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ELEVENTH QUARTERLY REPORT

(October - December, 2008)

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

Submitted to:
USAID/Pakistan

Submitted By:

**Children's Global Network Pakistan (Guarantee) Limited
formerly know as Children's Resources International, Pakistan (Guarantee)
Limited**

January 15, 2009

ACRONYMS

AEO	Area Education Officer
CGN-P	Children's Global Network, Pakistan
FCE	Federal College of Education
FDE	Federal Directorate of Education
HEC	Higher Education Commission
ICT	Islamabad Capital Territory
IER	Institute of Education and Research
IR	Intermediate Result
IMS	Islamabad Model School
ITLP	Interactive Teaching and Learning Program
ME	Master Educator
M&E	Monitoring and Evaluation
SO	Strategic Objective
TRC	Teachers' Resource Center
USAID	United States Agency for International Development
UNESCO	United Nations Educational, Scientific and Cultural Organization

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OVERVIEW OF THE PROGRAM

Children's Global Network, Pakistan (Guarantee) Limited (CGN-P) formerly known as Children's Resources International, Pakistan (Guarantee) Limited is implementing its **Interactive Teaching & Learning Program (ITLP)** in Pakistan since February 28, 2006. The program is designed to improve the quality of education in public sector educational institutions of the country, especially catering to the needs of marginalized segments of society. For improving the quality of education in public sector educational institutions, CGNP is working closely with the federal and provincial governments. Currently, the Interactive Teaching and Learning Program (ITLP) is being executed in the entire school district of Islamabad Capital Territory (ICT), besides selected schools affiliated with the City District Government s of Rawalpindi and Karachi.

Till now, the Basic Education component of ITLP is being successfully implemented in **393** partner schools of ICT, Rawalpindi and Karachi. On the whole **4,174** head and teachers of grades KG to V have been trained in child-centered teaching methodologies through CGN-P trainings. Two thousand four hundred and thirty one (**2,431**) partner classrooms have been equipped with the active learning material. The classroom supplies consist of wooden shelf, Geo-board, Pattern Blocks, Cuisenaire Rod, Base Ten Blocks, Rug for conducting Morning Meeting, CGN-P's methodology books, morning meeting books, parenting manual, story books, and consumable stationery material. The consumable material is re-supplied at the start of academic session. Overall **102,620** children of partner schools are benefiting from the program.

Technical assistance is the key component of the program and v ital instrument for achieving the outcomes from the training as well as of the program. The Master Educators of CGN-P are visiting the partner schools and assisting teachers in implementation of child-centered practices in their classrooms.

Under the intergenerational Family Literacy Program parents, siblings and other relatives of children in partner schools are being educated by inculcating knowledge and skill on literacy, math and livelihood. 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, especially mothers of partner school students, are enrolled in extensive literacy sessions of one and a half hour duration held twice a week after school. So far, CGN-P has trained **672** partner school teachers and heads as Family Literacy Trainers, who have further educating approximately **4,441** parents and family members of children.

Family and Community Involvement is another important component of the program which is involving family members of the partner school children in the classroom activities. The heads of partner schools are familiarized with the techniques for improving parents' involvement in the learning process of their children. CGN-P Master Educators are regularly organizing bi-monthly meetings with the heads of partner schools for facilitating them to improve family and community involvement in their schools.

CGN-P program is being regularly assessed and m onitored by its monitoring and evaluation unit, who continuously carries-out monitoring and evaluation activities to appraise the outcomes of the Program.

Higher Education Program is another important pillar of CGN-P building capacity of teacher training institutions by training their faculty members as Master Educators. CGN-P has introduced specialized ready-to-teach faculty courses, which have been incorporated as reference material in the course outline of the B. Ed. and M. Ed. Curricula.

