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# **THIRTEENTH QUARTERLY REPORT**

**(April - June, 2009)**

**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 known as Children's Resources International, Pakistan (Guarantee) Limited)

**July 15, 2009**

## ACRONYMS

<b>AEO</b>	Area Education Officer
<b>CGN-P</b>	Children's Global Network, Pakistan
<b>FDE</b>	Federal Directorate of Education
<b>HEC</b>	Higher Education Commission
<b>ICT</b>	Islamabad Capital Territory
<b>IR</b>	Intermediate Result
<b>IMS</b>	Islamabad Model School
<b>ITLP</b>	Interactive Teaching and Learning Program
<b>ME</b>	Master Educator
<b>M&amp;E</b>	Monitoring and Evaluation
<b>SO</b>	Strategic Objective
<b>USAID</b>	United States Agency for International Development
<b>UNESCO</b>	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) aspires to bring a practical change to the teaching and learning methodologies being used in the educational institutions of Pakistan through its **Interactive Teaching and Learning Program (ITLP)**. The vision behind initiating this programme is to improve the quality of education and inculcating among the children lifelong learning habits. The program, especially designed to cater to the needs of the marginalized segments of society, also emphasizes upon the improvement of the quality of teaching practices in public sector educational institutions. CGN-P has been implementing this programme (**ITLP**) in Pakistan in close collaboration with the government departments at the Federal, Provincial and District level since February 28, 2006.

ITLP is successfully being implemented in the entire school of District Islamabad Capital Territory (ICT), and in the City Districts of Rawalpindi and Karachi.

The Basic Education component under ITLP in ICT, Rawalpindi and Karachi has benefited **102,620** children of **395** partner schools in **2,948** classrooms. 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. Along with it, two thousand four hundred and thirty one (**2,431**) partner classrooms have been equipped with the active learning material.

CGN-P has also taken the initiative of establishing Early Childhood Education (ECE) centers with the help of the parents who have attended the complete Family Literacy session. So far **10** ECE centers have been established in surrounding of 5 CGN partner schools in Islamabad. 15 caregivers at these centers have also been trained. These ECE centers are established with a vision to develop the personalities of children as life long learners, critical thinkers and grooming them in accordance with holistic approach.

Technical assistance is the key component of the program and vital instrument for achieving the subsequent outcomes from the training as well as of the program. The Master Educators of CGN-P are visiting the partner schools on regular basis 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, maths 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. Illiterate 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 are further educating approximately **4,441** parents and family members of children.

Family and Community Involvement, another important component of the program, encourages family members and parents participate in 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 monitored by its monitoring and evaluation unit, who continuously carries-out monitoring and evaluation activities to appraise the outcomes of the Program. During the current quarter, the M&E team carried out survey and collected data from the partner schools/classrooms. On the basis of this data, the M&E team created an evaluation report which has been submitted to USAID.

