthly meetings	6 Bi-monthly meetings were conducted	October-November, 2007	Five (5) bi-monthly meetings with the heads of ICT & Rawalpindi partner schools and one (1) for the heads of Karachi partner schools have been conducted during the quarter. 324 heads attended these meetings.

FAMILY LITERACY PROGRAM					
Indicator	Target	Achieved		Timeline	Remarks
Number of classrooms equipped with active learning material/ consumable supplies	34 partner schools	34 partner schools		October-November, 2007	After training of Lesson (51-100) for the trainers of 34 Family Literacy partner schools, CRI provided supplies to these trainers for the Family Literacy centers.
Number of adult literacy educators trained	105	103		October, 2007	CRI Pakistan organized Family Literacy training workshop Lessons (51-100) for the trainers of 34 partner schools (phase-I) in Islamabad. The training of FL trainers for Lessons (1-50) could not proceed as scheduled in the month of November as FDE did not finalize dates and schools for the training. This training is now scheduled in January 2008.
	120	Male	Female		
		4	99		

		Male	Female		
		---	---		
			November, 2007		
Conduct monthly meetings with trainers	Conduct monthly meetings with trainers	Five monthly meetings for the trainers were conducted		November, 2007	Five monthly meetings were conducted with the Family Literacy trainers in Islamabad, Rawalpindi (3) and Karachi (2).

TECHNICAL ASSISTANCE TO STAFF AND SCHOOLS

Indicator	Target	Achieved	Timeline	Remarks
Change in classroom practice regarding child-centered teaching practice	----	Ongoing activity during the quarter	October – December, 2007	None

MONITORING & EVALUATION

Indicator	Target	Achieved	Timeline	Remarks
Percent change in classroom practices regarding child centered teaching methodologies (over the period of three years)	Evaluative Research of CRI Program by LUMS	----	Ongoing	The LUMS research team has developed a draft tool and methodology for non-cognitive study to assess impact of CRI program on children through qualitative responses and has shared it with CRI team for finalization.
	Monitor Quality of Program Implementation (Internal)	Ongoing	Ongoing	M&E team visited partner schools to observe various activities in the classrooms and to obtain attendance data from selected schools for the month of September 2007. Entering of school profiles of ICT into the database for generating different information was also an activity undertaken during the quarter

HIGHER EDUCATION					
Indicator	Target	Achieved		Time line	Remarks
Number of host country individuals trained in basic education as a result of USG investments involving higher education institutions	25 faculty members	25		December, 2007	CRI Pakistan in collaboration with the Learning Innovation Division of Higher Education Commission organized a training workshop for the Faculty Members of IER department from 16 public universities of the country as Masters Trainers.
		Male	Female		
		7	18		
PUBLICATIONS					
Indicator	Target	Achieved	Timeline	Remarks	
Number of textbooks and other teaching/learning material provided with USG assistance	331	331	October – December, 2007	---	
WORKSHOPS AND SEMINARS FOR CAPACITY BUILDING					
Indicator	Target	Achieved	Timeline	Remarks	
Number of host-country individuals trained as a result of USG investments involving higher education institutions	A staff member to attend a seminar in Amman	CRI sent one of its team member to attend a seminar held in Amman	November, 2007	CRI sent its team member to participate in a seminar titled “Basics of USAID Contracting” that was held in Amman.	

2. ACOMPLISHMENTS DURING THE QUARTER:

2.1 BASIC EDUCATION PROGRAM

2.1.1 Follow-up Training for Grade V Teachers of Old Partner Schools, Rawalpindi

Indicators	Target	Achieved		Remarks
No of teachers trained with USG Support	60	63		None
		Male	Female	
		15	48	

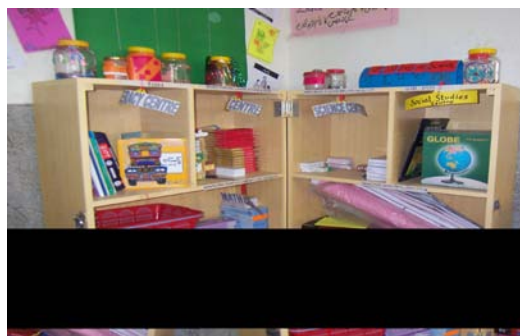
In October 2007, CRI Pakistan organized a follow-up training workshop for grade V teachers of partner schools of Rawalpindi in Islamabad. Using CRI's training modules the Master Educators revised the key components of CRI's methodology and catered to the needs of the teachers identified during technical assistance visits. **Sixty three (63)** teachers participated in this training workshop which provided them the platform to share their concerns that they faced while implementing the taught techniques and methodologies during the initial training.