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 CGN-P 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 CGN-P 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**

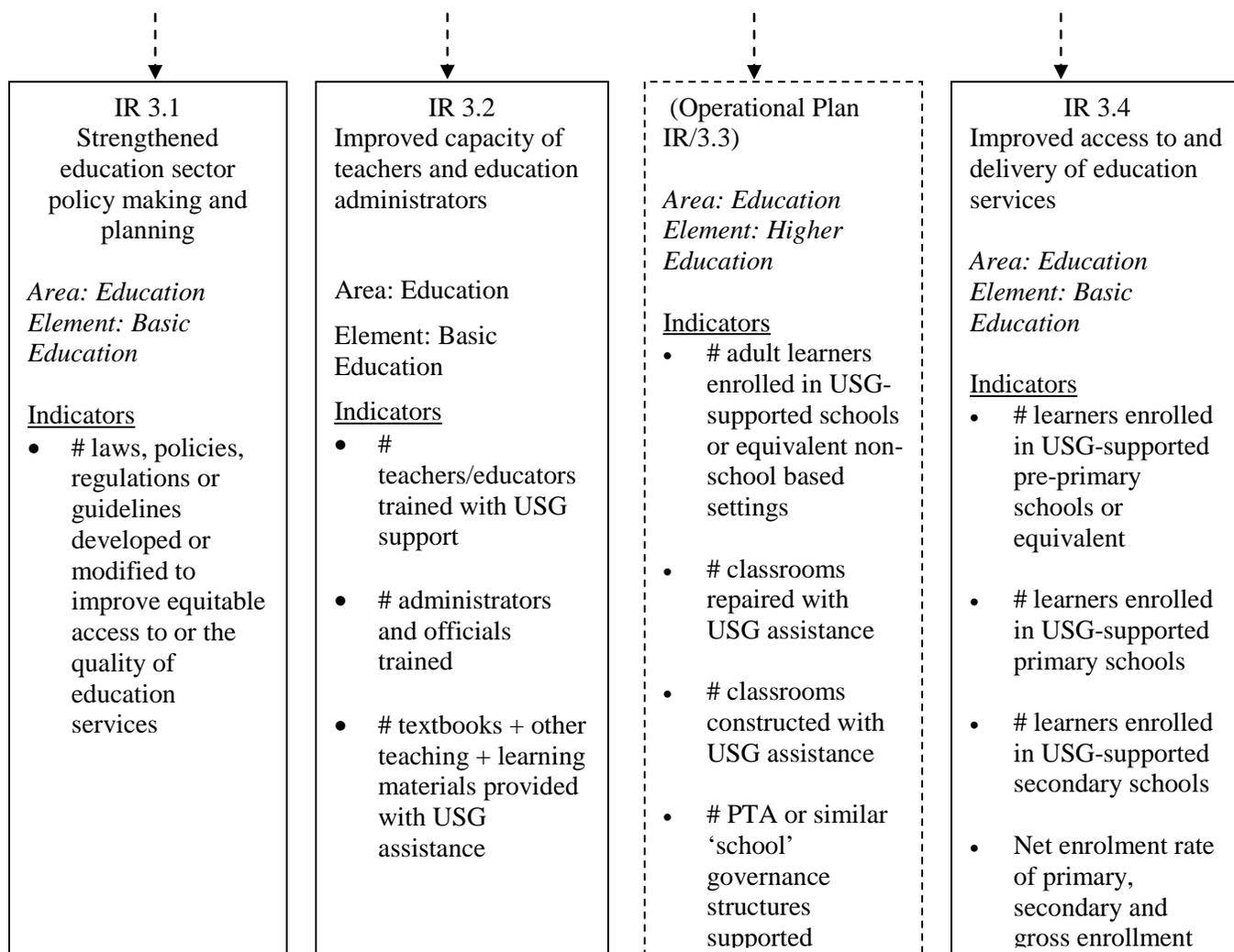
SO 3:

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



SUMMARY OF ACTIVITIES UNDERTAKEN DURING THE PERIOD:

The report covers the activities carried out by CGN-P under Interactive Teaching and Learning Program for the period of **October-December, 2008**.

During December 2008, three **(3)** follow up training workshops were organized by CGN-P for more than **140** teachers and heads of Grade III of FDE Schools (Phase - II). The Master Educators of CGN-P conducted each session in accordance with the training modules developed by experts. Moreover, inclusion of theoretical knowledge as well as practical activities made the training workshops more interactive and provided hands-on experiences to the teachers for understanding various concepts of interactive teaching and learning methodology. In addition, at the end of the workshops each participant also received several reference materials to be used in the classrooms.