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

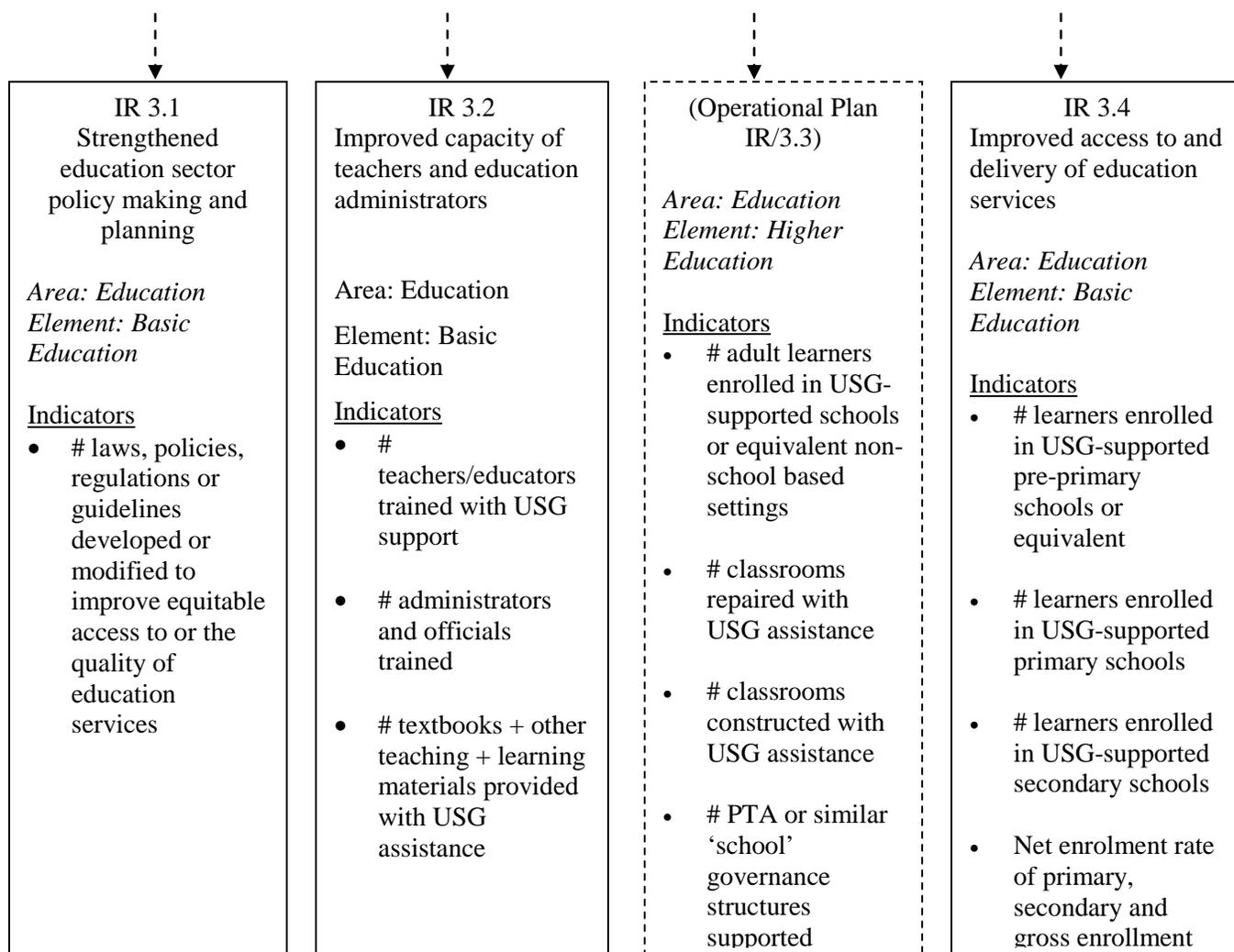
**USAID/PAKISTAN  
SO 3 RESULTS FRAMEWORK**

**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:**

This report gives a brief overview of the activities accomplished by CGN-P under Interactive Teaching and Learning Program during **April – June, 2009**.

In June 2009, CGN-P conducted six follow up trainings for Grad IV and V Teachers of partner schools. 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.

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

S. No.	Type of Training	Number of Trainings	No. of Teachers Trained		
			Male	Female	Total
1.	Follow up training for Grade IV & V (Phase II)	6	60	187	247
<b>Total</b>		<b>6</b>	<b>1</b>	<b>43</b>	<b>247</b>

Along with the above mentioned activities, seven (7) bi-monthly meetings were also held with the heads of partner schools in Islamabad, Rawalpindi and Karachi during the current quarter. During these meetings, the participants exchanged different innovative techniques they successfully applied for involving parents, siblings and other relatives of the children in the classroom activities.

Since Technical Assistance is an on going and basic component of the program, the meetings with the Mentors nominated by FDE were also held to discuss success and concerns observed during their visits to schools.

During last quarter, a number of the CGN-P partner schools in Karachi celebrated Earth Day and invited CGN-P staff. The students displayed their models they had prepared to the CGN-P's staff.

