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EIGHTH QUARTERLY REPORT

(January - March, 2008)

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

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USAID/Pakistan

Submitted By:
Children's Resources International, Pakistan (Guarantee) Limited

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ACRONYMS

AEO	Area Education Officer
APC	All Parties Conference
CRI-P	Children's Resources International, Pakistan
ECCO	Early Childhood Education Classroom Observation
EFA	Education for All
FDE	Federal Directorate of Education
HEC	Higher Education Commission
ICT	Islamabad Capital Territory
IER	Institute of Education and Research
IR	Intermediate Result
ITLP	Interactive Teaching and Learning Program
LUMS	Lahore University of Management Sciences
ME	Master Educator
M&E	Monitoring and Evaluation
PILDAT	Pakistan Institute of Legislative Development and Training
SO	Strategic Objective
TRC	Teachers' Resource Center
USAID	United States Agency for International Development
UNICEF	United Nation Fund for Children

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OVERVIEW OF THE PROGRAM

CRI Pakistan's (CRI-P) ***Interactive Teaching and Learning Program (ITLP)*** aims to improve the quality of education in Pakistan through teacher/faculty development, family involvement and family literacy. The program implements a comprehensive child-centered interactive teaching and learning methodology in primary and elementary public schools. In collaboration with the government at federal and provincial levels, CRI-P has been implementing its program to the entire school district of Islamabad Capital Territory, selected schools under the jurisdiction of City District Government Rawalpindi and City District Government Karachi. The teaching methodology being used in the project is based on the latest global theory and research in effective educational practices. This unique methodology has been successfully tried and tested in over 35 countries all over the world.

Through its Basic Education program component, CRI Pakistan builds knowledge and skills of primary school teachers, heads and administrators in interactive teaching and learning methodologies by organizing various training workshops. During the first two years of the program, CRI Pakistan trained 3,017 teachers, heads and administrators (2,305 female and 712 male). The ITLP has provided age-appropriate learning materials to 2,445 partner classrooms of schools in Islamabad, Rawalpindi and Karachi. The classroom materials consists of wooden shelf, geo-board, pattern blocks, Cuisenaire rod, base ten blocks, rug for conducting morning meeting, methodology books, morning meeting book, parenting manual, story books, and consumable stationery material.

Our inter-generational Family Literacy Program aims to increase the literacy levels of parents and older siblings of children in partner schools, so that they learn together. The Family Literacy Program consists of 100 lessons developed by the international adult literacy experts, which have been adapted in accordance with the local values and needs. Non-literate parents are enrolled in literacy sessions of one and a half hour duration held twice a week after school. Participants in this program are mostly mothers. Each lesson requires practice at home with children. During the last two years, CRI team trained 386 heads and teachers of partner schools as Family Literacy Trainers. This program is not just helping to increase adult literacy levels, but also encouraging parents to create a conducive learning environment at home for their children.

Technical assistance is also the key component of the program and vital instrument to achieve the desired outcomes from the program. The Master Educators pay regular visits to the partner schools to observe and assist teachers in implementing child-centered practices in the classrooms.

Both, internal and external Monitoring and Evaluation (M&E) activities continued through out this quarter. CRI Pakistan in collaboration with Lahore University of Management Sciences (LUMS) initiated extensive independent evaluative research on program outcomes. The report "Impact Evaluation of CRI-P's program in Pakistan (2002 – 2007)" has been finalized. CRI Pakistan looks forward to the launch along side Federal Ministry of Education and USAID.

Another important pillar of the program is Higher Education Program that seeks to improve the capacity of teacher training institutions across Pakistan by training faculty at public universities in interactive teaching and learning methodologies. In December 2007, ITLP has trained 25 faculty members from 16 public universities from all over Pakistan in

interactive teaching and learning methodology for primary grades. Up till now, CRI has introduced four specialized ready to teach faculty courses as reference material in the course outline of the B. Ed. and M. Ed. Curriculum revamped by Higher Education Commission.

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 guide 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 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 public universities.

