

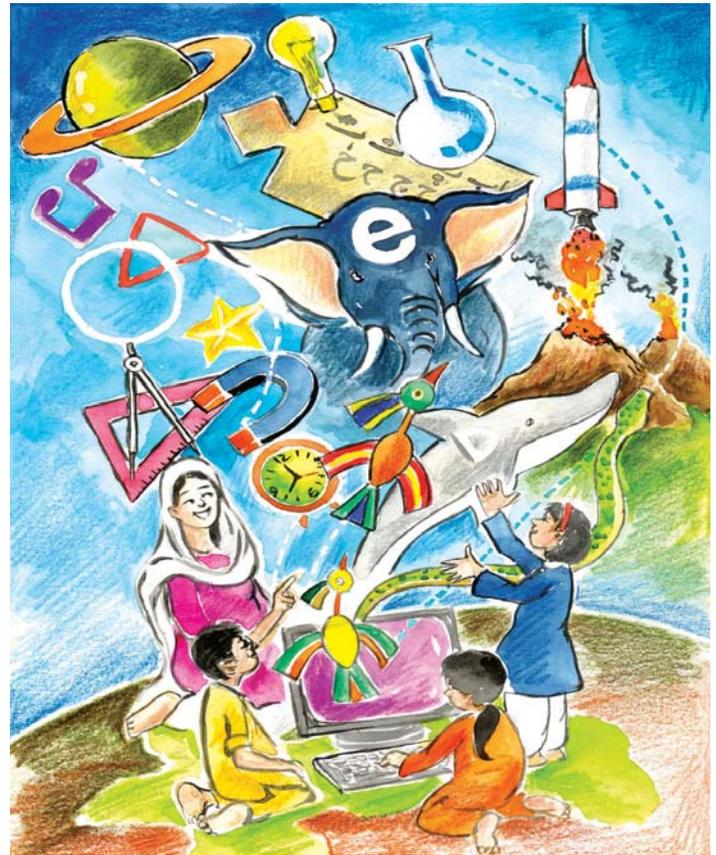
LADDU

PREPARING THE MARGINALIZED CHILDREN TO LEAD ...

Children's Global Network is committed to the provision of the best learning opportunities to public classrooms in Pakistan. We understand that children going to public school classrooms are the bastions of Pakistan's future. The reality for Pakistan is that we are starting the knowledge age at a great disadvantage, even though, ironically, we have a great abundance of human talent but unfortunately, it is our most underdeveloped asset. In the history of the country the wealthy and prosperous have looked after their own needs and overlooked and suppressed the larger but poorer population. Consequently the education sector remains divided servicing the rich with a separate stream and running a separate system for the poor. Quality Education facilities have inadvertently become the right of the elite, where as just a basic school facility remains a distant privilege for the majority who are the marginalized.

We strongly believe that children all over the world are born equal but eventually become the product of the opportunities that they are provided. In Pakistan our education system perpetuates the vicious circle of poverty so that marginalized people remain caught in this cycle for generation. Age old pedagogical methodology, bland classroom environments, and a non existent to minimal link for global learning opportunities means that the children of the poor will never become productive members of the Nation and World at large. In our pursuit to provide the best opportunities for all Pakistanis including marginalized children we collaborate with educators, parents, communities and stakeholders to create the ideal Pakistan of the twenty first century. We have realized that the right values, attitudes and behavioral patterns can perhaps compensate for deficient economic policies. However, even the most brilliant policies will not be successful if the right institutions have not been built and the culture that can carry the policies to their successful realization have not been nurtured.

In this background of challenging reality of today's Pakistan, I am proud to present our model of transformation of the entire school district from institutionalization of policies



to human development to having happy children learning well. This interactive teaching and learning program in the Islamabad Capital Territory is undertaken in collaboration with the schools of the Federal Directorate of Education. The program components utilize a methodology, tried and tested in thirty five countries covering Early Childhood Education till grade five. The professional development of teachers and administrators along with the creation of mentors within the government is an integral part of the program. This revolution in the classrooms is achieved by equipping the classrooms with materials that support the methodology and connect it with the national curriculum. Parental involvement and intergenerational literacy has shrunk the distance between the school and the home and has helped open one to the other.



The link with Higher Education institutions has given this program national coverage through public universities.

Our focus has been the three hundred and thirty one (331) Federal Directorate of Education public sector schools and we have provided them active learning material for 2,275 classrooms, built capacity of 4,388 teachers through 89 trainings on interactive teaching and learning methodologies, thus benefiting 82,735 students. Simultaneously, the Family Literacy Program which is being institutionalized in 102 partner schools of the Federal area is transforming the lives of 5,000 enrolled parents, especially of non-literate mothers, and the relatives of the children of the vulnerable and marginalized segments of the society.

This intergenerational program brings together the home and school by linking mothers' learning with that of their children and focuses on health and environment issues as well. ECE Community Centers are being initiated through mothers who prepare groups of 3 - 5 community children for school. Our four specialized faculty courses on child centered learning methodologies have been introduced to more than 95 faculty members of 40 public universities of the country. These courses have been incorporated as reference material in the course outline of B.Ed. and M. Ed. curriculum being revised by the Higher Education Commission of Pakistan.

An assessment of the program was carried out independently by the Lahore University of Management Sciences (LUMS). It is encouraging to see our hard work being validated by the results of the survey in both cognitive and non cognitive learning.

The report testifies that tests scores of CGN-P partner school students are 5.6 (one grade) point more than non-CGN-P partner schools. The study also highlights that apart from the cognitive skills, CGN-P students learn a broader set of non-cognitive skills. The recent Federal Board result of grade V students who have been in CGN-P classrooms portrays a very robust picture of students of CGN-P partner schools who attained the top three positions. Moreover, the success rate of children promoted to the next grade of CGN-P partner schools is 94.9 % as compared to 89.8% of non-CGN-P schools.

CGN-P has also started to work with middle and secondary schools as an implementing partner of ED-LINKS consortium for Islamabad. The most recent endeavor in this regard is the Student Exchange Program to Washington in which first batch of 25 students who were selected on merit from rural and urban marginalized families from the secondary level students of the Federal Directorate of Education schools. These families and children have been given the chance to realize a distant dream of going to the US and learning digital and web-based technologies not only for cultural exchange purposes but also for developing a resource pool and knowledge base for our students.

All in all, the Islamabad Capital territory's public schools run by Federal Directorate of Education stand transformed with credible learning achievements of children coming in from all segment of society. It is a testimony to CGN-P's long term commitment and the support of the Government that today we have lines of parents desiring their children's admissions in these public schools. In institutions where there were only twenty KG classes in 2002, today we stand at two hundred KG classes in 2008. Teachers and administrators are

educated in the philosophy of the best global teaching methods, parents come frequently to the schools and mothers regularly come to the intergenerational parenting lessons to learn the latest parenting skills. Above all, children are happy to come to the schools and there are

rarely any dropouts in the rural or urban areas. It is indeed heartening to see the children who are doing so well and who will be able to compete with the best in the world.

CGN-P has proved that educational change is perhaps the most feasible opportunity to transform culture and create foundations for human and institutional transformations. We hope to create linkages and partnerships that would take this success to the national and regional level so that the entire country can realize the potential it has not been able to build upon. - *Mehmaz Aziz, Chief Executive & Founding Director.*



USAID
FROM THE AMERICAN PEOPLE

Publication of this Newsletter has been made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are sole responsibility of CGN-P and do not necessarily reflect the views of USAID or the US Government.



WHITE HOUSE SYMPOSIUM IN NEW YORK ON ADVANCING GLOBAL LITERACY

It was an honor for Ms. Mehnaz Chief Executive Children's Global Network Pakistan to be the only representative of Pakistan at the White House Symposium on Advancing Global Literacy. The symposium titled "Advancing Global Literacy: Building a Foundation for Freedom" was hosted by the US First lady Mrs. Laura Bush who is also the Honorary Ambassador of the UN Literacy Decade till its conclusion in 2012. The symposium coincided with the start of the 63rd General Assembly session which was attended by heads of various states including Pakistan. The symposium was held at the Metropolitan Museum of Art, New York on September 22, 2008. The visit of Ms. Mehnaz Aziz was sponsored by the USAID Pakistan.



US First Lady Mrs. Laura Bush & Mrs. Mehnaz Aziz

While progress has been made, global literacy remains a critical challenge that threatens the ability of countries and their citizens to take advantage of increasing globalization and its opportunities. Addressing this challenge requires a collective commitment from every country, at all levels of government, to invest in literacy and education for all citizens.

The guests at the White House Symposium on Advancing Global Literacy included First Ladies from different States, Ministers for Education of various countries, UNESCO Ambassadors, and selected NGOs and private sector individuals who have been instrumental in bring about positive changes in the education environment of their respective countries. The symposium discussed the outcomes of the six UNESCO Regional Literacy Conferences; highlighting programs that can be replicated around the world with the support of local and national governments, civil society and the private sector: and renewed international commitments to promoting and sustaining global literacy efforts.

The First lady Mrs. Laura Bush in her address on the occasion announced the establishment of the United Nations Literacy Decade Fund to Advance Global Literacy. This fund will be housed at UNESCO and sustained by contributions from governments, foundations, corporations, and others. It will target the most disadvantaged populations-including orphans and young out of school children. The United States is the first to contribute to this new fund by committing more



L to R: Her Royal Highness Princess Laurentien of the Netherlands; The Honorable Daggubati Purandeswari, Minister of State for Human Resource Development, India; Her Excellency Madame Toure Lobbo Traore, spouse of the President of the Republic of Mali; Mrs. Margarita Zavala, First Lady of Mexico; Her Excellency Madame Chen Zhili, Vice Chairman 11th National People's Congress Standing Committee, People's Republic of China and Mr. Mohammed Bougroum, Ph.D. Professor, University of Marrakech and National Project Manager for LAMP/Morocco.

than \$2 million towards this cause.

This Fund will be used to build upon the work of the White House Conference on Global Literacy, the White House Symposium on Advancing Global Literacy, and the UNESCO Regional Literacy Conferences in Qatar, China, Mali, India, Azerbaijan, and Mexico to promote and sustain global literacy efforts and demonstrate international support for improving education and learning opportunities worldwide. The Fund's aim is to support efforts to achieve the goals of the United Nations Literacy Decade (UNLD), particularly through the Literacy Initiative for Empowerment (LIFE), the Literacy Assessment and Monitoring Program (LAMP) initiatives, and in particular by improving literacy delivery on the ground through the promotion of best practices.

The Symposium was divided into three sessions. The first session provided a sum up of the past UNESCO Literacy Conferences with Ambassador of the United States to UNESCO, H.E Louise Oliver as its moderator. The panelists were from six regions.

The second session was on US Commitment to Advancing Global Literacy undertaken by the Administrator United States Agency for International Development and Director of United States Foreign Assistance Ms. Henrietta Fore while the third session was on UNESCO's Commitment to



Mrs. Mehnaz Aziz with Ms. Henrietta Fore, Administrator USAID & Director of US Foreign Assistance



Advancing Global Literacy.

Concerted efforts since September 2006 are on to deal with this issue at international level. The first White House Conference on Global Literacy called on international leaders to stimulate support for literacy in their countries. As a result in the two years following the White House Conference UNESCO hosted six regional conferences to continue and expand dialogue. First ladies, Literacy experts and policy makers participated in these conferences in Qatar, China, Mali, India, Azerbaijan and Mexico. These conferences led to increased investment in regional Literacy efforts by global leaders and the expansion of individual freedoms.