## QUARTERLY PROGRAM PROGRESS REPORT:

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

<b>BASIC EDUCATION</b>					
<b>Indicator</b>	<b>Target</b>	<b>Achieved</b>		<b>Timeline</b>	<b>Remarks</b>
Number of teachers/educators trained with USG Support (women/men)	290	247		June, 2009	Six follow-up training for Grade IV and V teachers of FDE schools were organized at Islamabad Model School, G-9/3, Islamabad.
		<b>Male</b>	<b>Female</b>		
		60	187		
<b>FAMILY &amp; COMMUNITY INVOLVEMENT</b>					
<b>Indicator</b>	<b>Target</b>	<b>Achieved</b>	<b>Timeline</b>	<b>Remarks</b>	
Number of meetings with the heads of partner schools	Conduct regular Bi-monthly meetings	7 Bi-monthly meetings were conducted	April, 2009	Seven bi-monthly meetings were held in Islamabad, Rawalpindi , and Karachi	
<b>TECHNICAL ASSISTANCE TO STAFF AND SCHOOLS</b>					
<b>Indicator</b>	<b>Target</b>	<b>Achieved</b>	<b>Timeline</b>	<b>Remarks</b>	
Change in classroom practice regarding child-centered teaching practice	Provide facilitation to the teachers during their teaching sessions	Ongoing activity	-----	None	
<b>MONITORING &amp; EVALUATION</b>					
<b>Indicator</b>	<b>Target</b>	<b>Achieved</b>	<b>Timeline</b>	<b>Remarks</b>	
Percent change in classroom practice regarding child-centered teaching practice		Ongoing	Ongoing	The M&E team has prepared a report on the evaluation findings, which will be shared with UNSAID separately.	
Percent of children in classrooms using child-centered methods					
Frequency parents participation in class/school					
Percent of parents attending Family Literacy sessions					

<b>HIGHER EDUCATION COMMISSION</b>					
<b>Indicator</b>	<b>Target</b>	<b>Achieved</b>		<b>Timeline</b>	<b>Remarks</b>
Number of host country individuals trained in basic education as a result of USG investments involving higher education institutions	-	-			
		<b>Male</b>	<b>Female</b>		
		-	-		
<b>PUBLICATIONS</b>					
<b>Indicator</b>	<b>Target</b>	<b>Achieved</b>		<b>Timeline</b>	<b>Remarks</b>
Number of textbooks and other teaching material provided with USG assistance	.	427			The training participants were provided methodology and morning meeting books and newsletter during the faculty training.

## 2. ACCOMPLISHMENTS DURING THE QUARTER

### 2.1 BASIC EDUCATION PROGRAM

#### 2.1.1 Meeting with Federal Directorate of Education

Federal Directorate of Education had arranged a meeting of AEO's and Heads and Mentors of partner schools on April 1st, 2009. The purpose of the meeting was to discuss the problems observed during technical assistance and to devise strategies for successful implementation of child-centered methodology in all partner classrooms. Prof. Muhammad Rafique Tahir, Director (Training and Colleges), FDE was briefed about the observations of the mentors and CGN-P team during the technical assistance. concerns of Mentors and FLP as well. He took feedback from the concerned AEOs and also advised them to ensure proper implementation of child-centered methodology in all schools of their areas.



#### 2.1.2 Follow-up Training of Grade IV and V Teachers of FDE Schools, Phase-II

In June 2009, six (6) follow-up training workshops were conducted by CGN-P for 247 teachers of Grade IV - V of FDE Schools. All workshops employed the best practices in active teaching methods that teachers adapt in their practice including: effective communication techniques, cooperative learning strategies, inquiry-based learning methods to promote critical thinking, and so forth. The training modules used in these trainings were developed, translated and adapted in the educational context of Pakistan. In addition, each participant also received several reference materials to be used in their classrooms.

S. No.	Type of Training	Number of Trainings	No. of Teachers Trained		
			Male	Female	Total
1.	Follow up training for Grade IV & V (Phase II)	6	60	187	247
Total		6	1	43	247

#### 2.1.3 Technical Assistance

Technical assistance is an inbuilt mechanism for effective follow-up of the program implementation. Master Educators paid regular visits to all partner classrooms in Islamabad, Rawalpindi and Karachi where they assessed the implementation of interactive methodology and provided assistance to the teachers in practical implementation of the program.