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

INDICATORS:

1. Number of administrators and officials 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 basic 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 centered 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 Improved capacity of teachers and education administrators</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
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SUMMARY OF ACTIVITIES UNDERTAKEN DURING THE PERIOD:

The report covers the activities carried out by CRI-P under Interactive Teaching and Learning Program for the period of **January - March, 2008**.

CRI-P organized a five-day extensive training on mentoring skills for **20** mentors nominated by Federal Directorate of Education in January 2008. The participants included were Area Education Officers (AEOs), Head Teachers and Principals. These mentors have initiated their visits to allocated schools for assisting teachers for effective implementation of the program.

During the quarter, **21** follow-up training workshops for the teachers of Grade KG-V were organized at Teacher Resource Centers (TRCs). Total **1,218** teachers/subject teachers participated in these follow-up trainings. The activities introduced during the training sessions were designed by integrating methodology with the syllabus. These activities helped to clarify the key concepts of child centered approach and its connection with the curriculum. Besides that, the Master Educators and Field Officers continued their regular visits to the partner schools after the trainings and provided technical support to the teachers.

In January 2008, two training workshops based on Lessons (1-50) for the Family Literacy Trainers of 50 new partner schools in Islamabad were successfully organized. One hundred and seventy eight (**178**) Family Literacy Trainers participated in these trainings. In addition, the Family Literacy team continued their field visits to the partner schools and conducted **14** monthly meetings with Family Literacy Trainers of these schools.

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

S #	Type of Training	Number of Trainings	No. of Teachers Trained		
			Male	Female	Total
1.	Follow-up Grade- III Teachers – (Phase I Schools)	4	58	193	251
2.	Follow-up Grade-IV Teachers – (Phase I Schools)	4	54	186	240
3.	Follow-up Grade-V Teachers – (Phase I Schools)	4	67	214	281
4.	Follow-up KG Teachers – (Phase I Schools)	3	49	66	115
5.	Follow-up KG Teachers – (Phase II Schools)		33	48	81
6.	Follow-up Grade - I Teachers, (Phase II Schools)	3	37	91	128
7.	Follow-up Grade – II Teachers, (Phase II schools)	3	37	85	122
8.	Training of Family Literacy Trainers (Lesson 1-50)	2	32	146	178
9.	Training of Trainers (Mentors)	1	9	11	20
Grand Total		24	376	1,040	1,416

Besides this, twelve (**12**) bi-monthly meetings were held with the heads of partner schools in Islamabad, Rawalpindi and Karachi during the months of January and March, 2008. During these meetings the participants shared different innovative techniques successfully applied by them for involving parents, siblings and other relatives of the children in the classroom based activities.

QUARTERLY PROGRAM PROGRESS REPORT:

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

BASIC EDUCATION					
Indicator	Target	Achieved		Timeline	Remarks
Number of administrators and officials trained with USG Support (women/men)	20 Mentors	20 Mentors		January, 2008	The Training of Mentors was originally planned in November, 2007, but due to some constraints it could not be conducted on time and was rescheduled. Accordingly, during the first week of January, 2008 CRI team conducted training of the selected mentors.
Number of teachers/educators trained with USG Support (women/men)	528	772		February, 2008	The follow-up trainings of Grade III-V teachers of Phase-I schools were organized during February, 2008. These teachers had attended the initial training during June/July, 2007. 772 teachers participated in these trainings against the target of 528 as subject teachers of these grades also attended the trainings. More than 300 teachers of these grades have participated in these training for the first time due to transfer/ retirement of previously trained teachers.
		Male	Female		
		179	593		
Number of teachers/educators trained with USG Support (women/men)	105	115		March, 2008	Total 115 KG teachers of FDE schools (Phase-I) participated in the follow-up training held in March, 2008.
		Male	Female		
		49	66		
Number of teachers/educators trained with USG Support (women/men)	454	331		March, 2008	331 KG – Grade II teachers of Phase- II schools of FDE participated in these trainings. The number of teachers participated in the trainings is below the target because of the fact that
		Male	Female		
		107	224		

				teachers of 65 schools of Phase-II of Bhara Kahu sector have not been trained as FDE had not provided detail of these schools till last quarter. Teachers of schools of Bhara Kahu sector will be trained during June/July, 2008.
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FAMILY & COMMUNITY INVOLVEMENT