2.1.2 Supplies and Re-supplies of Learning Equipment in Partner Classes of Phase-I, Islamabad

Indicators	Target	Achieved	Remarks
No of classrooms to be equipped with active learning material / consumable supplies	1384	1384	None

The process of supplying materials to partner classrooms was initiated in September 2007 (after the start of academic session). During this quarter **1384 classrooms** were provided with classroom materials. These included re-supply of consumable stationery items to **365** classrooms as well as supply of active learning materials to **1019** new partner classrooms.



2.1.3 Technical Assistance (Ongoing)

Technical assistance is an integral part of CRI program in which Master Educators pay regular visits to all partner classrooms where they monitor the implementation of CRI methodology and provide assistance to the teachers. During the quarter, CRI's Master Educators continued providing on-going technical assistance to existing and new partner classrooms.

2.2 FAMILY AND COMMUNITY INVOLVEMENT

2.2.1 Bi-monthly Meetings

In October – December 2007, six bi-monthly meetings were held with the heads, designated as family involvement coordinators of partner schools in Islamabad, Rawalpindi and Karachi. The purpose of these meetings was to share successes and concerns dealt by heads while implementing the Family Involvement component of the program and to devise active strategies for encouraging families to participate in their children's education. Total **324** heads of partner schools attended these meetings.

2.3 FAMILY LITERACY PROGRAM

2.3.1 Training for Family Literacy Trainers, Lessons 51-100

Indicators	Target	Achieved		Remarks
No of adult literacy educators to be trained	105	103		None
		Male	Female	
		4	99	

In November 2007, CRI Pakistan organized a training workshop for the family literacy trainers of 34 partner schools in Islamabad. **One hundred and three (103)** Family Literacy trainers participated in the training. The Family Literacy Program offers 100 lessons in basic literacy and math skills developed by adult literacy experts. These lessons are divided over two sessions, each of six months duration. The first session is devoted to practice in lessons 1-50 and the second session to practice in 51-100. The training workshop covered all the lessons including reading, writing, speaking, listening and computation activities for parents. The purpose of this training was to teach new learning strategies given in lessons 51-100 to the participants and re-cap previous techniques. The training also gave the trainers a platform to share their experiences with each other.

2.3.2 Re-supplies to Family Literacy Centers

Indicators	Target	Achieved	Remarks
No of schools to be equipped with active learning material / consumable supplies	34	34	None

Thirty four (34) family literacy partner schools in Islamabad have been provided supplies and materials to initiate family literacy classes. These supplies were provided to teachers of these schools during their training of Lessons (51-100) in October, 2007.

2.3.3 Monthly Meetings

In November 2007, **five** monthly meetings were conducted with the Family Literacy trainers in Islamabad & Rawalpindi (**3**) and Karachi (**2**). These meetings were very fruitful as it provided trainers opportunity to share their problems with CRI staff. The Master Educators responded to the queries and also demonstrated different techniques through which they could run the program successfully.

2.3.4 Technical Assistance

CRI Family Literacy team visited partner schools for technical assistance. The team completed the first round of technical assistance to all partner schools in Rawalpindi, Islamabad and Karachi after start of family literacy classes in October, 2007. During the visits, the team observed the effective implementation of Family Literacy component in partner classes. They also provided facilitation to the trainers on designing different themes for projects and portfolios and other activities.