Children's Global Network Pakistan was one of the invitees to present the central component of its Interactive Teaching and Learning Program, the intergenerational Family Literacy initiative, at the regional Literacy Conference for South, South west and Central Asia titled "Building Partnerships

and Promoting Innovative Approaches" in New Delhi. The Family Literacy program received international recognition in 2006 when at a UNESCO "Education for All Week" luncheon in Washington D.C First Lady Mrs. Laura Bush in her speech commended Ms. Aziz for getting mothers involved in their child's education through teaching them how to read and write.

The White House Symposium provided Children's Global Network with an opportunity to advocate its tried and tested Interactive Teaching and Learning program with special focus on Family Literacy component but also to establish linkages with the education ministries of the region and gain support for replication across the border. Ms. Aziz initiated regional dialogue with Afghanistan, Bangladesh and India to create a platform for sharing best practices in this critical time. UNESCO has agreed to support this regional initiative.

LADDU'S INGREDIENTS

EDITORIAL

- Preparing the Marginalized Children to Lead ...—1

REGIONAL & GLOBAL LINKAGES

- White House Symposium in New York on Advancing Global Literacy—3
- Literacy is the Best Remedy—5
- UNESCO Regional Conference in Support of Literacy—6
- CGN-P Students Take Positions in Grade V Centralized Examination—7

FAMILY LITERACY PROGRAM

- Teaching Adult Learners to Read & Write—8
- Hands on Activities to Teach Mathematics—10

CAPACITY BUILDING OF PROFESSIONALS

- From a Rigid to Flexible Approach...—12
- Sharing Best Practices in Education: CGN-P's Team Visits MSU—14
- Ensuring Success & Sustainability—16

CGN-P'S METHODOLOGY

- Utilizing Multiple Intelligence Theory in Classrooms—17
- Thematic Teaching: A Technique for Meaningful Learning—18
- Classroom Management for Effective Teaching—20
- Critical Thinking—21
- Multi-Grade Teaching Ways to Make it Work—22

HIGHER EDUCATION PROGRAM

- Empowering Students & Academic Leaders—23
- Training Faculty Members as Master Trainers—26

EARLY CHILDHOOD EDUCATION

- Intervention in Kindergarten Classes—27
- Play Helps Develop Competencies in Children—28
- The Role of Preschool in a Child's Life—30
- ECE Policy in Pakistan—32

ACTIVITIES IN BRIEF —34

PARTNERSHIPS & COLLABORATIONS

- Links to Learning—41
- Student Exchange Program—41
- CGN Pakistan: Now in Vehari—42
- Training of School Heads—42
- Revamping Education System in AJK—43
- Going Regional—43

MONITORING & EVALUATION

- Interactive Teaching & Learning Program: An Assessment—44
- Evaluating the Impact on Children's Learning—46
- CGN-P at National Level—48
- Announcement—48

CHILDREN'S GLOBAL NETWORK, PAKISTAN (GUARANTEE) LIMITED

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



LADDU - Editorial Team:

Seema Zia, Shahzad Ahmad, Nighat Sana, Akhter Shah & Iram Naqvi

Copyright©: All rights reserved no part of the Newsletter may be reproduced, stored or transmitted by any means mechanical, electronic or other wise - without written permission of CGN-P

HEAD OFFICE:

66, St. 89, G-6/3, Islamabad
Tel: (92 51) 2877941-2
Fax: (92 51) 2274140
info@cgnpk.org OR www.cgnpk.org

KARACHI OFFICE:

V-11/2, 17 East St. DHA,
Phase I, Karachi
Tel: (92 21) 5384178
Fax: (92 21) 5384178

VEHARI OFFICE:

175/K, St. 2, Lalazar Colony
Tehsil & District Vehari
Tel: (92 67) 3363941
Fax: (92 67) 3363942



International Literacy Day 2008

'LITERACY IS THE BEST REMEDY'

Literacy Day is celebrated annually on September 8, 2008. The theme of this year's International Literacy Day "Literacy is the best remedy" reflected on the direct correlation between people's level of literacy and their chances to maintain good health. More than halfway through the UN Literacy Decade launched in 2003, one in five adults above age 14 does not possess the most elementary skills required to read a street sign, a child's book, a map, a newspaper, instructions on a medicine bottle or names on a voting ballot. It is being felt that reaching the goal of reducing illiterate people around the world within ten years is becoming a gargantuan task.

While illiterate people are far from hopeless or passive, they are generally more vulnerable to infection from communicable diseases. They are poorly equipped to prevent and treat illness, and to adequately care for themselves, their families and their communities. A woman who participates in a literacy program has better knowledge of health and family planning; she will more likely adopt preventive health measures for herself and for her children.

UNESCO headquarter in Paris celebrated this year's International Literacy Day by organizing a round table discussion on "Literacy and Epidemic" and giving away Literacy awards for 2008 to successful Literacy Projects. The round table was organized to explore the role that literacy (in formal and non-formal education settings) can play in terms of disease prevention, care and treatment for the benefit of individuals and their communities. Ms. Mehnaz Aziz, Chief



L to R: Father Michael J. Kelly, Professor Emeritus of Education at the University of Zambia & International AIDS activist; M. Michel Sidibe, Assistant Secretary General and Deputy Executive Director of Programs, UNAIDS; Nicholas Burnett, Assistant Director General for Education UNESCO; Dr. Hiroki Nakatani, Assistant Director General for HIV/AIDS, Tuberculosis, Malaria & Neglected Tropical Disease, WHO; Ms. Mehnaz Aziz, Chief Executive, Children's Global Network, Pakistan (Guarantee) Limited at panel discussion organized by UNESCO in Paris to celebrate International Literacy Day.

Executive CGN-P on the invitation of the Director General UNESCO gave a presentation on intergenerational learning in this round table discussion. The other distinguished speakers of the round table discussion included, Mr. Nicholas Burnett, Assistant Director-General for Education UNESCO, Father Michel Kelly a Jesuit priest, Professor of Education University of Zambia and Global HIV/AIDS activist and Mr. Michel Sidibe Assistant Secretary General and Deputy Executive Director of Programs at UNAIDS.

Ms. Mehnaz Aziz, in her presentation highlighted the role that intergenerational learning and the family, particularly mothers' role in educating children about hygiene, health and general well-being and bringing behavioral change in families and communities. She talked in the context of her intergenerational Family Literacy Program a central component of the organization's work that increases the literacy levels of mothers of partner school children. The program seeks to teach non-literate women basic math and literacy skills for their own empowerment, and for the educational benefit of their children as well as imparting awareness on issues like the importance of immunization and nutrition in their child's life, prevention from diseases including diarrhea, dysentery and malaria.

The conference brought together international experts, policy-makers and representatives of international organizations to open up new thinking and initiatives in the sustainable development of literacy in the world. Presentations during the Round Table explored the complexity of the links between literacy and health, with a strong focus on epidemics both at the policy and program level.



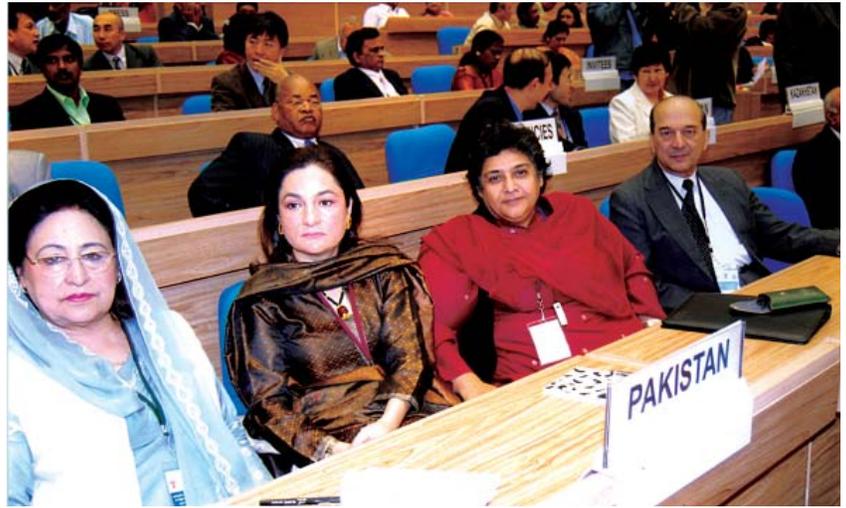
Mrs. Mehnaz Aziz, with Koichiro Matsuura, Director General, UNESCO & M. Michel Sidibe, Assistant Secretary General and Deputy Executive Director of Programs; at Luncheon during International Literacy Day celebrations.



UNESCO REGIONAL CONFERENCE IN SUPPORT OF LITERACY

Chief Executive, Children’s Global Network, Pakistan Ms. Mehnaz Aziz was invited to present CGN-P’s intergenerational Family Literacy Program at the UNESCO Regional Literacy Conference held in New Delhi, India in November 2007. The conference, entitled “Addressing Literacy Challenges in South, South West and Central Asia: Building Partnerships and Promoting Innovative Approaches,” was the fourth in a series of six regional or sub-regional conferences supporting global literacy being organized by UNESCO within the framework of the United Nations Literacy Decade (UNLD) and UNESCO’s Literacy Initiative for Empowerment (LIFE).

Ms. Mehnaz Aziz’s talk focused on “Mother-Child Literacy and Intergenerational Learning.” She was one of the two presenters from Pakistan at the conference. A central component of the CGN-P’s work is the family literacy program that increases the literacy levels of mothers of partner school children. The objective of the program is to generate parents’ interest in education to ensure continuity of schooling and avoid drop outs. It involves families in the learning process of children. The program targets non literate parents, grand parents and older siblings of children in the partner schools so that they learn together with the children. The learning of parents has been tied to that of their children, a strategy that has proved successful and which keeps the parents involved till the end of the sessions. Fourteen countries of the region participated in the conference which included Afghanistan, Bangladesh, Bhutan, India, Islamic Republic of Iran, Kazakhstan, Kyrgyzstan, Maldives,



Nepal, Pakistan, Sri Lanka, Tajikistan, Turkmenistan, and Uzbekistan. Ms. Sonia Gandhi inaugurated the conference while Ministers in charge of education and literacy; First Ladies; UNESCO Goodwill Ambassadors; international organizations; NGOs; universities and research institutes; private and public donors; and the media were also present on the occasion. At the conference CGN-P’s Family literacy Program was given the recognition of the best practice of the region.

The countries of South and South-West Asia have the highest number of illiterates in the world, and out of the 388 million adults in this region who cannot read and write 63.5 per cent are women. Three highly populated countries – Bangladesh, India and Pakistan continue to face major literacy challenges, including the sheer numbers of illiterates. In addition to a serious gender gap, there is a high urban-rural disparity.



While literacy rates in Central Asia are high, there are still concerns including an important gender gap as 72.5 per cent of the illiterate population is women. Moreover, there is a need to address literacy requirements in countries in transition and to ensure the provision of continuous learning.

The conference was of utmost importance for UNESCO and its Member States and partners in their efforts to achieve the Education for All (EFA) goals and the Millennium Development Goals (MDGs) and for fulfilling their commitments to the UNLD and the Decade of Education for Sustainable Development (DESD).



Our Laureates...

CGN-P STUDENTS TAKE POSITIONS IN GRADE V CENTRALIZED EXAMINATION

When Children's Global Network, Pakistan initiated trainings for its grade V partner schools' teachers, many of them shared concerns regarding the implementation of activity based methodology in the said grade. According to them, students of grade-V have to appear in centralized examination and it is important that the students indulge in serious academics so that good grades are achieved. Their fear was that CGN-P's teaching methodology is time consuming and may not be suitable for the senior grades.