Indicator	Target	Achieved	Timeline	Remarks
Meetings with the heads of partner schools	Conduct regular Bi-monthly meetings	12 Bi-monthly meetings have been successfully conducted	January & March 2008	Ten (10) bi-monthly meetings with the heads of FDE schools in ICT & Rawalpindi partner schools and two (2) with the heads of Karachi partner schools have been conducted during the reported quarter. 327 heads of partner schools participated in these meetings.

FAMILY LITERACY PROGRAM

Indicator	Target	Achieved		Timeline	Remarks
Number of adult literacy educators trained	150	178		January, 2008	The training of family literacy trainers for Lessons (1-50) of new partner schools was originally planned in November, 2007 but could not be conducted as FDE had not finalized the list of schools and teachers till that time. During the month of January, 2008, CRI Pakistan successfully organized training in Lesson (1-50) for the trainers of 50 Phase II partner schools in Islamabad.
		Male	Female		
		32	146		
Number of classrooms equipped with active learning	50 partner schools	50 partners schools for Lessons (1-50)		January, 2008	After training of teachers of new 50 family literacy partner schools as adult literacy trainers, these

material/ consumable supplies				schools have been provided supplies to start family literacy sessions in their schools.
	Conduct monthly meetings with trainers	14 monthly meetings for the trainers were conducted	January-March, 2008	During this quarter CRI team conducted 14 monthly meetings with the Family Literacy trainers in Islamabad (8), Rawalpindi (3) & Karachi (3).

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	January-March, 2008	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 evaluation report has been finalized by LUMS and CRI Pakistan. The findings of this study will be soon shared with the stakeholders.
	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. Teacher, Parents and Head/Principal Surveys were conducted by the M&E team. To analyze the effectiveness of program, attendance and retention data was also collected from randomly selected schools.

PUBLICATIONS

Indicator	Target	Achieved	Timeline	Remarks
Number of textbooks and other teaching/learning material provided with USG assistance		1786	January-March, 2008	CRI Pakistan has provided methodology books, family literacy facilitator's guide and lesson books and newsletters to teachers and heads who participated in the trainings.

2. ACOMPLISHMENTS DURING THE QUARTER:

2.1 BASIC EDUCATION PROGRAM

2.1.1 Training of Training Mentors, Islamabad

Indicators	Target	Achieved		Remarks
Number of administrators and officials trained with USG support	20 Mentors	20 Mentors		
		Male	Female	
		9	11	

With the expansion of program to entire school district of Islamabad Capital Territory, the number of partner classrooms has substantially increased. CRI Pakistan realized that the existing staff providing technical assistance to teachers would be insufficient.

Realizing the need for additional support required by the teachers, CRI Pakistan has built in mentoring program in the ITLP. Building the capacity of the mentors nominated by FDE will allow the district education authority to continue to train teachers and monitor the quality of their work after CRI's intervention is withdrawn. Also it will help to institutionalize the methodology in FDE schools by facilitating the desired ownership for educational change to occur.



The first batch of mentors nominated by the Federal Directorate of Education (FDE) has been trained in an extensive training on mentoring skills during the month of January, 2008. This training was initially planned for the third quarter however due to delay in the finalization of nominations of mentors by FDE the activity took place in fourth quarter. The Master Educators not only covered the essential mentoring concepts with the trainees but they also gave detailed orientation on technical assistance tools including Classroom Observation Form, Teacher Task Sheet, Checklist of Classroom Environment, Parents Inventory Form. These mentors have now started visiting the schools helping out teachers by utilizing the learnt mentoring skills such as coaching, training, counseling, dialogue and discussions. The Master Educators and Mentors will be meeting on monthly basis to share their experiences and reaching the solution to the concerns persisting in the schools through mutual consultation

After the training, a meeting was held with the mentors to reinforce the importance of the assignment. Each mentor shared the tentative plan of visiting the allocated schools. Regular monthly meeting with mentors will be held in future to share the successes and concerns dealt during the field visits and also to suggest how to bring improvement in the program through mutual agreement and consultation. The first monthly meeting with the mentors has been held at Federal Government Junior Model School G-6/4 during the month of March, 2008 in which the mentors shared their experiences with the Master Educators and were very hopeful that though mutual collaborative effort by Mentors and

Master Educators the desired change will definitely occur and this program will sustain in the long run.