2.3.5 Visit of the wife of US Senator to Family Literacy Classroom

Mrs. Joan Specter spouse of US Senator Mr. Arlen Specter visited Family Literacy classroom at Islamabad Model School F-6/4. She interacted with the adult learners and appreciated their efforts towards learning basic literacy and math skills. She said that it was very encouraging seeing parents and older siblings' learning techniques to improve their living standard and helping in the education of their children.

2.4 MONITORING & EVALUATION

2.4.1 Evaluative Research of CRI Program by LUMS

Lahore University of Management Sciences in collaboration with CRI and FD E is undertaking an extensive evaluative research on impact of CRI's Interactive Teaching and Learning Program in 35 old partner schools. The objective of this research evaluation is 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 C RI schools.(Phase Zero Schools)
- Comparison of CRI intervention on attendance records in CRI Vs Non CRI schools.
- Developing tool for non-cognitive study to assess the qualitative impact of CRI methodology on children

The LUMS team has submitted first interim report on the performance of student achievements of CRI and non CRI schools for comments. LUMS will submit to CRI Pakistan the final research paper on each of the above research approach to share the initial findings with CRI Pakistan.

The results of this evaluation will enable CRI to see the impact of its program in partner schools as well as provide an insight to devise strategies for future sustainability of the program. CRI Pakistan plans to launch the LUMS evaluation report during April, 2008

The survey for the non-cognitive study will commence during the month of March 2008. For this purpose the LUMS team has devised a tool to measure the non-cognitive impact of the CRI interventions. After getting its translation the tool will be shared with Federal Directorate of Education before commencing the survey.

2.4.2 Internal Evaluation

As monitoring is a continuous process of M&E mechanism, Monitoring and Evaluation team visited partner schools and observed various factors involving classroom environment i.e. physical environment, child centered practices and parents involvement. M&E team also paid visits at selected schools for obtaining attendance data for the month of September 2007, along with the student's promotion rate to the next grade. Entering of school profiles of ICT into the database for generating different information was also an activity undertaken during the quarter.

The M&E team prepared pre and post training evaluation report on "Training of Faculty Members as Master Trainers on Interactive Teaching and Learning Methodologies". The report was built on the responses and feedback of the participants regarding the training. The report concluded that majority of the participants were satisfied with the training and appreciated the skills of Master Educators.

2.5 HIGHER EDUCATION

2.5.1 Training of Faculty Members

Indicators	Target	Achieved		Remarks
Number of host country individuals trained in basic education as a result of USG investments involving higher education institutions	25 faculty members	25		None
		Male	Female	
		7	18	

CRI Pakistan in collaboration with the Learning Innovation Division of Higher Education Commission organized a training workshop for **25 Faculty Members** from the IER departments of **sixteen (16)** public universities of the country as Masters Trainers. The training was held at DOW University of Health Sciences, Karachi in December, 2007. The purpose of the training was to train faculty members in promoting high quality education focusing on interactive teaching and learning methodologies and building critical thinking skills. The participants assured that they will share the learnt techniques with their students so to groom the future teachers of Pakistan in Interactive Teaching & Learning Methodology.



2.6 DOCUMENTATION

2.6.1 Publications

In this quarter printing process of two of CRI Pakistan's publications was initiated namely Parenting Manual and the Facilitators Guide for Family Literacy Trainers. Facilitator's Guide has been revised and 1000 copies printed for dissemination at the Family Literacy trainings.

Parenting Manual has been revised and is with the printers. CRI Pakistan will get one thousand copies of the Manual printed for distribution to partner school teachers. The copies of the Parenting Manual will be received by the end of January 2008.

2.6.2 CRI's Higher Education Courses

The work on formatting and designing of four specialized faculty courses, School and Family Partnerships, Child-Centered Curriculum and Assessing Children through Observation and Individualized Teaching in Early Childhood Education has been completed. These are now with the printers. Printing of **1,000** copies of each course has been ordered.

2.7 CAPACITY BUILDING OF CRI STAFF

2.7.1 Training of CRI Team in U.S and Other Countries

In order to build the capacities of a team to continue the methodology and bring about further improvements according to the current trends and research, a CRI staff member participated in seminar titled "Basics of USAID Contracting" held in Amman in

Third Quarterly Report

October – December, 2007

November, 2007. The international exposure helped in building his professional capacity and improved understanding of USAID regulations, which would ultimately help the program in reporting to USAID.