During October-November, CGN Pakistan conducted three training workshops (Lessons 1-50) for the Family Literacy trainers of partner schools in Islamabad. One hundred and forty seven **147 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.

In this quarter, **one** orientation training workshop was successfully organized for the Family Literacy Trainers of 18 old partner schools of Karachi. **Thirty six (36)** Family Literacy Trainers participated in these trainings. These family literacy trainers will not only educate the non-literate parents besides they will also encourage parents to create a conducive learning environment at home for their children.

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

S #	Type of Training	Number of Trainings	No. of Teachers Trained		
			Male	Female	Total
1.	Follow up trainings of Grade III teachers (Phase II Schools)	3	37	105	142
2.	Initial Trainings of Family Literacy Trainers	3	54	93	147
3.	Orientation Training of Family Literacy Learners at Karachi	1	1	35	36
Grand Total		7	92	233	325

Besides the above activities, eight **(8)** bi-monthly meetings were held with the heads of partner schools in Islamabad, Rawalpindi and Karachi during the month of November 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 activities.

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)	485	142		December 2008	Three follow up training workshops were conducted by CGN-P for 142 teachers, and heads of Grade III of FDE Schools (Phase - II). Other trainings couldn't be conducted as FDE requested to postpone them due to educational constraints.
		Male	Female		
		37	105		
FAMILY & COMMUNITY INVOLVEMENT					
Indicator	Target	Achieved	Timeline	Remarks	
Number of meetings with the heads of partner schools	Conduct regular Bi-monthly meetings	8 Bi-monthly meetings were conducted	November 2008	Eight (8) bi-monthly meetings were held in Islamabad, Rawalpindi and Karachi partner schools	
FAMILY LITERACY PROGRAM					
Indicator	Target	Achieved	Timeline	Remarks	
No of adult Literacy Educators to be trained	150	147	October 2008	Three training workshops were conducted in Islamabad for the Family Literacy trainers of FDE schools.	
TECHNICAL ASSISTANCE TO STAFF AND SCHOOLS					
Indicator	Target	Achieved	Timeline	Remarks	
Change in classroom practice regarding child-centered teaching practice	Provide facilitation to the teachers during their teaching sessions	Ongoing activity	-----	None	

MONITORING & EVALUATION					
Indicator	Target	Achieved	Timeline	Remarks	
Percent change in classroom practice regarding child-centered teaching practice		Ongoing	Ongoing	M&E team continued their monitoring activities through out the quarter. In addition the team has drafted approach and methodology for the annual evaluation findings report along with updating schools' profile and trainings' database.	
Percent of children in classrooms using child-centered methods					
Frequency parents participation in class/school					
Percent of parents attending Family Literacy sessions					
HIGHER EDUCATION COMMISSION					
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	-----	October, 2008	The trainings couldn't be conducted as HEC requested to postpone it due to law and order situation in NWFP. These trainings will now be conducted during January 2009 at University of Sindh, Jamshoro. Approximately thirty (30) faculty members will attend the training workshop.	
		Male			Female
PUBLICATIONS					
Indicator	Target	Achieved	Timeline	Remarks	
Number of textbooks and other teaching material provided with USG assistance	Printing and dissemination of training books as well as the newsletter.	Eighth edition of Newsletter got printed in this quarter and its dissemination being started.		As various trainings were postponed, we didn't find the need of printing more books. So, no methodology books were printed in this quarter.	