2.1.2 Follow-up Training of Grade III-V Teachers of Phase-I Schools, Islamabad

Indicators	Target	Achieved		Remarks
No of teachers to be trained with USG support	528	772		---
		Male	Female	
		179	593	

During February 2008, twelve (12) follow-up trainings for the teachers of Grade III - V were conducted by the Master Educators of CRI Pakistan. Seven hundred and seventy two (772) class teachers and subject teachers (**Male 179 & Female 593**) of Phase-I partner schools participated in these trainings. The contents of these trainings were developed on emphasizing the common areas of concern identified during the school visits by Master Educators. Each session of these training workshops stressed upon the integration of interactive methodology with the syllabus as well as on the importance of lesson planning for proper implementation of child centered methodology.



2.1.3 Follow-up Training of KG Teachers of FDE Schools (Phase-I), Islamabad

Indicators	Target	Achieved		Remarks
No of teachers to be trained with USG support	105	115		---
		Male	Female	
		49	66	

During the month of March 2008, CRI Pakistan organized three five-day follow-up training workshops for the teachers of grade KG of Phase-I partner schools. These teachers participated in the initial trainings during July/August, 2007. Using CRI's training modules, the Master Educators revised the key components of CRI's methodology and catered to the needs of teachers identified during technical assistance visits.

2.1.4 Follow-up Training of Grade KG-II Teachers of FDE Schools (Phase-II), Islamabad

Indicators	Target	Achieved		Remarks
No of teachers to be trained with USG support	454	331		---
		Male	Female	
		107	224	

In March 2008, CRI Pakistan organized follow-up training workshops for Grade KG - II teachers of Phase-II partner schools in Islamabad. The number of teachers participated in the trainings was below the target because of the fact that CRI's intervention has not been initiated in 65 schools situated in Bhara Kahu sector. CRI-P will organize training for the teachers of Bhara Kahu partner schools during the summer vacations.



Overall, three hundred and thirty one (**331**) teachers of grade KG-II participated in these trainings. The content of the trainings were based on the key concepts of child centered methodology as well as on the weak areas identified during the field visits.

2.1.5 Technical Assistance (Ongoing)

Technical assistance is an inbuilt mechanism for effective follow up of the program implementation. Master Educators paid regular visits to all partner classrooms where they monitor the implementation of interactive methodology and provided assistance to the teachers. During the quarter, the Master Educators continued providing on-going technical assistance to the teachers of partner classrooms in Islamabad, Rawalpindi and Karachi.



2.2 FAMILY AND COMMUNITY INVOLVEMENT

2.2.1 Bi-monthly Meetings

During the quarter, **twelve (12) bi-monthly** family involvement meetings were held with the heads of partner schools at Islamabad, Rawalpindi and Karachi. Heads of all **327** partner schools participated in these meetings. 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 the learning process of their children.

2.3 FAMILY LITERACY

2.3.1 Training of Family Literacy Trainers (Lesson 1-50)

Indicators	Target	Achieved		Remarks
No of adult literacy educators to be trained	120	178		
		Male	Female	
		32	146	

In January 2008, CRI Pakistan organized two training workshops on Lesson (1-50) for the teachers of 50 new partner schools in Islamabad. Total one hundred and seventy eight (178) participants including heads and teachers attended these trainings. The training mainly focused on teaching of lessons (1-50) of the family literacy program which covers techniques of adult learning. Moreover, lessons for enhancing different learning skills of the adult learners were also a part of the trainings. At the end of the training, the Family Literacy Trainers were given Facilitators' Guide and lesson books as reference material.