However, the recent board results proved this theory wrong. The students of CGN-P partner schools not only secured the top three positions in the centralized examination but twelve students out of seventeen came in the top ten board positions (few positions are obtained by more than one student) who belong to CGN-P's old partner schools.

The hard work of teachers, students and the CGN-P team paid off. The success rate of the children of CGN-P partner schools is 94.9% as compared to the success rate of children of non CGN-P schools which is 89.8% (Source: Gazette-Centralized Annual Examination Class V-2008). This clearly demonstrates that CGN-P's interactive methodology has real effects on the students' promotion to the next grade.

Among top three position holders, Ayesha Malik of Federal Government Girls Model School, Model Town Humak, obtained first position by securing 565 marks out of 600. Hajra Naveed of Federal Government Junior Model School, I-8/1, got 561 marks and secured second position while Namra Batool of Federal Government Junior Model School, Humak, obtained 556 marks and secured third position. These students enrolled in CGN-P partner schools have received their primary education in CGN-P's researched

NAMRA: Namra joined FGGMS, Model Town Humak in grade III. "Namra was a shy girl when she came in our school, she was quiet and not very self-confident but that's where CGN-P's methodology component Morning Meeting came to our rescue", shared her teacher Nasreen. Through morning meeting sessions, Namra was given a chance to share her views and this helped her to overcome her shyness. Now when any one asks her what she wants to become when she grows up, she readily answers 'I want to become a Prime Minister'.



AYESHA: "Ayesha has been a hard working girl from the beginning. She got enrolled in Federal Government Girls Middle School Humak in 2005. She took a lot of interest in making charts, posters, arranging CGN-P provided cupboard and used to finish her work very quickly and then she would help other children" shared Azra Sultana, Ayesha's proud teacher. Ayesha feels her interest in education has increased greatly due to interactive teaching methodology of CGN-P. The concepts of algebra and geometry are very easy to understand through the activities and CGN material. The change in the attitude of our teacher is bring about a difference in the students. Children who were dull are now showing improvement in their grades confided Ayesha



HAJRA: Hajra enrolled in FGJMS I-8/1 in grade II. She loved experimenting with the active learning material provided by CGN-P. "It was so much fun having group activities in our classroom. My favorite subject is mathematics, so in my class I used to play with wooden material and that is how I learned about shapes and geometrical concepts" shared Hajra. She obtained top marks in math and science. Hajra's teacher, Shabana Noor also shared that Hajra's parents were very involved in her studies at school and used to come very often in the classroom. Their presence boosted Hajra's confidence as well as her performance.



based interactive teaching and learning methodologies. This encouraging result has helped in addressing teachers' concerns regarding the implementation of child-centered methodologies in the higher grades and has encouraged the teachers to enable the children of this country to be competitive and at par with children world wide. The success of CGN-P is evident through reports and statistics but where it really shows is on the faces of children brimming with confidence! - *Nighat Sana, Program Associate.*

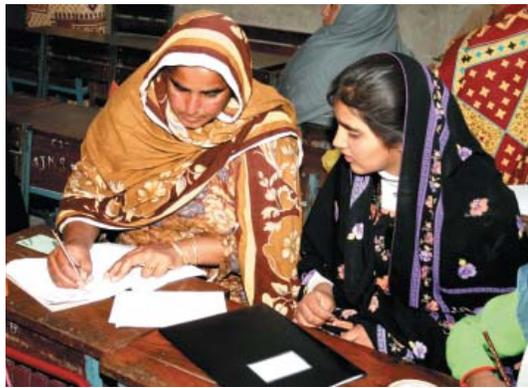


Family Literacy Program

TEACHING ADULT LEARNERS TO READ & WRITE

Illiteracy affects all aspects of a person's life. Not only does it render them incapable of providing adequately for their family, it also exposes them to social discrimination and erodes their self-respect. People who cannot read or write are unlikely to discuss their lack of education openly. This is especially true today as it has become increasingly difficult to be independent and raise a family without basic reading and writing skills. We cannot allow illiteracy to prevail in our country, especially when illiteracy can be overcome at any age. Every adult, regardless of age and the extent of previous education, is capable of learning reading and writing skills they need in order to communicate effectively.

So, how do CGN-P's adult literacy trainers/educators help adult learners acquire basic reading and writing skills? The majority of our adult learners,



most of whom are parents of primary school children, cannot read or write at all. Those who have completed some primary schooling do not have a strong grasp on basic concepts because they were taught in an extremely traditional learning system, where, for example, phonetics were not used to learn the alphabet. The key to helping adults acquire reading and writing skills is continuous repetition and practice of the same concept through various means. In line with CGN-P's methodology, our family literacy sessions are interactive. Most activities involve group work of some kind. This keeps learners interested. Some of the many activities used in our family literacy lessons help improve the reading/writing skills of our adult learners, and facilitate their children's education. All concepts and activities progress from simple to complex in accordance with learners' gradual acquisition of skills.

Activity One: Daily News

Every morning, literacy trainers present the "daily news." They announce basic information like the date, the day's agenda and learning goals, and share good news, such as someone's birthday. The news is usually written down on the blackboard for everyone to see and read aloud by the trainer. It is mostly written in Urdu, but common words like days of the week are also written in English. Trainers articulate words clearly so that learners can recognize words and learn sentence structure. Beyond listening to the trainer, learners also sometimes read the daily news for the class and frequently participate in different learning activities with the daily news. Examples include:

- **Word Matching:** The trainer writes certain words from the daily news on individual cards and gives the word cards to learners. Learners come to the front of the class

and match the word written on their card with the same word written on the daily news board.

This helps them recognize words.

- **Word Repetition:** The trainer asks the learners how many times a certain word was used in that day's news. She asks them to write the word however many times it was used. This activity simultaneously helps reading/writing and counting skills.
- **Fill in the Blanks:** Trainers sometimes leave blank lines in the daily news for learners to fill. This activity requires trainers to be creative and helps develop their critical thinking abilities.
- **"I spy a word":** Trainers ask learners to identify words in the daily News in the following manner: "I spy a word that begins with _____. Who can find that word?" "I spy a word that rhymes with _____. What is that word?"



The overall purpose of the daily News and related activities is to develop learner's reading, writing and word recognition skills, and to ensure their active participation in each session. This boosts their self-confidence as well.

Activity Two: Name Writing

In this activity learners learn how to write their names.

- The trainer writes names of individual learners on chart paper and gives it to them
- The learners then copy their names onto a folded card
- The learners draw a picture on the back of their card depicting either something they like or something that makes them happy, or something that their child likes.

These cards will serve as the learners' name cards for the duration of the literacy session. We find that it is encouraging to start adult learners off by teaching them to write and sign their name. This also helps them to recognize certain letters (i.e. the letters in their names) quickly.

Activity Three: Learning the Alphabet

The learners are taught Urdu and eventually, English alphabet through interactive activities and games.

- Sound recognition: Learners are shown letters of the alphabet written on individual flash cards. They are asked to repeat the sound of the letter. They learn seven letters at a time. After a few weeks, learners practice this game with one another and with their children at home. Trainers give parents sets of flash cards to take home.
- Associating letters with sound and object: Using flashcards, the trainer says the letter and its sound. On the back of the card, the learner draws an object that begins with that sound. Learners practice this game with each other and with their children at home.
- Using flash cards, the trainer says the written letter and the learner responds with the matching sound, or the trainer says a word that begins with the letter and the learner gives the letter.
- Letter game. Three paper cups are labeled "beginning," "middle," and "end." Person A (trainer, learner or child) will say a word and a sound. Person B will identify where the letter falls in the word, and drop a stone in the right cup. For example, in the word "pat," the sound "t" falls at the end of the word. Person B will thus place a stone in the cup labeled "end."

Activity Four: The Back and Forth Journal

Learners participate in a simple and fun activity named "The Back and Forth Journal", during the second phase (Lessons 51-100) of the literacy classes. Trainers give learners open-ended journal writing assignments. The learners share their journal entry, and the trainers (or other learners) respond with general conversation and a question based on the



entry. Learners answer these questions in their next journal entry. For example, some one may write the following: "I like to play games with my niece." Another learner can respond with; "I have two nephews as well. What are your nephew's favorite games?" or "Tell me more about your nephew." In this manner the journal improves the learner's writing and conversation skills, and gives them, and the trainer, the opportunity to get to know the other participants.

Activity Five: Poems

Poetry activities are extremely useful for those who want to read and write well. From our experience, people enjoy reading and reciting poems, especially parents who have young children. Memorizing poems is an excellent way to exercise the brain. CGN-P's family literacy trainers engage learners in fun poetry reading and writing activities. Examples include:

- Learners create their own version of a poem. Words are cut up and separated and learners have to make a poem with the given words. The original poem is shared after they have completed the activity.
- Have Person 'A' read a poem to Person 'B' while Person 'B' writes the poem.
- Have learners illustrate a poem and share it with family members or in class.
- Have learners read a poem aloud together. Encourage them to teach the poem to their children.

Activity Six: Building Vocabulary through a Word Ring

Every learner has a word ring that they keep adding to throughout the duration of the literacy sessions. During each class, trainers ask learners to write at least one new word on a card including words they heard during the daily news, words they have trouble remembering or a word they like.

Continued on Page | 11...



HANDS ON ACTIVITIES TO TEACH MATHEMATICS

Without a doubt, mathematics concepts, especially arithmetic and geometry, surround our everyday lives. That being the case, no individual can function independently without basic math skills. CGN-P's adult literacy trainers are helping non-literate parents and others to acquire these skills. CGN-P's adult learners generally have minimal understanding of basic mathematical concepts prior to the classes. The math content of CGN-P's family literacy classes includes counting, dealing with currency, addition and subtraction, multiplication, graphs, measurement, estimation, and geometry. Numbers are taught in Urdu and English. Many activities, especially during the first 50 lessons, involve counting with various objects; through such counting activities learners acquire addition, subtraction and other math skills. All concepts are taught through a variety of interactive techniques and hands-on activities, all of which are to be used at home to reinforce children's math learning.

The Snap Clap Pattern

Learners keep sets of 1-15 or 1-25 number cards in front of them. A trainer (or another learner) claps a certain number of times. Learners raise the card after writing the number of times they heard the claps on it.

Learners take sets of cards home to do this activity with their children. This teaching technique strengthens counting and listening skills.



Store Game

Learners and trainers bring items from their homes to create mock stores within the classroom. Learners take turns being storekeepers and customers with play money. Prices of the

items are kept low until trainers see learners learn to the concept of money. Learners are asked to count money with their child at home to reinforce their child's and their own math skills.

This game helps learners recognize currency and understand the concept of counting as well as addition and subtraction. Through this activity, learners become comfortable using money in daily life. Prior to classes, the learners often recognize bills but cannot deal with currency. For example, they aren't able to calculate how much change they should receive.



Estimation Jar

Estimation engages the mind in mathematical thinking. Being able to make educated guesses about quantity and measurement is a powerful tool in mathematics. The more opportunities learners have to estimate, the more accurate they will become. In everyday life, it is often useful and important to be able to look at a problem and reach an approximate answer before trying to figure out an exact



answer.

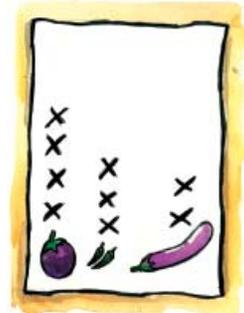
The estimation jar is a simple technique we use to make learners understand what estimation is. Trainers place any object—marbles, buttons, coins—in a jar. For example, trainers can place 77 marbles in a jar. Learners estimate how many marbles are in the jar and write their guesses on a piece of paper. They will then take out the marbles and count them in groups. Learners frequently have "counting days."