2. ACCOMPLISHMENTS DURING THE QUARTER

2.1 BASIC EDUCATION PROGRAM

2.1.1 Follow-up Training for Grade III Teachers of Phase-II (FDE Schools)

Indicators	Target	Achieved		Remarks
No of teachers to be trained with USG support	415	142		The trainings of KG & Grades IV, & V couldn't be conducted as we received a letter from FDE reporting that these trainings are not feasible at the moment for FDE owing to academic constraints
		Male	Female	
		37	105	

During December 2008, three (3) follow-up training workshops were organized for grade III teachers of FDE schools of phase II. Master Educators of CGN-P (from Islamabad and Karachi) conducted training sessions on child-centered philosophy, school and family partnerships, individualization, teacher-child interaction, science, literacy and math teaching skills as well as on critical thinking strategies. These training workshops employ the best practices in active teaching methods that teachers adapted in their practice including effective communication techniques, cooperative learning strategies etc.



On the whole, one hundred and forty two teachers (142) including head teachers, class teachers and subject teachers of partner schools participated in these training workshops. Each participant received an age-appropriate methodology book to be used as reference material at the end of training workshop. This training enhanced the professional capabilities of the trainers and endorsed hand-on experiences through different activities. The participants also practiced project based learning to ensure positive change in the class room environment and learned the strategies of increasing parental involvement in the schools.

2.1.2 Establishment of ECE Centers

During the quarter October - December 2008, CGN-P team has finalized 10 locations for the establishment of ECE centers in the surrounding areas of five Partner Schools. The selection of caregivers for these ECE centers has been done. They included those family literacy learners who have learnt 100 lessons and are willing to open these centers at their homes.

Forty five (45) lessons are ready for typing and illustrations out of which only thirty two (32) will be given to caregivers in the first year. While the orientation training for the care givers will be conducted in January, 2009 to introduce them to the course and implementation mechanism.

2.1.3 Technical Assistance (ongoing)

The Master Educators kept providing on-going assistance to existing partner classrooms in Islamabad, Rawalpindi and Karachi and also paid observational visits to the new partner classrooms regularly. CGN-P's trained mentors from Federal Directorate of Education also provided technical assistance and facilitated the teachers of partner schools in classroom activities.

2.1.4 Monthly Meeting with Mentors

During the discussed quarter, three (3) monthly meetings were held with the mentors of Islamabad, Sihala, Nilore, Tarnoul, and Bara kahu. The purpose of those meetings was to review last month's progress and discuss the problems they observed in class rooms regarding the implementation of Child- Centered methodology. The mentors also shared their successes and concerns in these meetings through which they collected various suggestions to improve the program implementation.

2.1.5 Celebration of Math's Day in Rawalpindi Schools

CGN-P's partner schools of Rawalpindi district celebrated Math's Day during the month of November- December, 2008. The purpose of this activity was to enhance the mathematical, logical, and reasoning abilities of the children through different activities using CGN-P manipulative as well as indigenous material.

Ms. Mehnaz Aziz, Chief Executive CGN-P also visited some of the schools on Math's Day and was pleased to see children's work. The children demonstrated different concepts of math using the manipulative provided by CGN-P. The Master Teacher Trainers appreciated these initiatives and shared many other innovative ideas for math projects with the children. Parents also shared positive feedback about CGN-P's program and stated that they have observed positive change in their children towards learning.



2.1.6 Visit of RSPN team to CGN-P partner schools

On October 25, 2008, the team of Rural Support Program Network (RSPN) also visited CGN-P partner schools of Jaba Teli and Miana Thub, Islamabad. They were greatly impressed by the child centered classrooms and appreciated CGN's efforts to improve quality of education in rural areas of Pakistan. The RSPN officials also showed interest in making a partnership with CGN-P in future.

2.2 FAMILY AND COMMUNITY INVOLVEMENT

2.2.1 Family and Community Involvement in Schools (On-going)

The heads and teachers of partner schools continuously organized planned activities for involving parents and other family members of students in the classroom activities throughout the quarter. Many parents and older siblings of partner school children cooperated with teachers for conducting planned activities besides sharing their knowledge and skills related to different subject areas with the children.

2.2.2 Bi-monthly Meetings

During November 2008, Eight (8) Bi-monthly meetings were held in Islamabad, Rawalpindi and Karachi in cluster form. Heads of partner schools participated in these meetings and shared their successes and concerns faced during the implementation of Family Involvement Component along with analyzing teaching strategies. The meetings were aimed at devising active strategies for encouraging families to participate in the learning process of their children.