2.3.2 Technical Assistance/ Visits to Family Literacy Partner Schools

Throughout this quarter family literacy team visited **139** family literacy partner schools in Islamabad, Rawalpindi and Karachi. These visits were aimed at facilitating family literacy trainers for organizing and carrying out more interesting and edifying classes for adult learners of these centers. The team also shared with literacy trainers different techniques which can be used for mobilizing the rural communities.



2.3.3 Monthly Meetings with Family Literacy Trainers

Apart from technical assistance, family literacy team also conducted fourteen (14) monthly meetings with the family literacy trainers during this quarter. These meetings were organized in Islamabad (8), Rawalpindi (3) and Karachi (3). The objectives of these meetings was to get feedback of each month's progress, guide literacy trainers regarding the sessions they conduct for parents, review the progress of the family literacy classes and share best practices.

2.3.4 Supply of Learning Material to the Family Literacy Centers

Indicators	Target	Achieved	Remarks
No of schools to be equipped with active learning material / consumable supplies	50	50	None

After the training of teachers of 50 new partner schools as Family Literacy Trainers, these schools were provided learning materials supportive in conducting literacy session effectively. The literacy session has initiated in these schools soon after the training.

2.4 MONITORING AND EVALUATION

2.4.1 Evaluative Research of CRI Program by LUMS

Lahore University of Management Sciences (LUMS) in collaboration with CRI and FDE undertook an independent and rigorous extensive evaluative research on impact of CRI's Interactive Teaching and Learning Program in 35 old partner schools. The objective of this research evaluation was to map the impact of CRI's program on children's learning and educational performance by administering surveys and collecting baseline data.

The LUMS team submitted the draft report on the impact of program to CRI for review/comments. The results of this evaluation has enabled CRI to see the impact of its program in partner schools and provided an insight for devising strategies for improvements and future sustainability of the program.

2.4.2 Internal Evaluation

For regular internal monitoring of the program, CRI Pakistan is implementing an evaluation plan, which is currently being used to monitor the quality of the program. The evaluation plan provides a process which is geared for program adaptation and improvement and impact to measure outcomes and evaluate data of **Inter-active Teaching and Learning Program**. The plan identifies the tools and methods for gathering information, data collectors, respondent types, and timelines for the data collection.

From January – March, 2008 following activities were conducted by M&E section:

- **Early Childhood Classroom Observations (ECCO):** ECCO has been adapted by CRI from a structured observation tool developed by National Association for the Education of Young Children (NAEYC) USA, and has been initiated in March 2008 to determine the quality of classroom practice.
- **Teacher Surveys:** A questionnaire is obtained by the M&E Department seeking information about the changes in the classroom practice, student learning and behavior, and family participation, from the teacher, since the introduction of CRI intervention. This activity has been completed during the quarter.

- **Parent Surveys:** A similar survey seeking parents' feedback regarding the changes in the performances of their children and importance of family participation in classrooms from their point of view. This activity has been completed during the quarter and data entry and analysis is in process.
- **Administrator/Principal Surveys:** Another survey was conducted by M&E to seek similar information as that gathered from the teachers. This survey has been conducted from January – February 2008. The data analysis is in process.
- **Attendance & Retention Data:** M&E team has obtained data regarding attendance and retention of students to analyze the effectiveness of our program implementation. The data analysis is in process.

2.5 DOCUMENTATION

2.5.1 Publications

During this quarter, **four** specialized faculty courses titled “*School and Family Partnerships*”, “*Child-Centered Curriculum*”, “*Assessing Children through Observation*” and “*Individualized Teaching in Early Childhood Education*” have been translated and are in printing process. These courses are printed for dissemination to faculty members of Teacher Training Institutions and Public Universities during the training workshops planned in the third year of program. CRI Pakistan has also received 1,000 copies of the revised “Parenting Manual” from the printer, which were disseminated to the teachers during trainings in February – March, 2008.