#### 2.1.4 Monthly Meeting with Mentors

During the current quarter two monthly meetings were held with the mentors of Islamabad City, Sihala, Nilore, Tarnoul, and B ara Kahu sector FDE schools. The purpose of these meetings was to review last month's progress and discuss the problems they observed in classrooms 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 Earth Day Celebrations**

Earth Day was celebrated in various partner schools of CGN-P in Karachi on May 28, 2009. The objective of this activity was to create awareness among the children about the vitality of Earth as the only living planet. Colourful and interesting models made by the children were displayed.



## **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**

Bi-monthly meetings provide a platform through which both the CGN-P team and the heads of partner schools discuss and sort out their issues through mutual cooperation. During the quarter, seven (7) bimonthly meetings were held in Islamabad, Rawalpindi and Karachi. The Heads of partner schools participated in these meetings and shared their best practices. The main focus of these meetings was to devise an efficacious and operative approach for ensuring maximum family involvement in the classrooms.



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

## **2.3 FAMILY LITERACY PROGRAM**

### **2.3.1 Monthly Meeting with Family Literacy Trainers**

During the quarter, ten (10) monthly meetings were held with the Family Literacy Trainers of partner schools in Islamabad (7), Rawalpindi (1) and Karachi (2). These meetings provided opportunity to all Family Literacy Trainers to sit together and exchange their knowledge in order to work together to unearth secrets of success.



The objective of these meetings is 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.

### 2.3.2 Family Literacy Certificate Distribution Ceremony

The certificate distribution ceremony was organized at Islamabad Model School, G-9/3, Islamabad to give away certificates to Family Literacy learners during the last quarter. Federal Minister for Education Mir Hazar Khan Bijarani was the Chief Guest on the occasion. The ceremony was attended among others by Deputy Mission Director USAID Mr. Joseph Williams, Director General Federal Directorate of Education Mr. Atique-ur-Rehman and Director (Trainings and Colleges) Mr. Muhammad Rafique Tahir. The Area Education Officers (AEOs), heads and teachers of partner schools also participated in the ceremony. The objective of organizing this ceremony was to encourage and appreciate the learners' successes and sharing their learning experiences. Overall two thousand five hundred and sixty two (**2562**) learners, who have successfully completed their Family Literacy sessions, were awarded certificates. Partner schools in Rawalpindi and Karachi organized certificate distribution ceremonies in their schools.



### 2.3.3 Visits of ECE Centers

During the last quarter, the team also visited all the 10 ECE Centers along with family literacy centers. The purpose of these visits was to speed up the performance of ECE centers and provide on job guidance to the Caregivers. All the ten centers are functioning properly and are being given support in implementation of the methodology.

During visits different concerns were raised by caregivers regarding community mobilization towards Early Childhood Education, irregularity of children, lack of awareness among parents especially about the learning needs of children which were resolved by the team.



## 2.4 MONITORING AND EVALUATION

### 2.4.1 Internal Evaluation

Regular internal monitoring and evaluation is an important character of CGN-P program. The Monitoring and Evaluation (M&E) team of CGN-P is implementing an evaluation plan to regularly monitor and assess quality of its 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.

## 2.4.2 Evaluation Report

The M&E team finalised the draft evaluation report based on the data gathered from the partner schools. The report is under review and will be finalised during the next month.

## 2.5 DOCUMENTATION

### 2.5.1 Publications

During the trainings of Grade IV and V teachers of partner schools in Islamabad, methodology books, morning meeting book and newsletter were given to the teachers.

## 2.6 MEETINGS AND NETWORKING

### 2.6.1 Meeting of the National Core Group on Inclusive and Child Friendly Education

A meeting of the National Core Group on Inclusive and Child Friendly Education was attended by the team of Children's Global Network Pakistan. The agenda of the meeting was to review the draft of ToRs of the National Core Group and further discuss the steps to be taken. The representative of CGN-P introduced organization on the forum and shared the program being implemented in different schools of Islamabad, Rawalpindi and Karachi and actively participated in the meeting.