2.7.2 Training of Trainers (SDPI)

Sustainable Development Policy Institute (SDPI) organized a three-day training workshop titled “Training of Trainers” on November, 2007. Six CRI staff members participated in this training. The training topics discussed during the training were; Training Process, Training Analysis, Communication and Presentation Skills and Understanding Techniques for becoming better Trainer. The training proved helpful for the staff members in designing conducting training program in a more proficient manner.

2.7.3 Consultative Seminar on Review Policies and Survey of Classroom Practices Pertaining to Katchi Class in Punjab

In November 2007, M&E Officer attended a consultative seminar on ‘Review Policies and Survey of Classroom Practices Pertaining to Katchi Class in Punjab’ organized by the education department, Punjab University Lahore with the funding support of UNICEF. The objectives of the seminar were to identify the reasons of dropout rate in Katchi classes in Punjab, study the barrier that influence admission in Katchi classes, reviewing the existing curriculum and study the effects of different factors on children’s enrollment. The M&E Officer gave his input by suggesting useful recommendations that could be instrumental in reducing the dropout rate in Katchi classes.

3. CHALLENGES ENCOUNTERED DURING THE QUARTER

3.1 Training of Trainers (Mentors) FDE

Indicators	Target	Achieved	Remarks
Number of administrators and officials trained with USG support	25 Mentors	0	The training of Mentors could not be conducted as per work plan submitted to USAID, as FDE finalized the list and dates of training on 31 st December, 2007. This activity is now scheduled during the first week of January, 2008.

FDE has finalized the nominations and dates for the Mentors training. The training is scheduled during the first week of January, 2008.

3.2 Equip Teachers Resource Centers of FDE

Indicators	Target	Achieved	Remarks
No of Teachers Resource Centers to be equipped during the quarter	6	0	Target could not be achieved as procurement of the material need to be approved by USAID.

Waiver for procurement of equipment for these TRCs is in process for the submission to USAID for approval. As soon as the approval is received, procurement process of material required for equipping TRCs will be initiated. CRI Pakistan anticipates that the activity will be completed during the next quarter.

3.3 Training for Family Literacy Trainers (Lessons 1-50)

Indicators	Target	Achieved	Remarks
No of adult literacy educators to be trained	150	0	The training of FL trainers for Lesson (1-50) could not be conducted as the nomination of teachers was not finalized by FDE. The training is now scheduled to be held in January 2008.

Federal Directorate of Education has finalized the nomination of teachers of selected schools for family literacy sessions. The training dates have also been finalized in consultation with the FDE. The training of family literacy trainers for lessons 1-50 will be organized during the third week of January 2008. These schools will be provided materials to start family literacy classes soon after training.

4. WOMEN DEVELOPMENT SPECIFIC ACTIVITIES FOR THIS QUARTER

In October - December 2007, CRI Pakistan trained **one hundred and sixty five (165)** female teachers, heads and faculty members in interactive teaching and learning methodologies.

A follow-up training workshop was conducted through which **forty eight (48)** teachers were trained in interactive teaching methodologies. CRI's MEs helped these women in developing more polished teaching skills for effective implementation of their teaching abilities in their classrooms.

Similarly, **ninety nine (99)** female adult literacy trainers benefited from Family Literacy training during the quarter. These adult literacy trainers then further provided benefits to older siblings, mothers and grandmothers of the children by teaching them basic literacy and math skills. By this they are not only bringing difference to their own lives but also

helping out illiterate mothers/siblings/grandmothers to improve the learning outcomes of their children.

CRI Pakistan in collaboration with the Learning Innovation Division of Higher Education Commission organized a workshop in which **eighteen (18) female faculty members** from the IER departments of **sixteen (16)** public universities of the country were trained as Master Trainers. Through the training, these females teachers were train to promote high quality education focusing on interactive teaching and learning methodologies and build critical thinking skills of their students who will be the future teachers of Pakistan.