2.6 CAPACITY BUILDING OF CRI STAFF

2.6.1 Education Conference at Faisalabad

The Chief Executive CRI Pakistan was invited to give a presentation on whole School Development at a two day conference on “Embedding Quality Education for All, District Initiatives across Pakistan: Evidence Based Planning, Whole School Development and Partnerships” held in Faisalabad. The objective of the conference was to provide a platform for sharing experiences and positive practices with respect to capacity building at district levels, provoke national discussion and debate on quality education and promote networking across stakeholders, policy makers and researchers on decentralized initiatives in education. The Interactive Teaching and Learning Program of CRI, Pakistan was highly appreciated by the participants.

3. CHALLENGES ENCOUNTERED DURING THE QUARTER

Training of VI – VIII Grade Teachers of Old Partner Schools (Islamabad) – (January 2008)

Indicators	Approx. No. of Teachers		Number of Trainings	Remarks
No of teachers to be trained with USG Support	Grade VI	165	2	Due to security advisory for international visitors, the international trainers were not able to visit Pakistan to conduct these trainings. Due to this, the trainings for these grades have been delayed. The new dates for these trainings will be finalized in consultation with the Federal Directorate of Education and international trainers and with the approval of USAID in the near future.
	Grade VII	165	2	
	Grade VIII	165	2	
	Total	495	6	

Due to security advisory for international visitors, the international trainers were not able to travel to Pakistan to conduct these trainings. The new dates for these trainings will be finalized in consultation with the Federal Directorate of Education, international trainers and with the approval of USAID in the near future.

Program Development of ECE Centers and Kits (February, 2008)

CRI is in process of designing kits that would be part of the Early Childhood Education Centers. CRI was in negotiation with the foreign experts for developing the literacy kit but due to unstable political situation the final agreement could not be materialized. CRI is in close contact with the foreign experts for the assistance and the work on the literacy kit will be initiated soon after the two parties agree on the terms and conditions. Collaboration is being forged between ITLP and Pratham in India for advice.

3.3 Equip Teachers Resource Centers of FDE

Indicators	Target	Achieved	Remarks
No of Teachers Resource Centers to be equipped during the quarter	6	0	As per USAID advice, the procurement activities are on hold. Moreover, the modification in the cooperative agreement, the incremental funding does not cover such procurements.

As per recent modification in the Cooperative Agreement, the incremental funding does not cover any such procurement related activity. USAID has also advised through their letter of 25th April, 2008 to put on hold such procurement activities till the resolution of audit findings.

4. WOMEN DEVELOPMENT SPECIFIC ACTIVITIES FOR THIS QUARTER

During January – March 2008, around one thousand and forty (**1040**) females have been trained in Interactive Teaching and Learning methodologies.

During the training of mentors in January 2008, (**11**) female mentors were trained. The overall objective of this training was to develop understanding of these mentors about the child centered and interactive teaching learning methodology, besides, improving their mentoring skills. The mentors are now providing technical support to the teachers and heads of the partner schools through regular field visits.

During the quarter, eight hundred and eighty three (**883**) female class/subject teachers of Grade KG - V were trained in child centered interactive methodologies through **21** follow-up trainings. The Master Educators helped these female teachers in improving and refining their teaching skills for better implementation of learnt techniques in their respective classrooms.

Similarly, in January 2008, **146** female adult literacy trainers were imparted skill of adult teaching by conducting two training workshops on the Lessons (1-50) of Family Literacy Program. These trainers are now replicating their learning by teaching basic literacy and math skills to the mothers, older siblings, grandmothers and other female relatives of the children of their community. Thus, these family literacy trainers are contributing towards the empowerment of women of their areas through education, which not only helps the mothers in improving their livelihood but also enables them to help their children in their early education.

5. HUMAN INTEREST STORY FROM THE FIELD WITH A PICTURE

IQRA- STUDENT OF KG AT F.G.GIRLS SECONDARY SCHOOL, GAGRI:

Iqra, a four and a half year old girl is a student of grade KG at the Federal Government Girls Secondary School, Gagri. The way her young mind perceived the transition of her school from being a non-CRI school to CRI school and the effect this change had on her, is a testimony of CRI Pakistan's success in its claim of making the classrooms child-centered.