Family and Community Involvement component of the program remained in process throughout the quarter. The Family Coordinator designated by the school facilitated the parents and siblings of the children to participate in school activities.

2.2.3 Community Meeting

Basic Education team of Karachi conducted a community meeting in GGPS Jeno Bai School in the month of Dec 2008. The meeting was aimed at creating awareness about the importance of education in every one lives and discussing the impacts of parents' involvement in their children's education.

CGN-P team motivated the community to take part in their children's education and send them to schools regularly.

2.3 FAMILY LITERACY PROGRAM

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

Indicators	Target	Achieved		Remarks
No of adult literacy educators to be trained	150	147		Three trainings were conducted in Islamabad in which 147 Family Literacy trainers were trained
		Male	Female	
		54	93	

CGN-P's Family Literacy Program expanded to fifty two (52) new partner schools of Nilore, Sihala, Bara kahu, Tarnole, and city during this quarter. Family Literacy Master Educators (from Islamabad and Karachi) conducted three training workshops in Islamabad on Lessons 1-50 for the heads and family literacy trainers of these news schools in October/November, 2008. These training workshops equipped the trainers with adult literacy techniques



incorporating parenting skills, environmental issues and basic concepts of math and language skills. The participants were introduced to the needs and requirements of adult learners as well as trained to mobilize communities towards family literacy program.

Approximately one hundred and fifty (147) trainers were trained through these trainings. The trainers also received “Facilitator’s Guide” to be used as a resource guide for implementing the program in an effective manner.

2.3.2 Orientation Training for Family Literacy Trainers of Karachi Schools

Indicators	Target	Achieved		Remarks
No of adult literacy educators to be trained	50	36		This orientation training was held in Karachi in which 35 females and one males were trained
		Male	Female	
		1	35	

CGN-P organized a three-day orientation training workshop in November 2008 for the Family Literacy Trainers of partner schools of Karachi.

Thirty six (36) trainers participated in the orientation workshop. The purpose of this training was to give an overview about the special needs of the adult learners and to introduce them with the lessons of the Family Literacy Program. In addition to this, the trainers were provided a “Facilitator Guide” to be used as a resource.

2.3.3 Monthly Meeting with Family Literacy Trainers

In this quarter, Six (6) Monthly meetings were held with the Family Literacy Trainers of partner schools in Islamabad, and Rawalpindi. The objective 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 the best practices with them.

2.3.4 Meeting with AEOs

To get better results from Family Literacy Centers, five (5) meetings were conducted in November 2008 with Area Education Officers of FDE along with Adult Literacy Trainers and heads of those schools whose performance was not up to the mark. The purpose of the meeting was to create a platform where both CGN team and AEOs can discuss and solve their problems with mutual consensus. CGN-P team discussed problems and issues they faced and observed during their schools’ visit. Prof. Muhammad Rafiq Tahir, Director Training and Colleges, FDE also participated in few meeting and assured his full support to solve these issues.

2.3.5 Visits to Family Literacy Classes (Ongoing)

The Family Literacy team kept on visiting all partner schools to facilitate teachers for effective implementation of program. During school visits, the head teachers were reinforced to start family literacy session in time and also ensure the enrollment criteria for literacy session. Similarly, the family literacy trainers were provided on job facilitation on the issues encountered during program implementation.

2.4 MONITORING AND EVALUATION

2.4.1 Internal Evaluation

Regular internal monitoring and evaluation is an important feature of CGN-P program. The Monitoring and Evaluation team of CGN-P is implementing an evaluation plan to regularly monitor and assess quality of the program. The evaluation plan provides a process which is geared for program adaptation and improvement to measure outcomes and evaluate data of Interactive Teaching and Learning Program. The evaluation plan identifies the tools and methods for gathering information, data collectors, respondent types, and timelines for the data collection.

To observe implementation of CGN-P methodology and its impact in partner schools, M & E team visited training halls during Grade III trainings of phase II schools as well of Family Literacy trainings. The observations were aimed at identifying gaps and assessing quality of training.