5. HUMAN INTEREST STORY FROM THE FIELD WITH A PICTURE

MR. ABID HUSSAIN ABBASI

Head of Government Boys Elementary School, Kashmiri Bazar Murree

Mr. Abid Hussain Abbasi, tall thin bearded man in his early fifties, heading Government Boys Elementary School Kashmiri Bazar Murree with 368 students says, “I don’t believe myself that I am a changed person. Before training I was more concerned that my teachers complete syllabus on time irrespective of the fact whether the children are enjoying it or understanding it. I was rigid in my views; I took round of the classrooms to keep an eye on the teachers and the discipline in the classroom. I disliked children making noises in the classroom” He is one of the many CRI partner schoolteachers who feel their life transformed after coming in the CRI fold. Kashmiri Bazar locality is male dominated society that is rigid and difficult to penetrate.



In CRI heads and teachers are trained simultaneously so that they both become agents of change. “Teachers in my school had to face a tough time from me as I resisted change in the initial period. But with the passage of time I understood that CRI’s interactive methodology was not to be dreaded. In fact it helped improve teacher child relationship,” said Mr. Abid. Mr. Abid now frequently visits classrooms not to check discipline but to facilitate teachers as well as students and is at times a part of their learning. He loves to be a part of the Morning Meeting as it gives him an opportunity to interact closely with the children.

Mr. Abid now realizes that children’s learning excels more in a friendly and cooperative environment. “These things I learned during CRI trainings in which hands on activities brought out the child in me that was ruthlessly suppressed when I was a student. Working with colors and cutting and pasting were fun” reflected Mr. Abid Hussain. “I now know that every child should be treated as an individual who has self respect, they should be given the opportunity to make choices in order to build up their individuality and if they ask questions it should not be taken as disobedience in fact it is these questions that develop a child’s critical thinking skills.

The District Education Office of Tehsil Murree was taken in by the methodology and decided to arrange one-day training for all the male Primary Teaching Certificate teachers in Union Council Rawat some time back, facilitated by the CRI trained-teachers. Mr. Abid was one of the two teachers selected to give the training. The journey of Mr. Abid from a teacher to a trainer is full of learning experiences for him.

6. PLANNED ACTIVITIES FOR THE NEXT QUARTER

PROGRAM ACTIVITIES FOR NEXT QUARTER (January -March, 2008)					
S #	ACTIVITY	TARGET	JAN	FEB	MAR
BASIC EDUCATION:					
TEACHERS TRAININGS:					
1.	Training of Grade VI – VIII teachers*	495			
2.	Follow-up Training of Grade III – V teachers Phase – I	528			
3.	Follow-up Training of KG Teachers of FDE schools Phase – I	105			
4.	Follow-up Training of KG – 2 nd grade teachers of FDE schools Phase –II	454			
5.	On-going Technical Assistance				
6.	Orientation Training of Program Team	8			
PARENTING/COMMUNITY SUPPORT:					
7.	Bi-monthly meetings				
FAMILY LITERACY PROGRAM:					
8.	Design Family Literacy Kits				
9.	Visits to Family Literacy classes				
MONITORING & EVALUATION					
10	Internal Monitoring (Quality of Program Implementation)				
11	Teacher/Parent/Principals Surveys				
12	Attendance and retention Data				
13	Early Childhood Education Classroom Observation				

	(ECCO)				
DOCUMENTATION					
14	Printing of Morning Meeting Book				
15	Printing of methodology books (3-5, 6-7, & 8-10)				
16	Printing of Parenting Manual				
17	Printing of Faculty courses				

* After the incident of December 27, 2007 in which the political situation of the country got worse, the international trainers who were scheduled to come to Pakistan for the training of grade VI-VIII teachers expressed their inability to visit the country. Due to this, the training for these grades will not be able to commence according to the set timeline.