Building a Graph

There is very simple technique to teach graph making and interpreting concepts to the learners. It is a useful skill that will allow parents to help their children with graph-related math concepts, which can sometimes be hard to grasp.

The trainers teach the graph concept in the following way:

A chart has been made of popular vegetables. Take a photo and place



it in the column of your favorite vegetable. Look at the graph you have made. What can we say about the graph? What is the most popular vegetable? What is the least popular vegetable? Graphs depict information for us; it is sometimes easier to understand information when one sees it in the form of a graph.

Grasshopper Game

The Grasshopper Game is a fun and active activity that helps to strengthen learners' math skills across the board (i.e.



counting, addition, subtraction, multiplication). Trainers write numbers on the square of a tag board, in hopping distance, and tape the board to the floor.

The instructions given in the game become increasingly challenging. Examples of instructions:

- Hop to the number seven
- Hop to the number that comes after three
- Hop to the number that is the sum of 5 and 12
- Hop to the number that you arrive at if you subtract 6 from 12

Continued from Page | 9...

Learners continue to add to their word ring and are encouraged to study the words at home. They are later asked to make sentences and stories using these words. The word ring builds learners' vocabulary and improves their writing skills.

Activity Seven: Word Board Game

Learners play a number of word games to build their vocabulary and engage them in creative thinking. One such game is the "Word Board Game." The trainer makes a grid for the game: On the chalkboard or chart paper, the trainer writes a word. Take the word 'school' for this example. In between each letter, the trainer draws a 20 cm (8 in.) line. Across the vertical line, the trainer draws three horizontal lines that will make squares under each letter in the word school.

- Hop to the answer of 2 times 2

Function Machine

The "Function Machine" is a game used to teach learners addition and subtraction. The following "machine" is drawn on a large tag board. Each learner is given a function machine on transparency sheets as well.

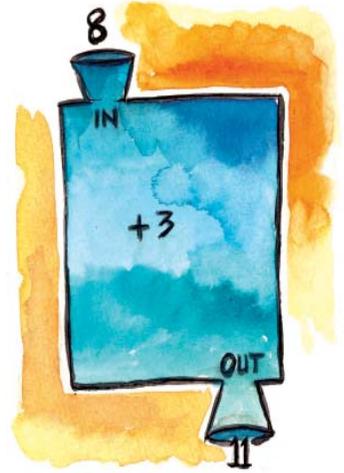
There are three sections of the machine: the number that goes "in" the machine, the rule written in the middle, and the number that goes "out" of the machine. One number is left blank for learners to figure out. Let's look at three variations of using the numbers in the picture: 8, 11 and 3. :

1) The trainer writes the rule "+3" and puts the number 8 "in" the machine. Learners write the same on their transparency. He/she asks learners to write the number that should come "out" of the machine. $8 + 3 = 11$. Learners should write 11 on transparency where it says "Out."

2) The trainer puts 8 "in" the machine and writes 11 as the final number that should come "out" of the machine. Learners should subtract 8 from 11 (or use another method) to figure out that the rule is +3.

3) The trainer writes the rule as +3 and the final number that should come out of the machine as 11. Learners should subtract 3 from 11 (or use another method) to figure out that the number that went "in" to get the final answer was 8.

The numbers increase as learners' mathematical skills progress. - *Shabana Akram, Master Educator (FLP)*.



Here is a model of the word grid:

The trainer (and eventually a learner) writes three topics at the side of the grid (e.g. colors, countries, names, etc). Learners work together to fill in the grid. For example, on the color line, learners fill the chart with words that begin with each letter of school. Sometimes it is difficult to find words for each of the letters, but it is a fun and mentally engaging exercise to think of as many words as possible. This game can be played with a variety of topics. Learners can also be asked to create a grid with a partner and have other learners fill it in.

Each of these activities draws on fun and interactive learning methods to help adults acquire language skills. In the process, parents adopt a new attitude towards effective education, which, in turn, supports CGN-P's ultimate aim of providing a quality education for children and adults in Pakistan. - *Saima Qadeer, Family Literacy Coordinator*.





FROM A RIGID TO FLEXIBLE APPROACH...

Trainings in Interactive Methodologies Bring Change in Teaching Style

There are many factors that contribute to the low quality of education in schools across Pakistan. This is especially true in reference to public schools. The most common factors are untrained teachers, lack of support to the teachers, poor quality of textbooks and learning material, lack of training facilities for teachers, an ineffective system of assessing student learning outcomes and weak governance and management.

Any stakeholder in education understands that the quality of education can only be improved when teachers have an in-depth understanding of effective teaching and learning practices. Various research studies on education in Pakistan such as a joint study by Harvard University and the Academy of Education Planning and Management have clearly identified that quality education depends on proper training and the availability of post-training support to teachers. The importance of teacher training cannot be underestimated. The better the teachers are trained in the latest teaching pedagogies, the better they can educate future generations of Pakistan.

Through the implementation of its Interactive Teaching and Learning Program, CGN-P has introduced an approach to teaching that shifts the dynamics of classrooms from being teacher-directed to child-centered. CGN-P believes that in order to bring a change in the classroom environment and in the education sector, teachers must be trained in child-centered interactive teaching and learning skills.

At present, over two hundred teacher training institutions across Pakistan organize pre-service and in-service teacher training programs. The implementation and continuity of these training programs is challenged by ineffective service delivery, weak ownership of new models at various levels of government, frequent changes in policy affecting the structures, lack of relevance of content to real classroom situations, little professional support and monitoring of teachers in schools, current student assessment practices, a poor understanding of distinctive roles of

education officers and lack of linkages between teacher training institutions.

CGN-P's teacher training program helps teachers to move from a rigid to a flexible child centered approach, which is not based on memorization but on critical thinking and problem solving skills. The organization has been partnering with primary and elementary public schools in Islamabad, Rawalpindi, Karachi and rural districts in all the four provinces as well as Azad Kashmir to drastically transform classroom environments in every respect, from improving the quality of their teachers to changing the look and feel of the classroom.

CGN-P's trainings concentrate on meeting learning objectives in reading, math, science and all subjects through interactive and hands-on learning methods. Teachers also learn how to foster children's individual personality development in the classroom. They learn to facilitate learning in ways that develop children's social, physical, emotional and cognitive domains.

One of the unique aspects of CGN-P's trainings workshops is the hands-on and interactive nature in which they are conducted. Trainers make use of creative learning material, engage teachers in group activities, and provide multiple opportunities for active participation. Trainers also constantly ask for feedback from the workshop participants. The manner in which the trainers conduct the workshop serves as a model for how teachers should conduct their classrooms.

Overall, CGN-P's Master Educators have trained over five thousand teachers and administrators in child-centered interactive teaching and learning methodologies. The majority of our trainees are government school teachers. CGN-P has also trained over five hundred community teachers in earthquake affected areas in Azad Kashmir and in various remote areas of the four provinces. Currently, CGN-P's Master Educators are providing teacher training and technical assistance to the community schools run by National Rural Support Program/Rural Support



Program Network and Pakistan Poverty Alleviation's partner organizations in Bannu, Sibbi, Quetta, Mianwali, Bahawalpur, Khushab, Hyderabad, Bagh, Rawalakot, and Muzaffarabad.

The majority of CGN-P initial training workshops take place in the summer as it is the most convenient time for the teachers to set aside time for professional growth. Throughout the year, the CGN-P teams deliver supplies to classrooms; provide ongoing technical assistance, and conducts follow-up five-day training workshops. Last summer alone, between June and August, CGN-P conducted twenty one five-day training workshops for public primary school teachers (KG-Grade V) of Islamabad. Although trainings were conducted in other areas, the focus of last summer's training was Islamabad. Our team of highly experienced Master Educators trained over 1,600 teachers and administrators, the majority of whom were women, at 262 rural and urban schools. With respect to Islamabad's rural areas, trainees came from Sihala, Nilore and Ternaull. The participants included class teachers, head teachers, and education department administrators.

The trainings took place in four Teacher Resources Centers (TRCs) established by the Federal Directorate of Education. Before the initiation of the summer trainings, CGN-P equipped these TRCs with updated training facilities including furniture, multimedia, overhead projectors, water coolers, air conditioners, and a computer for each center. These facilities create a comfortable learning environment for teachers.

The results of CGN-P's training program are quite astounding. Teachers and administrators are very enthusiastic about their newfound professional skills. CGN-P's trainings prepares them to nurture and educate Pakistan's future generations. Mrs. Tahseen Hashmi, a head teacher at a government primary school in Federal Area, Islamabad, describes her professional growth: "I had never felt confident about teaching mathematics, and subsequently I never found it fun or interesting to teach. CGN-P's strategies and hands-on techniques for teaching math not only make the subject appealing to children, but I now feel confident in my ability to teach math."

CGN-P's trainings make teachers feel enabled to nurture and educate Pakistan's future generations. After a week-long workshop, Ms. Riffat Shehnaz of FGGMS University Colony said she realized that individual attention and encouragement by the teacher is important in improving the learning outcomes of children. She also realized that children can work better if they are given opportunities to work collaboratively in groups and that one must give them an opportunity to ask questions in order for them to grow.

CGN-P's improvement in the quality of teachers is having a visibly positive impact on students' attendance and in being promoted to the next grade. Mr. Shahid Mahmood Hashmi, a Grade I teacher at Government Primary School for Boys,

Sr. #	Type of Training (Initial)	Number of Trainings	No. of Teachers Trained		Total
			Male	Female	
JUNE - SEPTEMBER, 2007					
1.	Grade III	4	72	266	338
2.	Grade IV	4	53	196	249
3.	Grade V	4	92	309	401
4.	Grade I	3	61	122	183
5.	Grade II	3	71	148	219
6.	KG	2	71	104	175
OCTOBER - DECEMBER, 2007					
7.	Family Literacy (Lessons 51-100)	1	4	99	103
8.	Training of Faculty members	1	7	18	25
JANUARY TO MARCH, 2008					
9.	Family Literacy (Lesson 1-50)	2	32	146	178
10.	Training of Trainers (Mentors)	1	9	11	20
APRIL TO AUGUST, 2008					
11.	Grade III	3	59	130	189
12.	Grade IV	2	32	91	123
13.	Grade V	2	28	75	103
14.	Orientation of Mentors	1	8	8	16
15.	Grade KG (Bhara Kahu)	2	62	72	134
16.	Grade I (Bhara Kahu)	2	39	30	69
17.	Grade II (Bhara Kahu)	2	30	32	62
18.	Training of Mentors	1	20	21	41
GRAND TOTAL		40	750	1,878	2,628

Sr. #	Type of Training (Follow up)	Number of Trainings	No. of Teachers Trained		Total
			Male	Female	
JUNE - SEPTEMBER, 2007					
1.	Grade V	1	5	76	81
2.	Grade V (Karachi)	1	2	59	61
OCTOBER - DECEMBER, 2007					
3.	Grade V (Rawalpindi)	1	15	48	63
JANUARY TO MARCH, 2008					
4.	Grade- III	4	58	193	251
5.	Grade-IV	4	54	186	240
6.	Grade-V	4	67	214	281
7.	KG	3	49	66	115
8.	KG		33	48	81
9.	Grade - I	3	37	91	128
10.	Grade - II	3	37	85	122
11.	Training of Faculty Members	1	7	14	21
GRAND TOTAL		25	364	1,080	1,444

Carriage Factory Rawalpindi, is one of countless teachers who has made significant improvements in his teaching style after learning the methods of child-centered practices. Mr. Hashmi has seen a ninety nine per cent reduction in absenteeism, which he attributes to CGN-P's teaching methodology. After CGN-P trainings, where Mr. Hashmi became sensitized to the role of parents in their child's education, he started calling parents when their child was not present in school, and began to keep them closely informed on their child's progress. He says that beyond the change in teaching style and classroom environment, parental involvement was crucial in helping him achieve a high level of attendance. - *Syeda Fasiha Batool, Coordinator Trainings.*



SHARING BEST PRACTICES IN EDUCATION: CGN-P'S TEAM VISITS MSU

Last August 2008, USEFP administered an intensive learning program for Pakistani professionals from Children's Global Network, Pakistan (CGN-P). CGN-P is a non-profit educational and training institution whose mission is to improve the quality of education in Pakistan, primarily at the pre and primary public school level. It implements a comprehensive, global "Interactive Teaching and Learning Methodology" in thousands of pre and primary school classrooms in the entire school district of Islamabad, as well as selected schools in Rawalpindi, Karachi and other Provincial Districts. As part of its USAID Program, CGN-P partnered with USEFP to draw on its unique network of linkages with universities in the U.S. USEFP worked closely with CGN-P to design a program intended to build the capacity of CGN-P professional through knowledge of and direct exposure to the latest global research and best practices in education. After assessing the training needs of CGN-P, USEFP linked CGN-P with Montana State University for a three-week learning program for the organization.