### 2.6.2 Meeting with Technical Adviser-Teachers' Education; Canada Pakistan Basic Education Project (CPBEP)

Children's Global Network Pakistan team had a meeting with the Technical Adviser- CPBEP. The Chief Executive delivered an elaborated presentation of the program to the Technical Adviser. She expressed desire for collaboration with CPBEP and suggested establishing "Hubs for Learner Centered Instruction". In this regard she requested CGN-P to send a concept note which was sent and accepted.

## 3. HUMAN INTEREST STORY FROM THE FIELD WITH A PICTURE

This is a story of forty one years old Ms. Shaheen who lived her life for others. Her mother's untimely demise left her in charge of her younger sisters and brothers. Ms. Shaheen had to take the responsibility of looking after her young brothers and sisters and her father at the age when children go to school and play with toys along with their friends and siblings. But she, under the burden of her new responsibilities, forgot herself and assumed the role of nurturer, caregiver and supporter. Her family never even considered sending her to school, she stayed at home to cook, clean and care. She was 15 when her family decided that she was old enough to get married. Hence, she got married and had eight children over the years. For over thirty five years, she cared for her family and put her personal dreams and aspirations aside.



Her life changed irrevocably last year when her daughter's teacher at the nearby public school told her about CGN-P's Family Literacy Program. The teachers urged her to attend so she could help her daughter with her studies. The Family Literacy Program is an Intergenerational Learning Initiative designed with the dual objectives of educating non literate adults and linking their education outcomes with those of their children.

She attended the Family Literacy Program for two years. Her enthusiasm ensured rapid improvement and progress. After receiving training from CGN-P on Early Childhood Education for 3-5 year olds, she was selected to run an ECE center by the CGN-P team. In a community meeting, CGN-P team inaugurated her ECE center and introduced the local community with the concept of establishment of these ECE centers.



Shaheen is now running her own ECE center; *Phulwari*. *Phulwari* has been working for almost four months. Looking at the center you can see the evidence of Shaheen's enthusiasm and zest in every child's work. You can see the walls covered with colorful drawings and pictures made by the kids. The children coming to her center have reached a level of learning far beyond those expected from the average 3 year old.

Now, Shaheen proudly and confidently proclaims that she is earning 1400 rupees and her life revolves around the center.

#### **4. OTHER ACTIVITIES**

##### **4.1 Evaluation of Thesis of Anthropology Students- Quaid-e-Azam University**

Ms. Mehnaz Aziz; Chief Executive CGN-P was nominated as an Honorary External Examiner by the Vice Chancellor of Quaid-e-Azam University to evaluate the thesis of the students of Anthropology. The Thesis evaluation process was divided over two days. She took the job and evaluated thesis of ten students.

##### **4.2 Meeting with Chairman CDA**

The Chief Executive-CGN-P along with her three team members arranged a meeting with the Chairman, Capital Development Authority. The meeting was meant to discuss possible future collaboration with CDA. During the meeting, the Chairman showed deep interest in CGN-P's work and suggested if CGN-P could work in their *Katchi Abadis* in G-8 and Alipur Farash. CGN-P informed them that they are already working in government schools in those areas. A committee was formed by the Chairman-CDA comprising of CGN-P team and CDA members to explore areas of collaboration.

##### **4.3 Meeting with MKR Foundation**

The Chief Executive CGN-P; Ms. Mehnaz Aziz was invited to attend a meeting on "Addressing the needs of Internally Displaced Pakistanis (IDPs)" organized by Mir Khalil-ur-Rehman Foundation (MKRF). The conference was attended by various civil society organizations who presented their views regarding IDPs. CGN-P suggested opening

summer camps for the children of the IDP's so as to keep them busy through activity based learning. This would help lessen their trauma as well as keep them busy in learning through fun activities. The suggestion was greatly appreciated.

#### 4.4 Partners Consultation Workshop by Plan Pakistan

Chief Executive CGN-P attended a consultation workshop arranged by Plan Pakistan for its partners. The workshop was in the context of initiating the process of development of new country strategic plan (CSP-3) with the purpose to share, and learn ideas with the partners in the process of development of new country strategic plan.