7. PLANNED TRAINING/ORIENTATION FOR CRI STAFF (IN-COUNTRY/ THIRD COUNTRY/US)

7.1 Visit of an Evaluation Advisor on the Launch of LUMS Evaluation Report (March, 2008)

One of the CRI's advisors on evaluation namely Dr. Tahir Andrabi, Associate Professor, Pomona College, USA will visit Pakistan to participate in the launching ceremony of LUMS Evaluation research report on the impact of CRI's Interactive Teaching and Learning Program on the children of partner schools in January 2008. He will be assisting CRI Pakistan team in developing plans and strategies for the successful implementation of program.

7.2 Visit of Chief Executive and an Advisor to USA (March - April, 2008)

The Chief Executive CRI Pakistan along with an advisor will visit USA during the second year of the program to meet with USAID (Mr. Mark Ward, Senior Deputy Assistant Administrator) and other State Department officials. CRI Pakistan has always been assisted and facilitated by experienced advisors without any charge. The Chief Executive along with the advisor will meet academia of various educational institutions in USA to discuss improvements of CRI's methodology according to the current trends and research. This visit is tentatively planned during the month of March, 2008.

7.3 Orientation Training of Program Team (March – April, 2008)

CRI Pakistan plans to send a group of 11 program staff members to USA for 3-4 weeks training to build upon the capacities and bring about further improvements according to the current trends and research. CRI has given USEF the training requirements for its staff members stating what kind of training they require and indicated the area they are

working in. USEF is in touch with University of California Los Angeles in searching for appropriate courses for the program team. This training is tentatively schedule in the months of March - April, 2008.

8. **PROJECT LEVEL RESULTS**

(Disaggregated by gender, area of study, degree enrolled and geographic area)

Targets have been taken to fill-in the following table from FY07 Operational Plan.

	Indicator	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
1.	Number of administrators and official trained	258	--	380 ¹	3 ²		383
1.1	Number of women.	176	--	242	3		245
1.2	Number of men.	82	--	138			138
1.3	Islamabad/Rawalpindi <ul style="list-style-type: none"> • Number of women • Number of men 		--	242 138	3 --		245 138
1.4	Karachi <ul style="list-style-type: none"> • Number of women • Number of men 		--	--	--		--
1.5	<ul style="list-style-type: none"> • From Public Schools • From Private Schools 		--	380 --	3		383 --
2.	Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school-based settings	3675	--	9565 ³	--		9565
2.1	Number of women.(Appx.) for the entire year	2448	--	5476	--		5476
2.2	Number of men. (Appx.) for the entire year	1227	--	4089	--		4089
2.3	Islamabad/Rawalpindi <ul style="list-style-type: none"> • Number of women • Number of men 			4438 3938	--		4438 3938
2.4	Karachi <ul style="list-style-type: none"> • Number of women • Number of men 			1038 151	--		1038 151
2.5	<ul style="list-style-type: none"> • From Public Schools • From Private Schools 			9396 169	--		9396 169
3.	Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings	49595		39238	--		39238
3.1	Number of women. (Appx.) for the entire year	38878		22245	--		22245
3.2	Number of men. (Appx.) for the entire year	10717		16993	--		16993
3.3	Islamabad/Rawalpindi <ul style="list-style-type: none"> • Number of women 			21692	--		21692

□

¹ Number of head was trained against different grades.

² These administrators and teachers did not receive the initial training. They attended the follow-up training held in Rawalpindi on 22nd -26th October 2007.

³ KG teachers could not be trained in year 1 of the program on the request of FDE as they were completing recruitment process, Teachers of KG classes of partner schools of Phase I & II were trained in year 2 of the program and all KG classes of FDE new schools partnered with CRI in year 2.