The CGN-P team was comprised of eight members, the majority of whom were Master Educators who train hundreds of urban and rural area primary school teachers year-round. The training program gave the professionals of CGN-P an opportunity to expand their horizons in the area of primary, elementary and secondary education practices in the United States. As an influential implementer in Pakistan, it is crucial that CGN-P's experts stay up to date with the best modern global teaching techniques and research.

The program at MSU covered a whole range of topics related to early childhood development, elementary and secondary education, educational planning and management, assessment and networking, special education, ESL instruction. Program participants also had the opportunity to visit a montessori school, an Early Childhood (ECE)



Center, elementary school classrooms, training sessions for Bozeman high school teachers, and MSU's Teacher Resource Center, where they received complimentary books on the latest research in interactive teaching and learning. One participant, Master Educator Nazakat Bibi, especially enjoyed their visit to a psychology class at MSU, where the CGN-P team had the opportunity to engage in a fruitful discussion on the education system in the U.S. and Pakistan. The team was also kept active outside of the classroom with field trips to museums, parks, shopping malls, and other recreational activities that added to their understanding of the American culture.

Mohammad Zubair, Program Coordinator at CGN-P, says that the program at MSU was an exciting learning experience for him and the team of teacher educators; "our discussions on successful practices and common constraints faced by educational institutions in the U.S. and Pakistan really gave me a better understanding of how to effectively manage an educational institution," he says.

CGN-P's teacher educators are eager to apply what they've learned in their training workshops. For example, Master Educators Munazza Imran and Tayyaba Ali plan to teach teachers the new strategies they learned on teaching history and geography. They explain that session on History/ Geography Lesson Planning was especially noteworthy because in Pakistan, teachers typically just give lectures on such topics; they don't involve students in a way that would develop their interest in the subjects. "I was very impressed at how much, and how eagerly, I learned about ancient and modern civilization in Brazil through the presenter's use of artifacts," says Ms. Imran. "We learned some very fun and effective history games that we look forward to



demonstrating in our workshops," says Ms. Ali. IT Program Officer Shahzad Ahmad explains that every session had applicability to Pakistan: "For example, one of our instructors discussed multi-cultural learning in the context of Native Americans in public schools in America. We can certainly apply what we learned about being sensitive to different cultures in the classroom and bringing people from different cultures onto one platform of learning in order to foster multi-cultural learning in Pakistan, where there are four provinces with distinct cultures."

Significantly, the Program included a civic education workshop on incorporating "service learning" into education programs, as well as an overview of peer mediation programs. The purpose of service learning is to integrate the academic curriculum with meaningful community service and thereby teach civic responsibility. Peer mediation teaches students effective, peaceful ways to resolve conflicts and develop

Every instructor and presenter ensured that the CGN-P team benefited as much as possible from each session; they even took it upon themselves to conduct extra sessions on the concepts and strategies on which the participants felt the need for further elaboration. Master Educator Saima Qadeer says that one unforgettable aspect of her experience was the overwhelmingly friendly environment at MSU. "I felt a strong sense of community there. I was amazed that we were always greeted by people driving and walking past us. Every morning on our way to the training hall, we heard 'have a nice day', from someone or another, and it truly made my day," exclaims Ms. Qadeer.

The Chief Executive of CGN-P, Mehnaz Aziz, was equally pleased with USEFP's efforts. She explains how CGN-P's partnership for this Program began: "It was at an education partners roundtable that I first spoke with Grace Clark, Executive Director about collaborating with USEFP



an understanding and respect for coexisting in a multicultural world. These sessions enabled the CGN-P staff to draw valuable lessons from the U.S. education system, where service learning and peer mediation are widely incorporated into schools curricula. "We learned a number of useful lessons, but the most fascinating session was the one on community service. We learned about the importance of students' involvement in community service, and we discussed how to go about getting students involved as volunteers during after school hours," says Master Educator Tasneem Sarwar. As an organization already dedicated to helping teachers nurture a generation of responsible and reflective Pakistani citizens, CGN-P will certainly benefit from implementing service learning into their training program.



to send our staff to the U.S. for capacity building in state of art methodologies. Capacity building is in-built in our program design and I had been trying to get in touch with individual institutions. USEFP's professionals worked around the clock to link us with MSU and design a program for a diverse group of eight CGN-P staff. It was indeed a very productive partnership and I would like to endorse such partnerships of other non profit organizations through USEFP."

The CGN-P team returned to Pakistan with a remarkable experience and wealth of new information on effective educational practices. We at CGN-P are grateful to USEFP for engaging our team in an enriching cultural exchange and learning experience that will enable us to have a meaningful impact on Pakistan's education system.



Mentoring Program

ENSURING SUCCESS & SUSTAINABILITY

Mentoring programs assist teachers in translating their academic knowledge into meaningful instruction. Mentoring helps to ensure that teachers have access to accumulated instructional knowledge and expertise of their colleagues in a way that contributes to students' success. The role of mentors in schools, whether government or private is a relatively new concept in this part of the world. CGN-P has shown innovation in ensuring the success of their teacher training program. With introducing mentors to ensure quality. By the rapid expansion that the organization has undergone and with more to come, it has becoming difficult for the Master Educators to provide the necessary follow up in partner schools by themselves. The lack of capacity to monitor educational program in one key element that is detrimental to any program, as follow ups are vital for the proper implementation of any methodology. Keeping this in mind CGN-P has designed a mentoring program which will help institutionalize interactive teaching and learning methodologies in public schools even if CGN-P's intervention is withdrawn. The Master Educators used to have one follow up training annually but the visits were too seldom to effectively monitor and guide the teachers. Since CGN-P training is quite different from traditional methods, teachers take time adjusting to the new learning styles and may get discouraged when they do not receive support or guidance for their efforts. Another discouraging factor was that none of the teachers were recognized by the system they worked in, even if they successfully implemented the methodology. This still continues to be an issue as the ACR of the teachers' assess them on the school assessments and does not reflect the manner in which they teach. By making the government a stakeholder in the mentoring program CGN-P has tried to ensure that the teachers get support and recognition from within their own system. The mentors have all been taken from the Federal Directorate of Education and include teachers, principals and administrators. The mentors selected were already familiar with the CGN-P methodology, having been involved in some form or other prior to becoming mentors. The mentors think of themselves as facilitators and already

see a positive change in the schools administration due to government ownership in the program.

Since there has been a massive increase in the number of teachers included in the program after expansion; CGN-P has proposed training sixty five mentors in two batches. The first batch of twenty mentors has already taken place, with extensive five-day training on mentoring skills. The CGN-P Master Educators not only went over essential mentoring concepts but also gave a detailed orientation on technical assistance tools including a classroom form, teacher's task sheet, checklist of classroom environment and a parent inventory form. The trainees were then taken to visit the partner schools to see how the implementation of interactive teaching methodologies were being practically applied in the schools.

After the training, a meeting was held at the CGN-P office to reinforce the importance of the tasks that the mentors had been assigned. Each mentor came up with a tentative schedule of visits for their allocated schools. The mentors' feedback on the program has been extremely encouraging even though it is still in its infancy. Due to the greater frequency of visits the required resource material and guidance is given at the appropriate time.

After their initial visit the mentors were very impressed by the response of the schools, particularly the new partner schools. The new partner schools may have had some issues pertaining to some of the concepts but they made up for that by their enthusiastic response. The classes were well prepared with all the material

in place, the classroom atmosphere friendly and parental involvement becoming more common. The mentors pointed out that one of the highest success of the CGN-P program is parental involvement. Earlier, parents were not encouraged to approach the school but now parents, children and teachers are all reaping the benefits of parental involvement in schools. The first monthly meeting with the mentors was held recently in which the mentors shared their experiences with the Master Educators. They were very hopeful that through a mutual collaboration of efforts by the mentors and the Master Educators that the desired changes will take place and the program will be sustainable in the long run.

Changes in our world require educators, like the scientific community to meet increasingly complex challenges. Mentoring is an important mechanism for advancing the teaching profession as a whole and the credit for introducing this concept in Pakistan's education sector goes to CGN-P that they took yet another progressive concept to the education sector in Pakistan. - *Iram Naqvi*.



UTILIZING MULTIPLE INTELLIGENCE THEORY IN CLASSROOMS

Bill Gates was a drop out from college. Albert Einstein day dreamed. Yet these two men have made huge success of their lives. One of the myths that relates to school and education is that we all learn the same way. Intelligence, however, as research has now shown, is not fixed.

Intelligence Type	Capability & Perception
Linguistic	Words & Language
Logical-Mathematical	Logic & Numbers
Musical	Music, Sound, Rhythm
Bodily-Kinesthetic	Body Movement Control
Spatial-Visual	Images & Space
Interpersonal	Other People's Feelings
Intrapersonal	Self-Awareness
Naturalist	Natural Environment
Spiritual/Existential	Religion & 'Ultimate Issues'

Howard Gardner, a professor of Education at Harvard, has proven through extensive research that there are at least nine centers of intelligence (he originally developed seven later two more were added to the list). This explains why Gates and Einstein did not thrive in school-they had different learning styles.

It is vital that teachers and parents are informed of their child's learning style, which are as follows:

Types of Learners	Learning Styles
Active and Reflective Learners	Active learners like to do something active and reflective learners like to think about it first.
Sensing and Intuitive Learners	Sensing learners like to learn the facts and intuitive learners like to discover possibilities.
Visual and Verbal Learners	Visual learners remember best what they see and verbal learners remember best what they hear/ read.
Sequential and Global Learners	Sequential learners prefer linear steps and global learners prefer to learn by a larger, more random style.

Along with understanding the learning styles it is important to apply them in the classrooms to nurture the various styles of learning. In order for the child to develop, they must be

provided opportunities to master the skills they have learnt and be challenged to get to the next skill level. CGN-P partner classrooms strive to include these styles, whose tenants includes constructivism, developing mentally appropriate practices and developmental education. Some of the examples of them in practice are:

Family Involvement: In CGN-P partner classrooms families of children are welcomed so that they can work with school staff to support their child's learning while nurturing their children's abilities at home.

Learning Through Play: Children develop and learn best in the context of a community where they are safe and valued. The activity or learning centers that are set in partner classes provide opportunities to each individual to explore new dimensions of learning.

Learning Centers: Learning centers are set up with resources and materials that promote learning which involves the different aspects of intelligences. Learning centers may differ in classrooms as per need.