Iqra did not like going to school at all. She thought school was a boring place, her teacher was always ignoring her and she was scared of failing to memorize the lesson teacher used to give. Her teacher would ask her to pay her monthly fee, as she had not submitted it, in front of the whole class every single day. Iqra would be very embarrassed but could never reply. She could not tell that at home, things were not good. Her mother after having a fight with her father had left home. She was living with three other siblings, her grandmother and father. Her grandmother was always very upset because she had to take care of four children while Iqra was to baby sit her younger brother who was only a year old. This left Iqra no time to do her homework and when she would ask for the fee; her grandmother would say '*apnay baap say mango*' (Ask your dad!). Whereas her father was too busy with his job to attend his children's need. Her young mind, which should have been allowed to imagine and dream, was always bogged down by the immediate reality of her depressing circumstances.

FGGSS, Gagri was one of the schools that joined ITLP when it was already three months into the session. For Iqra, when she entered her classroom on the day supplies were delivered, it came as a pleasant surprise to her to see so many colorful materials in her own class. Her teacher told that it was a gift from CRI Pakistan. She did not know who or what CRI Pakistan was but she thought that whatever had caused this colorful change must be something good. Her teacher started making the children do different fun activities like reading out stories, drawing animals and building blocks etc. The children's work was put up on walls; her teacher stopped chiding the children at every question they asked and was even encouraging them to think about what they were doing and speak about their thoughts.

But Iqra's confidence had been terribly undermined due to the pressing stressful circumstances at home. Her only response to her teacher was: 'I cannot do it'. 'She would not even hold a pencil'; said her teacher Ms. Humaira. But unlike earlier, the teacher was very kind to her. As per CRI's teaching methodology, the teacher paid special attention to the individual need of Iqra. She was very affectionate to her and did not force her to do anything against her will and allowed Iqra to take time for doing activities. This encouraged Iqra and she gradually started gaining confidence. Within a period of seven days, Iqra started holding the pencil correctly and also started coloring somewhat within the lines. Iqra's teacher shared how she utilized her CRI training to help Iqra and other young children in developing their hand-eye coordination through activities designed at improving the fine motor skills for example, asking them to separate beans from grains.

Through the morning meeting, Iqra was given opportunities to share her problems at home with her teacher and her reasons for not paying the school fee. Understanding Iqra's problems, her teacher arranged for her fee herself and with the help of other staff members. All of these were very welcome changes for Iqra as well as for the other children. Iqra became a happy, cheerful child, and started taking active part in her class activities. She now proudly presents her work displayed on the class walls whenever CRI team visits her school.

6. PLANNED ACTIVITIES FOR THE NEXT QUARTER

Program Activities for Next Quarter (April - June, 2008)					
S #	Activity	Target	April	May	June
Basic Education:					
Teachers Trainings:					
1.	Training of faculty from IER/ Education Departments of public universities of Pakistan at Lahore	25 Participants			
2.	Orientation Training for Deans/ Directors from public universities of Pakistan	20 Participants			
3.	Training of Grade III – V teachers Phase – II FDE schools	397 Participants			
4.	Ongoing Technical Assistance				
Parenting/Community Support:					
5.	Bi-monthly meetings				
Family Literacy Program:					
6.	Program Development of ECE Centers & Kits				
7.	Visits to Family Literacy classes				
8.	Family Literacy Certificate Distribution				
Monitoring & Evaluation					
9.	Internal Monitoring (Quality of Program Implementation)				
10.	Teacher/Parent/Principals Surveys				
11.	Early Childhood Education Classroom Observation (ECCO)				
12.	Annual Evaluation Report				
Documentation					
13.	Printing of methodology books (3-5, 6-7, & 8-10)				
14.	Printing of Newsletter "Laddu"				

7. 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.