### 5. PLANNED ACTIVITIES FOR NEXT QUARTER

#### Program Activities for Next Quarter (July – September, 2009)

Activity	Target	July	August	September
<b>Basic Education Program</b>				
Technical Assistant to partner classrooms	Ongoing			
Follow up Training for KG-Grade II Teachers, FDE Schools (Bhara Kahu Sector)	3			
Training of Grade III-V Teachers of Phase-II, FDE Schools (Bhara Kahu Sector)	4			
Monthly meetings with mentors				
<b>Family Involvement</b>				
Parents participate in school activities (On-going)	ongoing			
Bi-Monthly Meetings with Heads of Partner Schools	ongoing			
<b>Family Literacy</b>				
Family Literacy Monthly Meetings with Trainers				
<b>Monitoring &amp; Evaluation</b>				
Monitor Quality of Program Implementation	ongoing			
Gather Evaluation Data (Ongoing)	ongoing			
Classroom Observation Visit	ongoing			

## 6. 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	-	1		4
1.1	Number of women.	32	3	-	1		4
1.2	Number of men.	18	0	-	0		0
1.3	Islamabad/Rawalpindi	32	3	-	1		4
	➤ Number of women	18	0		0		0
	➤ Number of men						
1.4	Karachi				-		
	➤ Number of women						
	➤ Number of men						
1.5	➤ From Public Schools	50	3	-	1		4
	➤ From Private Schools						
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	-	-	2562		2562

	Indicator	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
	school based settings						
4.1	Number of women.	3395	-	-	2321		2321
4.2	Number of men.	105	-	-	241		241
4.3	Islamabad/Rawalpindi ➤ Number of women ➤ Number of men	2512 628	-	-	2108 241		2108 241
4.4	Karachi ➤ Number of women ➤ Number of men	360 0	-	-	213 0		213
4.5	➤ From Public Schools ➤ From Private Schools	3500	-	-	2565		2565
5.	Number of teachers/educators trained with USG Support	485	139	15	67		221
5.1	Number of women.	335	102	14	52		168
5.2	Number of men.	150	37	1	15		53
5.3	Islamabad/ Rawalpindi ➤ Number of women ➤ Number of men	335 150	102 37	14 1	52 15		168 53
5.4	Karachi ➤ Number of women ➤ Number of men				-		
5.5	➤ From Public Schools ➤ From Private Schools	485	139	15	67		221
6.	Number of textbooks and other teaching/ learning material provided with USG assistance	1000	399	174	272		845
6.1	➤ Distribution in Public Schools ➤ Distribution in Private Schools	1000	399		272		671
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		29	-		29

	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%			77.4%		77.4%
12.	Increase attendance and retention in USG assisted primary schools	8-10%			8.05%		8.05%
12.1	<ul style="list-style-type: none"> <li>➤ Public Schools</li> <li>➤ Private Schools</li> </ul>						
13.	Number of classrooms equipped with active learning material/consumable supplies	3000			-		
13.1	<ul style="list-style-type: none"> <li>Public Schools</li> <li>Private Schools</li> </ul>						
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%			85.9%		85.9%
15.1	<ul style="list-style-type: none"> <li>➤ Public Schools</li> <li>➤ Private Schools</li> </ul>	85%			85.9%		85.9%

**7. FINANCIAL REPORTING**

*(March 01, 2006 to June 30, 2009)*

Line Item	Budget	Obligation	Expenditures to (End of Qtr) June 30, 2009	Balance of Budget as on June 30, 2009	Balance of Obligated Funds as on June 30, 2009
Salaries					
Fringe					
Consultants					
Travel					
ODC					
Program					
Total					
Cost Share					
Total PROG					

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

*July 01, 2009 to September 30,2009*

Line Item	Budget	Total Obligated	Balance Budget	July, 2009	August, 2009	September, 2009
Salaries						
Fringe						
Consultants						
Travel						
ODC						
Program						
Total						
Cost Share						
Total PROG						