Art Center: Fosters physical and cognitive development.

Block Center: develops thinking, problem solving skills and enhances creativity

Drama Center: Provides the opportunity to make children believe in real life situation or a chance to perform.

Literacy Center: Nurtures writing skills

Math Center: Develops cognitive and fine motor skills in addition, enhances working in collaboration and problem solving skills.

Music Center: Enhances sensory skills and language, besides encouraging creativity and body movement.

Science Center: Children learn to observe, experiment, communicate and choose.

Project-Based learning: CGN-P has introduced project-based learning in Grade V, which provides the opportunity for enhancing critical and cooperative learning skills by using an investigative and research based approach. They have to plan and come up with answers to complex problems to reach specific outcomes. The child centered learning approach is a true reflection of Gardner's theory.

In CGN-P partner classroom traditional teaching has become a thing of the past. Parents and teachers understand the developmental process and rather than pushing children unnecessarily they are able to identify and work towards areas which the children are ready for. - *Masooma Rizvi, Master Educator.*



THEMATIC TEACHING: A TECHNIQUE FOR MEANINGFUL LEARNING



Teaching is one of the most powerful professions as it has the ability to shape the future of the child. World renowned educationists are constantly striving to develop new theories for teaching to meet the ever changing landscape of education. One of the methods that has been developed is the idea of teaching with the aid of themes. It is based on integrating curriculum, that is to say that one subject or topic is related to another one in the course.

An educationist, John Dewey discussed "Thematic Teaching" as a technique that provides meaningful learning for young children as they attempt to seek knowledge shown through curiosity, take an action and get a result or come up with a conclusion. Thematic teaching is about students actively constructing their own knowledge through creative thinking, inquisitiveness and ownership of learning and use of their hands and minds.

Theorists, Piaget and Vygotsky, were strong proponents of this constructivist approach. Piaget (1926) believed that

knowledge is built in slow, continuous construction of skills and with the incorporation of the understanding that each child brings to each situation. He/she also emphasized the cognitive growth that takes place when students cooperate and interact with one another.

Vygotsky suggested that social interaction and collaboration were powerful sources of transformation in the child's thinking. He was of the view that children should be taught how to think rather than giving them bits and pieces of information.

Thematic teaching can be defined as the process of integrating and linking multiple elements of a curriculum in an on-going exploration of many different aspects of a topic or subject. It involves a constant interaction between teacher and students and their classroom environment. Amongst the important elements that foster success in any thematic project are the initiation of the theme, the teacher's role, group exploration, integration of the theme with the



curriculum and learning centers, building and maintaining spirit and enthusiasm of the students.

The Importance of Thematic Teaching

In thematic teaching, groups are involved in correlated activities that are designed around topics or lessons and cover several areas of the curriculum. They provide an environment that fosters and encourages the process of learning and active involvement of all students. Teachers build on students' interests and prior knowledge by focusing on the topic relevant to their daily life experiences. This strategy provides one of the best vehicles for integrating contents in a way that makes sense to students and helps them make connections for the transfer of knowledge. Thematic teaching provides an environment that fosters and encourages the process of learning. Some other benefits of utilizing themes in the early childhood classroom are as follows:

- Learning in depth factual information
- Becoming physically involved with learning
- Learning process skills
- Learning "how to learn"
- Integrating learning in a holistic manner
- Promoting group cohesiveness
- Addressing individual needs
- Motivating children and teachers

CGN-P has adopted the philosophy in which the emphasis is on interactive teaching methodologies. In our schools, a large number of students are packed in small rooms and only one teacher handles the entire class. CGN-P has introduced an international system of teaching, which has been well researched and documented in developed countries.

During CGN-P trainings, teachers and heads are taught how to practice the latest methodologies. They learn instructions in different strategies, for example:

- Learning through philosophy
- Learning through observations
- Learning through practical activities

CGN-P also tries to enhance the skills of students by providing technical assistance to the teachers beside trainings and as well as introducing activities according to their syllabus.

CGN-P has provided training of teachers from KG to Grade V in thirty two schools in Rawalpindi District in Punjab and more than four hundred and fifty schools in Federal Area, Government of Pakistan.

Thematic instruction is the organization of a curriculum around macro ideas. These instructions integrate basic disciplines like languages, math, social studies and science with the exploration of a broad subject, such as means of communications, social events, ethics, rain, river, use of energy and so on. Thematic instruction is based on the idea

that people acquire knowledge when learning in the context of a coherent "Whole". When they can relate what they are learning to the real world. Thematic instruction seeks to put the teaching of cognitive skills such as reading, mathematics, science, social studies, Islamiat and writing in the context of a real world subject that is both specific enough to be practical. Thematic instruction usually occurs within an entire grade level of students. Teachers of all the different subjects who teach in that particular grade work together as a team to design curriculum, instruction methods, and assessment around a preselected theme.

The Ladder use in Thematic

1. Choosing a Theme

Themes often involve large, integrated systems such as a city, a radio station or an ecosystem or a broad concept including democracy or weather. Instructors encourage the students to participate in choosing the theme or coming up with different ideas.

2. Designing the Integrated Curriculum

The teachers organize the learning objectives of their core curriculum (both process skills and knowledge) around the theme, for example, to learn about rivers, math might involve calculating length or flow and volume; social studies could look at the nature of rivers, communities; science might study phenomena like weather and floods; and literature could include a story or a poem about a river. The initial design requires extensive work on the part of teachers. Students could also be involved in designing the curriculum.

3. Designing the Instruction

This usually involves making changes to the class schedule, combining hours normally devoted to specific topics, other teachers, field trips and involving parents.

4. Encouragement & Appreciation

Thematic teaching is often project oriented. It can be a powerful tool for reintegrating the curriculum and eliminating the isolated, reductionist nature of teaching around segregated subjects. It requires a lot of hard, initial design work, and restructuring the relationships between teachers, students and parents. It also develops a class schedules, and help students build a classroom community. The integrated teaching curriculum has been part of early childhood education for years.

Teachers have long used children's literature, topics of interest, and projects to motivate children and teach them the necessary skills and concepts to be successful in their school as well as in daily lives. - *Sabahat Yasmeen, Master Educator.*



CLASSROOM MANAGEMENT FOR EFFECTIVE TEACHING

There is no doubt that better learning occurs in a well-managed classroom than in an unruly one. Every teacher wants to have a classroom, managed in such a way that a student feels a sense of ownership and personal pride in it as well as becoming a life long learner. In a classroom with a lot of students, a teacher would never be able to teach the subject/syllabi

if they are not able to manage the class properly. Nearly eight in ten teachers say they could teach more effectively if they did not have to spend so much time dealing with the disruptive students.

CGN-P has introduced a new concept to ensure effective and long lasting learning. A class room where the teacher is no more a dictator but a friend, mentor and guide who takes care of the individual needs and interests of the children. CGN-P being aware of the ground realities and keeping in mind all the concerns and problems that a teacher has to face in real life situations, enhances the classroom management skills of the teachers in a manner which nurtures the learning process of the child. By taking some proactive measures a teacher can avoid potentially problematic situations.

Teachers in CGN-P classrooms start the day with a **MORNING MEETING** which is a transitional time from home to school. A child learns not only to socialise and interact with his/her peers in a very well mannered way but is also able to share anything that he wants to with confidence. Students are able to discuss whatever issues are relevant to their lives. Gradually, the teacher guides them towards academics and plans a group activity related to their subject. The whole class works together to perform the activity practically instead of theoretically.

News & Announcements/Schedule

The teacher shares the schedule of the day which prepares the children for the upcoming activities. This gives the children a



structure and guideline for the day which they can follow without wondering about the activities of the day. The children also share their news, whether positive or negative, with everybody, which keeps them abreast of the social lives of their peers.

Classroom Rules

In an effectively managed classroom, the students make the rules themselves, through consensus, which they

will have to follow as they are consensual and not imposed. In the same manner, the teacher can have rotational duties of cleaning up, non verbal signals for gaining attention and respect for each other. Hence, in the classroom of a CGN-P trained teacher, the children are cooperative and in control of their environment.

Classroom Arrangement

There is lot of flexibility in a CGN-P class room seating arrangement, even if there is limited space for the students to sit properly. The teacher makes flexible groups using different techniques. Rugs can be used in lieu of furniture, as is done during morning meetings. When a child is able to sit and work in a relaxed environment he is more productive and creative.

Organizing Centres

Shelves are provided to all the classrooms with a lot of material like stationary, art, story books, and subject related material. Specific places are assigned for them and the teacher labels the appropriate places. The children use the material and put it back in the place that they took it from. This teaches them to organize things on their own.

Group Formation & Assigning Responsibilities

To manage the large number in classes, mixed ability student groups are formed. Teachers understand the difficulties that lie in forming flexible and non homogenous groups.



To address this, the teacher at the very outset explains the concept of working in mixed ability groups and how cooperation is a key element. Early on, in the year the teacher explains that all the groups will be formed by the students and that everyone will work with everyone else. Member of the groups are assigned specific responsibilities including collecting and distributing copies, material taken from various centres, maintaining discipline, checking the uniform, cleaning up after every activity or each period, display of work, and managing the problems in the class rooms. These responsibilities are rotated so that every child is held responsible for everything in turn.

This is an example of a technique through which a teacher not only maintains the discipline of the classroom but is also freed of many minor responsibilities that they had to take care of earlier which results in improved management and

teaching abilities.

Parental Involvement

A public school environment where the strength of the students varies from a minimum of forty to a maximum of eighty students, presents an enormous challenge for even the best of teachers. CGN-P has devised a practical solution urging family members to volunteer in their child's classroom. This helps the students, the parents and the teachers as well.

For effective teaching, managing the classes and its environment is a top priority and with the training that CGN-P imparts, it does not seem a distant reality but one that is practised every day in CGN-P partner schools. - *Sarah Qaisar, Master Educator.*

CRITICAL THINKING

Thinking is a natural process. However, how we think formulates and affects the quality of our life. If we want to succeed in life it is important that our thoughts be constructive and we engage in positive thinking. Learning how to think in an affirmative manner is a skill, which we have to master in order to not only survive but also flourish in today's world. When CGN-P started training in the elementary classes of public schools, the lack of critical thinking skills was significantly felt. Though the children were

becoming little experts in rote memorization when it come to responding to a spontaneous question or a situation they were not able to comprehend it and thus unable to answer. This is where CGN-P methodology breathed new life into a dying system for both teachers and students. Teaching children to become effective thinkers is increasingly recognized as an immediate goal of education as the world has become a global village. If students are going to function successfully in a highly advanced and competitive society, they must have skills necessary to analyze, evaluate and appraise inferences.

Educators and researchers believe that it is possible to inculcate these above-mentioned skills through instruction and practise.



Encouragement from teachers and a pleasant learning environment all enhance the learning capabilities of the children. Critical thinking is the ability to improve the quality of one's thinking by skillfully analyzing, assessing and reconstructing one's thoughts.

A Critical Thinker has the following attributes:

- Raises vital questions and problems, which stimulate one's thinking
- Is tolerant and flexible in considering alternatives and opinions
- Communicates effectively with others in figuring out solutions to complex problems
- Is inquisitive about different issues

Critical thinking is a liberating force in education and a powerful resource in ones personal biases. It teaches one to be prudent in making judgements, willing to reconsider issues, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of the inquiry permit. - *Tasneem Sarwar, Master Educator.*



MULTI-GRADE TEACHING: WAYS TO MAKE IT WORK

In multi-grade classes, teachers work with pupils of different ages, abilities and more than one curriculum simultaneously. This is extinct in the developed world but is a widespread phenomenon in developing countries. Such classes are a necessity rather than a choice. Yet policy recommendations are often made without acknowledging the needs of learners and teachers dealing with multi-grade classes.