	Indicator0	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	20	403
1.1	Number of women.	176	--	242	3	11	256
1.2	Number of men.	82	--	138	--	9	147
1.3	Islamabad/Rawalpindi						
	• Number of women		--	242	3	11	256
	• Number of men			138	--	9	147
1.4	Karachi						
	• Number of women		--	--	--	--	--
	• Number of men						
1.5							
	• From Public Schools		--	380	3	20	403
	• From Private Schools			--	--	--	--
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						
	• Number of women			4438	--		4438
	• Number of men			3938			3938
2.4	Karachi						
	• Number of women			1038	--		1038
	• Number of men			151			151
2.5							
	• From Public Schools			9396	--		9396
	• From Private Schools			169			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						
	• 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.

	Indicator0	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
	<ul style="list-style-type: none"> Number of men 			16928			16928
3.4	Karachi <ul style="list-style-type: none"> Number of women Number of men 			553 65	--		553 65
3.5	<ul style="list-style-type: none"> From Public Schools From Private Schools 			39238 --	--		39238 --
4.	Number of adult learners enrolled in USG-supported schools or equivalent non-school based settings	1980	1772		785		2557
4.1	Number of women.	1940	1758		785		2543
4.2	Number of men.	40	14		--		14
4.3	Islamabad/Rawalpindi <ul style="list-style-type: none"> Number of women Number of men 		1292 14		785		2077 14
4.4	Karachi <ul style="list-style-type: none"> Number of women Number of men 		466 0		--		466 0
4.5	<ul style="list-style-type: none"> From Public Schools From Private Schools 		1772 --		785		2557 --
5.	Number of teachers/educators trained with USG Support	1417	103	1185	11 ⁴	310	1609
5.1	Number of women.	1165	75	903	10	232	1220
5.2	Number of men.	252	28	282	1	78	389
5.3	Islamabad/ Rawalpindi <ul style="list-style-type: none"> Number of women Number of men 		75 28	903 282	10 1	232 78	1220 389
5.4	Karachi <ul style="list-style-type: none"> Number of women Number of men 		--	--	--	--	--
5.5	<ul style="list-style-type: none"> From Public Schools From Private Schools 		103 --	1185 --	11 --	310 --	1609 --
6.	Number of textbooks and other teaching/learning material provided with USG assistance	14000	309	7695	331	1786	10121
6.1	<ul style="list-style-type: none"> Distribution in Public Schools Distribution in Private Schools 		309	7695 --	331 --	1786 ----	10121 --
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	40		40	16	--	56

⁴ A complete 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 no counted. 11 new teachers participated in the follow-up training besides old participants

	Indicator0	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
	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	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%
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	166	2408
13.1	<ul style="list-style-type: none"> • Public Schools • Private Schools 						
14.	Number of adult literacy educators trained	219	--	--	103	178	281
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 						

9.2 Launching Ceremony of 16-Program Radio Series by UKS

On February 12, 2008, UKS launched a 16 -program radio series (Humari Tarraqui, Humaray Masael) in order to commemorate Pakistani women's Day. A Program Associate from CRI Pakistan attended the launching ceremony of this 16-program radio series. The series highlighted issues related to gender equity and women's rights as human rights. The chief guest at the occasion was Dr. Arfa Sayeda Zehra, Chairperson National Commission on the Status of Women who shared her experience as working women and insisted that if there is a strong will and motivation, women of Pakistan can overcome any hurdle that comes their way. Later the 16-programme radio series was played in which different stories revolving around several accomplished women of the country were shared with all the participants.

9.3 Seminar in Bangkok to Share ECE Policy Review Report

CRI Pakistan participated in the final seminar in Bangkok to share country policy review report on ECE in February, 2008. During the seminar, nine countries of the Asia Pacific region (Pakistan, China, Nepal, Mongolia, Laos DPR, Vietnam, Malaysia, Indonesia and Philippines) took active part and shared the findings of their respective countries on the occasion. Senior- level policy makers from the Ministry of Education, Health, Social welfare and other departments concerned with ECCE/ECD issues of respective countries attended the workshop. CRI Pakistan in collaboration with the Ministry of Education, UNICEF and UNESCO conducted the policy review. The forum provided an opportunity to share good practices. It was during this seminar a report titled “**Asia-Pacific Regional Network for Early Childhood (ARNEC)**” was launched. A network steering committee of 13 members has also been formed in this connection of which CRI Pakistan is also a member.