	Indicator	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
	• Number of men			16928			16928
3.4	Karachi						
	• Number of women			553		--	553
	• Number of men			65			65
3.5	• From Public Schools			39238		--	39238
	• From Private Schools			--			--
4.	Number of adult learners enrolled in USG-supported schools or equivalent non-school based settings	1980	1772			--	1772
4.1	Number of women.	1940	1758			--	1758
4.2	Number of men.	40	14			--	14
4.3	Islamabad/Rawalpindi						
	• Number of women		1292			--	1292
	• Number of men		14				14
4.4	Karachi						
	• Number of women		466			--	466
	• Number of men		0				0
4.5	• From Public Schools		1772			--	1772
	• From Private Schools		--				--
5.	Number of teachers/educators trained with USG Support	1417	103	1185	11 ⁴		1299
5.1	Number of women.	1165	75	903	10		988
5.2	Number of men.	252	28	282	1		311
5.3	Islamabad/ Rawalpindi						
	• Number of women		75	903	10	11	988
	• Number of men		28	282	1	1	311
5.4	Karachi		--	--	--		--
	• Number of women						
	• Number of men						
5.5	• From Public Schools		103	1185	11		1299
	• From Private Schools		--	--			--
6.	Number of textbooks and other teaching/learning material provided with USG assistance	14000	309	7695	331		8335
6.1	• Distribution in Public Schools		309	7695	331		8335
	• Distribution in Private Schools			--	--		--
7.	Contribution of the program in the development of education systems/policy reforms.						
8.	Number of faculty courses pertaining to basic education introduced in public universities with USG assistance	2				--	
9.	Number of teacher training institutes using new basic education courses	40		40	16		56
10.	Number of host country individuals trained in basic education as a result of USG investments involving higher education institutions	95		95	25		120
11.	Percent change in classroom practices regarding child centered teaching methodologies (over the period of three years)	70%	52.5%	--	--		52.5%

	Indicator	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
12.	Increase attendance and retention in USG assisted primary schools	15% (attendance)	9.28%	--	--		9.28%
12.1	<ul style="list-style-type: none"> • Public Schools • Private Schools 		9.28% (old partners schools)	--	--		9.28%
13.	Number of classrooms equipped with active learning material/consumable supplies	2605		858	1384		2242
13.1	<ul style="list-style-type: none"> • Public Schools • Private Schools 						
14.	Number of adult literacy educators trained	219	--	--	103		103
15.	Percentage of a cohort of pupils expected to reach grade 5	75-80%	85.7%	--	--		85.7%
15.1	<ul style="list-style-type: none"> • Public Schools • Private Schools 						

⁴ A full training consists of a set of two trainings i.e. initial and follow-up. Only new teachers who are participating for the first time in the follow-up training are counted while teachers who have already participated in initial trainings are not. 11 new teachers participated in the follow-up training besides old participants.

9. FINANCIAL REPORTING

<i>(March 01 2006 to December 31,2007)</i>					
Line Item	Budget	Obligation	Expenditures to (End of Qtr) December 31, 2007	Balance of Budget as on December 31, 2007	Balance of Obligated Funds as on December 31, 2007
Salaries					
Fringe					
Consultants					
Travel					
ODC					
Program					
Total					
Cost Share					
Total PROG					

2. FINANCIAL FORECAST I.E. PROJECTED EXPENSES OF THE NEXT QUARTER:

<i>January 01 2008 to March 31, 2008</i>						
Line Item	Budget	Total Obligated	Balance Budget	Jan-08	Feb-08	Mar-08
Salaries						
Fringe						
Consultants						
Travel						
ODC						
Program						

HcHJ'						
7 cghGA UFY'				
HcHJ'DFC; '						

%" CH<9F'57HJ#H9G.'

%"% 7c`UVcfUjcb'k]h' BUjcbU' 5ggcVUjcb' Zf' h Y' 9Xi WUjcb' cZ Mci b['7\]XfYb'fB59M7L'

CRI will explore future collaboration with National Association for the Education for Young Children (NAEYC) and work on these areas; Assessments, Early Childhood Kits, Faculty Courses, and Capacity building of staff. The work on these activities has been initiated in this quarter.

%"& 7c`UVcfUjcb'k]h' GW c`UghW=bW

During the month of December, 2007, CRI Pakistan developed linkages with the US based organization Scholastic Inc. Scholastic Inc is the world's largest publishers and distributors of children's books. This collaboration between the two organizations will provide supplementary reading opportunities for the children of public schools partnering CRI. The provision of these books will instill the love of reading and learning in children, motivate and entertain them and help them to enlarge their understanding of the world around them.