A significant proportion of Pakistani rural primary schools lack basic facilities including buildings, furniture and suffer from a shortage of teachers. Therefore the teachers have to handle more than one grade at a time. This problem is further aggravated by the existence of large class sizes in many schools. An average primary teacher is ill-equipped to handle such situations. The nature of the curriculum and the textbooks, which are prepared almost entirely in a mono-grade context, creates further problems. On the other hand, the students benefit by staying with the same teacher and classmates and experiencing the same teaching style and routine over a two year period. This benefit is however not quantifiable for those teachers who work in a multi-grade environment.

The Master Educators of CGN-P believe that all teachers and learners need to understand and implement the multi grade pedagogy. CGN-P trainings are not aimed at multi grade pedagogy however the techniques taught are such that could easily be applied to it. During a primary school visit at Montana State University, I had an opportunity to observe a multi-grade class which had been embraced as the pedagogy of choice by the class teacher. He said that he taught the same combination last year and loved it. To a long list of queries ranging from creating an effective teaching-learning environment, maintaining discipline, to teaching aids and organization in the best possible way, the teacher answered that everything is manageable if scheduled wisely.

This is where CGN-P interactive teaching and learning methodology comes in as it helps teachers to adapt the techniques according to the needs and requirements of the class. This methodology involves creating an appropriate learning environment both physically and psychologically, making groups of pupils and assigning jobs to them, the

involvement of the community and above all parental involvement in this entire process.

Some of the suggestions for handling a multi-grade classroom are:

- Children sit in grade-groups facing their own blackboard.
- The more disciplined and older pupils could be designated as monitors; they can help teachers in taking attendance as well as various learning activities besides maintaining discipline.
- Giving reading instructions to one grade, and dictation to another one.
- Activity centers work well in this situation. Teaching one grade while the other grade works independently in centers and vice versa.
- Teaching aids prepared by teachers and children should be kept systematically in learning centers.
- For Math, one grade reviews assigned problems while the other grade is given instructions on a new math concept.
- Being prepared with alternative quiet activities for children who complete their tasks before the teacher is ready to meet with the other grade.

Although, this is not the ideal situation for teachers or the children, it can work well with a little extra planning. The senior grade could be used as role models and as an encouragement for the junior class to stand up to the challenge. - *Tayyaba Ali Khan, Master Educator.*



EMPOWERING STUDENTS & ACADEMIC LEADERS

Since the inception of Higher Education Commission (HEC) in 2002, Pakistan has witnessed the transformation of its higher education from a highly selective, elitist system to a more accessible, multi-purpose mass system with a strong quality control mechanism in place.

The CGN-P team grabbed the chance of having an interview with the Executive Director HEC, Dr. S. Sohail H. Naqvi and talked with him about the current system of education in Pakistan and the success stories of HEC in both public and private sector universities.

Following are the excerpts taken from the interview:

Q: Please share some of the areas that have made headways under current HEC's policies and procedures?

A: Successes have been in almost all different areas so let me be specific and choose some of them:

1. Computerization of Universities

The very first area that we worked on was the computerization of both public and private sector universities in HEC itself in bringing the Information Technology to Higher Education sector. This resulted in every public sector university having a fiber optic backbone connecting with different buildings, the building themselves being internally networked and provision of computers to faculties, students and staff of the universities. The second project was linking these universities with each other which is now called the Pakistan Education Research Network. Under this program high speed connectivity is provided to the universities and a dedicated Education and Research Network has been established. This entire network is also connected to the outside world and other Research networks world wide and has resulted in providing us with the infrastructure for the transfer of information to every student and faculty member in our Universities and Degree Awarding Institutions.

2. Provision of Applications

- Digital Library Program

Once the information technology infrastructure was available, we started providing universities with access to the latest research publications through the digital library program. It was always one of the problems of the universities that they didn't have access to research information. Working with different publishers world wide, we managed to get Pakistan wide licenses for almost 75 percent of the published literature of the world. Now, over 20,000 journals are being provided to every single person who works in the universities in Pakistan.

- Video Conferencing Program

Another application that is now taking hold is the Video Conferencing Application. With this application, universities can connect to different researchers and professors, world wide. Students can

get lectures or series of lectures from them on any topic. After successfully implementing the first stage of Pakistan Education Research, HEC is now working on the second stage project in which our universities will be provided gigabit connectivity which is a true high speed connectivity that will allow instantaneous video conferencing and all other possible types of applications to be done.

3. Research Publications

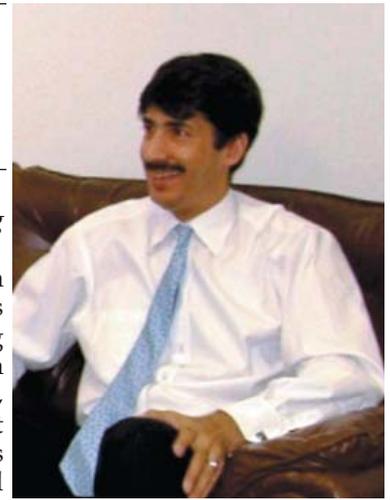
Another big initiative taken by HEC was to get a research culture revived in our universities. In the year 2000-01, the total number of internationally recognized publications that were coming from Pakistani universities and Research centers were around 600. Today that number stands at 2,400. To get research going in universities, it is necessary to change the entire environment for the students and faculty and to provide flexibility for researchers to attend and host conferences, to have access to sophisticated equipment and to have an environment where research is appreciated, recognized and rewarded. Implementation of these programs has allowed the revival of the research culture.

4. HEC Faculty Development Program

The HEC faculty development program has been by far the most ambitious ever taken by in the history of Pakistan. There are more than 3,500 people doing PHD, in Pakistan, in addition to more than 2,500 who are completing their PHD studies in the leading universities of the world. Clearly, a huge change has taken place and what is important is that these people have started to complete their studies and come back to Pakistan. More than 200 people have already returned. And all of them are successfully employed in Pakistan.

5. Standards of PHD Award

Along with significantly increasing the number of fully funded indigenous PHD scholarships, the standards of PHD award has been made very high; requiring



international evaluation, publication in internationally recognized journals and mandatory courses. The reason we are having this dramatic increase in the number of international publications is that people are now recognizing that this is what is required to advance in Pakistan. So an exponential growth phase has now been started because PHD students have more opportunities now and they are entering into the productive phase in Pakistan. These PHD students will then become faculty members and then will have their students so this truly is a geometrical growth that we are looking at for the future.

6. Indigenous Scholarship Program

The indigenous scholarship program can be availed at any public or private sector university provided it has faculty and research facilities. All research programs including hosting of conferences, travelling to conferences for presentation of papers, six months abroad for PHD scholars etc are open to the students of private universities. This has been a huge boost to the students. We have another program whereby any PHD student in any university, if they get six months placement at the university abroad, they can go there. This provides them international exposure that we so desire for our students.



Q: *There are no such reforms at the primary and secondary level. Don't you think such issues should be addressed?*

A: HEC has to operate within its domain of operation. There is no denying that we are the recipients of the product of our lower education. It is not our mandate, however, to comment or address directly the issues of lower education. We have in some ways tried to address some issues but more remains to be done. What I believe is that the core issues that impacts higher education as well as lower education is the quality of teachers. We need to focus on issues such as lack of awareness regarding early childhood education and need to bring the distance education into play that would support teacher education as well as disciplines of education. At the policy level, HEC has worked with Ministry of Education by providing them experts and all possible assistance. We are ready to design computer networks

connecting schools and colleges to PERN and which are applicable at a lower level and will provide any assistance within our limited capacities.

Q: *How can we improve the synergy between primary, secondary and higher education?*

A: The thing to be recognized is that the lower education is a devolved issue to be dealt by the provinces. So if you want synergy to be developed you have to work at the provincial educational levels and develop a synergy with the higher education system. In that case the higher education system has a responsibility to the community and also to the lower education system to work with them. This is the path we are currently following in terms of improving college education. As college education comes academically under the affiliated universities so these universities need to strengthen themselves, improve quality assurance and work on the development of systems and processes for the colleges. At the same time, these affiliated universities need to work with respective provincial government departments and provide any assistance that is needed. One of the problems is the availability of funds. Unfortunately, Pakistan spends far too little on education and we can't accomplish much if we are not going to provide the very basics such as a boundary wall around the premises, a roof over one's head, toilets facilities, drinking water, etc.

Q: *But what measures would you suggest that could ascertain a link between higher and lower education for ensuring provision of quality education from beginning to the end?*

A: At a national level, the HEC is working with the Ministry of Education. We are involved in the formulation of the education policy. The chapter on higher education has been worked on at the HEC and we are talking to them on strategic level as partners in this initiative. At the recent conference on higher education held in Germany, the delegation was headed by the minister while I represented the Higher Education Commission. Similarly in a dialogue on education with the US government. As far as policy level is concerned, we are working together. However, more is needed to be done. What is missing is the dialogue with the Provincial governments which are far bigger stakeholders as far as lower education is concerned. The new minister for education had taken the initiative of inviting HEC into the regular conferences with the provincial ministries of education. This is going to be the first step and I believe is very important one as well. I think that HEC needs to do more, by actually reaching out to the provincial government. This will be our agenda in our next meeting of the steering committee that has been formed consisting of secretaries of education of all different provinces meeting at HEC. Since the major programs of reforms of higher education are well underway, HEC



must work towards an improved interaction mechanism with all key stakeholders in the Education arena.

Q: *How can we bring changes in teacher education?*

A: As far as teacher education in Pakistan is concerned the scale of the problem and the geographical diversity, as well as the fact that you have to hit every entity all across the country, means that a traditional solution will not work. We are talking about hundreds and thousands of teachers. You have to bring in distance education and technology to provide assistance. I believe if you could develop a credible system of teacher certification in stages, where we could have different levels defined and ask these teachers to meet certain standards, provide them the opportunities and the facilities to meet those standards, give them learning material, lectures, notes, etc., then success is possible. We must then also have a reward mechanism whereby they get some financial reward or other recognition. The teachers in Pakistan are competent but they need recognition. This is not an expensive solution and this can help in bringing positive change to teacher education.

Q: *But teacher education institutes are stagnant, with outdated curriculum?*

A: I'm not at all happy at all with what we are doing with teacher education at higher education level. The curriculum and methodology is indeed out-dated. But this is not the issue faced by the teacher education discipline alone, the entire domain of humanity of social sciences has been weakened over the years in Pakistan. Trying to change it has been a difficult experience for us; we have much more success in science but in other disciplines there is more resistance and qualified people are scarce.

Q: *How do you see organizations such as ours contributing at a larger scale in bringing new methodologies into this arena for improvement?*

A: Having success stories is always a good idea, because it addresses the key concern that the new ideas will take root and will apply within the cultural and educational context of the country. So CGN-P's early childhood education and interactive methodology is a very exciting program as it involves students as well as teachers. Demonstrating success in Pakistan would mean that innovative techniques and programs are sustainable. Programs such as CGN-P's are a dire need because it through these programs that we realize that if it works in a small subset and geographic area than it can be replicated at a larger scale. So I appreciate the work CGN-P is doing as it is extremely important and is definitely necessary.

Q: *CGN-P has been providing extensive trainings to the*

faculty members on ITL methodologies in collaboration with HEC, the latest being held in the University of Health Sciences Lahore, in May 2008. Would you like to share your views on these efforts of CGN-P and what impact do you think these trainings will bring upon the faculty members?