In this quarter, the data of both Grade III and FLP trainings was entered and summarized. The M & E team prepared training evaluation report of Grade III training which showed positive response. Along with it, classroom observation forms and schools profiles were also entered and analyzed.

The Monitoring and Evaluation department also added Bara Kahu sector in district map. They have also drafted approach and methodology for the annual evaluation findings report which include ECCO form etc.

2.5 HIGHER EDUCATION

2.5.1 Interactive Teaching & Learning Workshop

The faculty of Fatima Jinnah Women University, Rawalpindi participated in the training of faculty organised by CGN Pakistan in December 2007. During December 2008, the trained faculty of the University organized a training workshop for the teachers of public schools of Rawalpindi. On the request of HEC, the Master Educators of CGN-P took sessions on Morning Meeting, Creating Modern Classroom, Material Exploration and Learning through play.

2.6 DOCUMENTATION

2.6.1 Publications

The eighth issue of CGN-P's Newsletter series Laddu has been finalized and got printed in December 2008. Its dissemination to the federal and provincial governments officials, members of National and Provincial Assemblies, corporate sector, philanthropists, donor agencies, national and international NGOs and international dignitaries started in December 2008.

2.7 CAPACITY BUILDING OF CGN-P STAFF

2.7.1 National Workshop on ELDS

Ministry of Education Pakistan organized two day workshop on E CE components and standards on November 10, 2008. MEs of CGN-P also participated in it along with other educators from all over Pakistan. The main objective of the workshop was on development domain of a child including physical development, cognition and general knowledge, social & emotional development etc.

CGN-P team participated very actively in the development of Standards for ECE curriculum and was greatly appreciated by other participants.

2.8 MEETINGS AND NETWORKING

2.8.1 Presentation to Rural Support Program Network Team

The Chief Executive gave presentation of CGN-P program at a workshop on “RSPs Cross Learning and Future Strategy in the Education sector” on the district initiative and learning out comes. The Workshop was organized by Rural Support Program Network. The objective of this workshop was to share the successful initiatives and innovations by the RSPs in the educations sector and brainstorm on newer initiatives that could be taken up by the RSPs in the future. The Chief Executive also shared LUMS Impact Evaluation report with the participants who were RSP education staff from all the four provinces of Pakistan.

2.8.2 Agreement of Affiliation with Bacha Khan Education Foundation

An Agreement of Affiliation was signed between Children’s Global Network Pakistan and Bacha Khan Education Foundation (BKEF) to replicate CGN-P’s teaching and learning methodologies in the cummunity schools established by BKEF in NWFP. The Agreement was signed by Managing Director BKEF and C hief Executive Children’s Global Network Pakistan. According to the agreement CGN-P will build the capacities of 275 teachers in interactive teaching and learning methodologies and will train a cohort of mentors. CGN-P’s Resource Center will also be available to BKEF for enhancing knowledge in latest reserach in education.

2.8.3 Program Presentation to new Chief of Plan International

The Chief Executive gave a det ailed presentation of CGN-P’s Interactive Teaching and Learning Program to the new Plan International Chief, Mr. Haider Yaqub during a meeting at CGN Pakistan office. Mr. Haider was impressed by the results of the program.

2.8.4 National Dissemination Workshop by District that Work (DTW)

The Chief Executive was invited to the National Dissemination Workshop, ”National Survey on Citizens’ Perception and Prefrences on the local Government System in Pakistan”. The workshop was attended by senior government officials and donors and provided excellent opportunity to build linkages and explore possibiltiies of collaboration.

2.8.5 Meeting with Additional Secretary Punjab

The Chief Executive met with the Additional Secretary (Education Reforms) Punjab, Mr. Nadeem ur Rehman in Lahore and gave a detailed presentation of the program. She also explored possibilities of replicating the program in other districts of Punjab.

2.8.6 Meeting with Mr. Peter Graves

The Chief Executive held a meeting with Mr. Peter Graves the new Project Manager for the Pakistan ED-LINKS Program. The Chief Executive also gave presentation of CGN-P's program and shared findings of LUMS Impact evaluation report with Mr. Graves. Also present in the meeting were Program Coordinator Compliance, Coordinator Policy and Research and Coordinator Monitoring and Evaluation.

3. CHALLENGES ENCOUNTERED DURING THE QUARTER

3.1 Follow-up Training for Grade IV and V Teachers of Phase-II, FDE Schools

Indicators	Approx. No. of Teachers	Number of Trainings	Location
No of teachers to be trained with USG Support	415	7	Islamabad

The trainings of Grades IV & V couldn't be conducted as we received a letter from FDE stating that these trainings are not feasible at the moment for FDE owing to academic constraints.

3.2 Follow-up Training for KG Teachers of Phase-II, FDE Schools (Bhara Kahu Sector)

Indicators	Approx. No. of Teachers	Number of Trainings	Location
No of teachers to be trained with USG Support	70	1	Islamabad

The trainings of Grade KG couldn't be conducted as we received a letter from FDE reporting that these trainings are not feasible at the moment for FDE owing to academic constraints.

3.3 Training Workshop of Faculty Members of Public Universities

The trainings couldnt be conducted as HEC requested to postpone due to the law & order situation in NWFP. The training of faculty memebers of public universities will now be organized at University of Sindh, Jamshoro during January, 2009.

Indicators	Approx. No. of Participants	Number of Trainings	Location
Number of host country individuals trained in basic education as a result of USG investments involving higher education institutions	30 faculty members	1	—

4. WOMEN DEVELOPMENT SPECIFIC ACTIVITIES FOR THIS QUARTER

During October-December 2008, around two hundred and thirty three (233) females have been trained in Interactive Teaching and Learning methodologies.

One hundred and five (105) female teachers of Grade III were trained in child centered interactive methodologies through three (3) follow up training workshops organized during the quarter. These female teachers were acquainted with the child-centered teaching methodologies which will help them improve learning environment in their classrooms.

During this quarter of 2008, ninety three (93) female adult literacy trainers were imparted skill of adult teaching by conducting three 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

Yasmin Ghulam Muhammad is a 24 year old student in the Family Literacy Program at the Ch. Rehmat School North Nazimabad Town.



Yasmin was only 8 when through no fault of her own, she was deprived of the blessings that all of us hold very dear. Not only did she lose her parents, she also lost her ability to speak, and communicate. Her jaws were so severely damaged that doctors ruled out the mere possibility of her ever being able to speak again. Helpless and desolate she was thrust upon her relatives who gave her a place in their household but considered her a burden and treated her with disdain. Nobody bothered looking after her injuries let alone providing her with counseling and support. After 12 years of pain and suffering, Yasmin finally decided to take matters into her own hand. Since she had finally regained some of her ability to speak, she joined a madrasa to learn how to the read the Quran.

A few months later, Yasmin's life changed in an even more positive manner when her neighbor informed her of CGN-P's Family Literacy program. She repeatedly tried discussing the possibility of attending the classes with her uncle, who finally reluctantly allowed her to go to the classes.



CGN_P's Family Literacy classes have brought about an incredible change in Yasmin's daily life. "I have learned to count and now am able to help my uncle in his shop keeping business. I can also read the translation of the Quran, for which my teacher praises me in class. I take great interest in house decoration as I have learned to make various things with reusable and new material"

said Yasmin .

The classes have not only given her the basic knowledge that she needs but has helped solve her underlying economic issue of self sufficiency, and age appropriate education. She is also now aware of the issues of pollution, water conservation, and illnesses caused through those problems. The classes have given Yasmin a new look on life. They have given her back her confidence so that she can improve her life.

Yasmin's family has now realized the value of education and is thankful to the Family Literacy trainers for what they have done for their niece. They now proudly talk about their niece's accomplishments and encourage others to join the CGN-P Family Literacy Program for a better future.

6. PLANNED ACTIVITIES FOR THE NEXT QUARTER

Program Activities for Next Quarter (January- February, 2009)

Activity	Target	January -09	Feb-09
Basic Education Program			
Establishment of ECE Centers	10		
Family Involvement			
Parents participate in school activities (On-going)	ongoing		
Bi-Monthly Meetings with Heads of Partner Schools	7		
Family Literacy			
Family Literacy Monthly Meetings with Trainers	12		
Higher Education			
Training Workshop for Faculty Members of Public Universities	30		
Monitoring & Evaluation			
Monitor Quality of Program Implementation (Ongoing)	ongoing		
Gather Evaluation Data (Ongoing)	ongoing		
Classroom Observation Visit	ongoing		

7. PROJECT LEVEL RESULTS

	Indicator	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
1.	Number of administrators and official trained	50	3				3
1.1	Number of women.	32	3				3
1.2	Number of men.	18	0				0
1.3	Islamabad/Rawalpindi ➤ Number of women ➤ Number of men	32 18	3 0				3 0
1.4	Karachi ➤ Number of women ➤ Number of men						
1.5	➤ From Public Schools ➤ From Private Schools	50	3				3
2.	Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school-based settings						
2.1	Number of women.(Appx.) for the entire year						
2.2	Number of men. (Appx.) for the entire year						
2.3	Islamabad/Rawalpindi ➤ Number of women ➤ Number of men						
2.4	Karachi ➤ Number of women ➤ Number of men						
2.5	➤ From Public Schools ➤ From Private Schools						
3.	Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings						
3.1	Number of women. (Appx.) for the entire year						
3.2	Number of men. (Appx.) for the entire year						
3.3	Islamabad/Rawalpindi ➤ Number of women ➤ Number of men						
3.4	Karachi ➤ Number of women ➤ Number of men						
3.5	➤ From Public Schools ➤ From Private Schools						
4.	Number of adult learners enrolled in USG-supported schools or equivalent non-	3500					

	Indicator	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
	school based settings						
4.1	Number of women.	3395					
4.2	Number of men.	105					
4.3	Islamabad/Rawalpindi ➤ Number of women ➤ Number of men	2512 628					
4.4	Karachi ➤ Number of women ➤ Number of men	360 0					
4.5	➤ From Public Schools ➤ From Private Schools	3500					
5.	Number of teachers/educators trained with USG Support	485	139				139
5.1	Number of women.	335	102				102
5.2	Number of men.	150	37				37
5.3	Islamabad/ Rawalpindi ➤ Number of women ➤ Number of men	335 150	102 37				102 37
5.4	Karachi ➤ Number of women ➤ Number of men						
5.5	➤ From Public Schools ➤ From Private Schools	485	139				139
6.	Number of textbooks and other teaching/ learning material provided with USG assistance	1000	399				399
6.1	➤ Distribution in Public Schools ➤ Distribution in Private Schools	1000	399				399
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	35					
10.	Number of host country	50					

	Indicator	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
	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 (over the period of three years)	75%					
12.	Increase attendance and retention in USG assisted primary schools	8-10%					
12.1	<ul style="list-style-type: none"> ➤ Public Schools ➤ Private Schools 						
13.	Number of classrooms equipped with active learning material/consumable supplies	3000					
13.1	<ul style="list-style-type: none"> Public Schools Private Schools 						
14.	Number of adult literacy educators trained	100	147				147
15.	Percentage of a cohort of pupils expected to reach grade 5 (Students promotion rate to the next grade)	85%					
15.1	<ul style="list-style-type: none"> ➤ Public Schools ➤ Private Schools 	85%					

8. FINANCIAL REPORTING

FINANCIAL REPORTING:

(March 01 2006 to December 31,2008)

Line Item	Budget	Obligation	Expenditures to (End of Qtr) December 31, 2008	Balance of Budget as on December 31, 2008	Balance of Obligated Funds as on December 31, 2008
Salaries					
Fringe					
Consultants					
Travel					
ODC					
Program					
Total					
Cost Share					
Total PROG					

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

January 01, 2009 to February 28, 2009

Line Item	Budget	Total Obligated	Balance Budget	Jan-09	Feb-09
Salaries					
Fringe					
Consultants					
Travel					
ODC					
Program					
Total					
Cost Share					
Total PROG					