A: I agree that teacher training is a crucial link between the higher and lower education systems. It is the responsibility of the higher education institutions involved in teacher training to ensure that the curriculum is up to date and in line with modern international best practices. It is also necessary to ensure that the university faculty members imparting teacher training are well qualified and well versed in the subject matter. The purpose of the HEC-CGN-P interaction has been to provide the latest early childhood education research findings to the faculty members, include these topics in the curricula and train the faculty members accordingly. The CGN-P trainings have had a very positive impact on the faculty members since they find the material informative, interesting and useful, they are eager to learn it and apply it in their future work. It is necessary to develop and expand these interactions.

Q: *What do you think of the collaboration between CGN-P Pakistan and HEC for improving the capacities of faculty members in public universities of Pakistan in preparing future cohort of teachers?*

A: CGN-P will only be successful in its endeavors of introducing interactive teaching and learning methodologies, making learning fun and building critical thinking skills if the primary school teachers are trained to teach in this manner. In order for that to happen, the change must occur in those university classrooms as well that prepare the future cohort of teachers. HEC, with its mandate of improving the quality of university education nationwide, can work with CGN-P to apply the teacher education programs to all the public and private sector university programs in Education.

Q: *Lastly, how do you foresee this collaboration being institutionalized formally and for a long term with HEC?*

A: CGN-P programs have been applied to selected groups of schools in different parts of Pakistan and have shown to be extremely successful in improving the children's learning experience, their critical thinking skills and also improving chance of retention of these students in school. It is now necessary to apply it across the country, which in my opinion, would not be possible unless the distance learning methodology is applied. I believe it should be possible to have a formal collaboration institutionalized between the two organizations so that the benefits of the CGN-P programs can be felt in every primary school in the country.



TRAINING FACULTY MEMBERS AS MASTER TRAINERS

KARACHI

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



- Fatima Jinnah Women University
- SBK Women's university Quetta
- Gomal University Dera Ismail Khan
- Hazara University Mansehra
- Lahore College for Women University (LCWO)
- NUML, Islamabad
- GC University Faisalabad
- Bahauddin Zakariya University Multan
- University of Education, lahore
- University of Sindh
- University of Sargodha
- University of Balochistan
- University of Punjab
- University of Peshawar
- Frontier Women University Peshawar
- University of Education Okara

UNIVERSITIES

CGN-P in collaboration with the Learning Innovation Division of Higher Education Commission organized a follow-up training workshop for twenty one Faculty Members from the IER departments of sixteen public universities of the country. The training was held at Lahore University of Health Sciences at Lahore in May 2008. The purpose of the training was to get feed back from the participants regarding implementation of CGN-P methodologies in their classrooms and challenges that they faced while imparting learnt knowledge to their students. The initial training for these faculty members as Masters Trainers was held at DOW University of Health Sciences, Karachi in December, 2007.

The closing ceremony was attended by Dr. Malik Hussain Mubbashar, Vice Chancellor, University of Health Sciences, Lahore; Ms. Mehnaz Aziz, Chief Executive, CGN-P; former chief Justice Sheikh Riaz Ahmed, Chairman Board of Governor University of Health Sciences Lahore and Prof. Dr Riaz Hussain Qureshi, Advisor, Learning Innovation Division, Higher Education Commission.

PESHAWAR

CGNP Master Educators in a joint venture with the Master Trainers of Frontier Women University organized a five days training for the teachers of public and private schools in interactive teaching and learning methodologies. The training took place during the month of March, 2008. Total thirty participants were part of this training which also included some mentors. This training was unique in the sense that the faculty members that were trained in the initial training at DOW University as Master Trainers took this initiative and conducted several training sessions hand in hand with CGNP's Master Educators. The participants highly appreciated the techniques practiced with them and confessed that they had been completely ignorant of this innovative way of teaching. This training was concluded at the closing ceremony where the participants were given away certificates. Vice Chancellor Bannu University and Dr Saeeda Farhana Jahangir (Vice Chancellor) Frontier Women University graced the occasion.



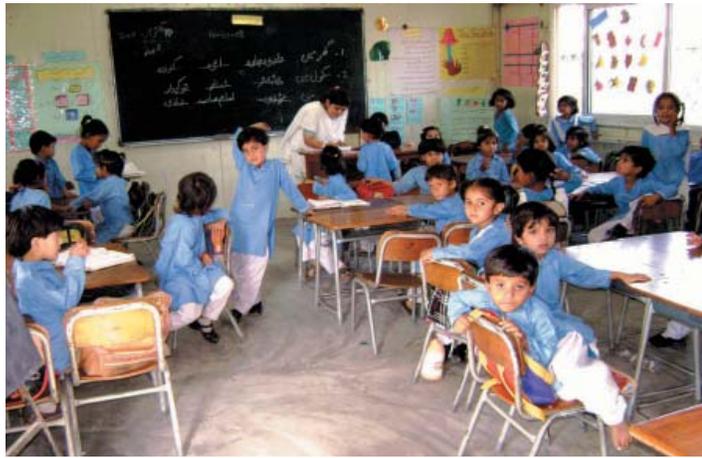
LAHORE



INTERVENTION IN KINDERGARTEN CLASSES

When CGN-P began its interactive teaching and learning program there were only twelve kindergarten classes from both urban and rural areas in the entire school district of ICT that partnered with CGN-P. However, during 2007, fifteen kindergarten classes were initiated in model colleges as a pilot project and now the number of partner kindergarten classes stands at over two hundred in both rural and urban sectors.

A little more than a decade ago, prep classes were introduced by the Ministry of Education to cater to the need of school going children of age four onwards. However, this effort was not successful. CGN-P later introduced an interactive child centered teaching and learning program that not only focused on strong ECE foundation but also catered to the needs of children belonging to all age groups. CGN-P's unique teaching methodologies helped the



government to realize the importance of ECE as providing quality education to the children in their early stages by laying a strong foundation in the development of their personality, intelligence and learning potential. The need to have formalized Katchi classes was becoming mandatory for building the capacity of young children. Besides, admitting children directly into grade I and teaching them grade I curriculum was not easy for the teachers as well as for the children who had to understand and perform at the level that they were not able to cope with. This led to the ministry writing a comprehensive curriculum for the kindergarten and the inception of KG classes was laid down for the ICT. The decision by Ministry of Education to start KG classes has been hailed by all teachers. "Interactive learning at the earliest stage helps in making young children life long

learners as well as ensuring a smoother transition period of a child from level zero to grade I which is critical" shared Ms. Shazia, a KG teacher at IMCG F-10/2.

Since Kindergarten is a very crucial level, it is important that teachers are aware of the national curriculum guidelines. For this purpose CGN-P has served as a bridge between the teachers of FDE and the Ministry of Education in distributing two hundred copies of National Curriculum on Early Childhood Education 2006 amongst all the teachers. Recently, CGN-P conducted two training workshops for the teachers of KG in Bara Kahu sector in July, 2008. The purpose was to teach these teachers to implement child centered interactive methodologies into their classes. So far two hundred teachers have been trained in the interactive teaching and learning methodology. - *Nighat Sana - Program Associate*



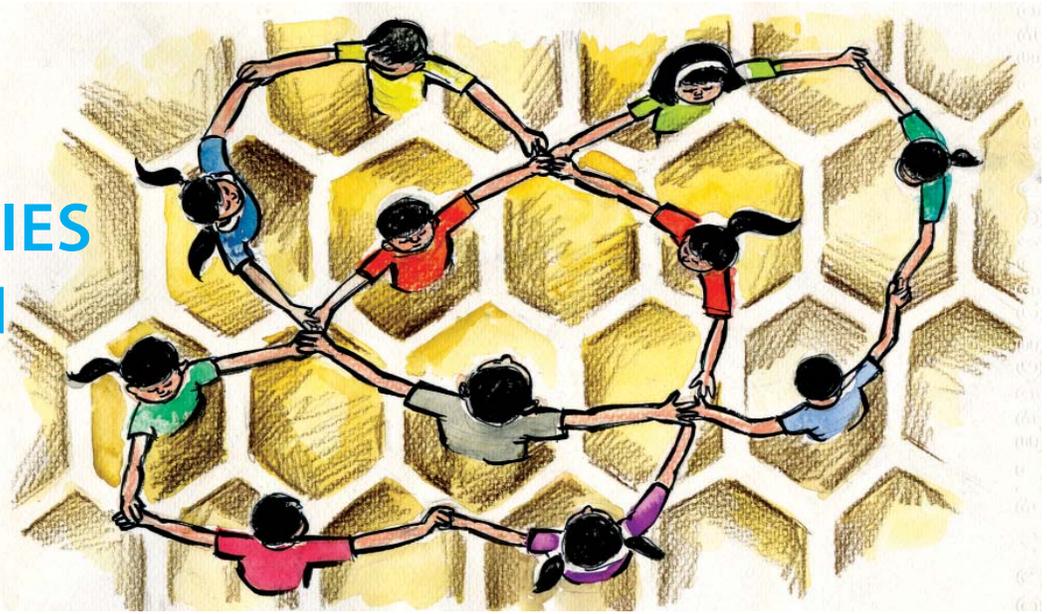
17th EECERA Annual Conference brings together Early Childhood Practitioners

PLAY HELPS DEVELOP COMPETENCIES IN CHILDREN

The pressure to start teaching academic skills at a progressively younger age, at the expense of traditional early childhood activities, is the dilemma not only of the developing countries but also of the countries in the West and Russia. Early Childhood Education is becoming purely academic with little attention paid to enhancing other skills like imaginative thinking, problem solving and communication skills which are important in making child a responsible member of the society. Learning through play which earlier dominated the early childhood scene in 1950s and 60s and had proved quite effective in the development and learning of the young children, is currently on the decline.

Early Childhood issues are embedded in the cultures of different nations and regions. However; there are some basic principles, values and rights that are common across all borders which educators, care providers, researchers and parents have to take into consideration while dealing with children. Today, science and new technologies are developing with ever increasing speed. These developments have not only improved the day to day lives of people, they are also constantly giving us new insight into the human brain- and the enormous significance of the early years of a child's life. With these insights more effective, efficient yet enjoyable ways to enhance children's development in all areas can be explored.

European Early Childhood Education Research Association (EECERA), a prominent organization of professionals working in the field of Early Childhood Education and Development brings together early childhood practitioners, researchers' policy makers and NGO activists from all over Europe and around the world at one place, annually to focus their attention on early childhood issues. Every year the theme of the conference is different but always related to the early years of child development.



Last year in August-September 2007 EECERA convened their 17th annual conference in Prague, a city with rich cultural, historical and natural treasures. More than seven hundred and fifty researchers and practitioners from all over the world gathered in this city of historic monuments for the three day international conference, based on the theme "Exploring Vygotsky's Ideas: Crossing Borders".

Sensitive to the needs of children they joined hands for an international dialogue on early childhood education and care, to share their experiences, concerns, findings and ideas. They were deeply interested and passionate about the lives of children. Their publications based purely on ECE issues and displayed in the corridors outside the plenary hall, were testament to this fact.

EECERA for the first time convened the 17th conference in a country of the former communist bloc in which a large number of representatives from this region participated by sharing their experiences and researches with regard to early childhood education. The conference focused on six themes, which are central to the work of Vygotsky and to Early Childhood Education research and practice. These included, the role of adults and peers in child development, language as a tool of interaction and cognitive development, art, culture & development, assessment testing and its applications, inclusive education embracing diversity, and policy and practice. More than 500 presentations were given in the three day conference. Every day, twenty five parallel sessions were run on themes that were central to the work of Vygotsky and to early childhood education research and practice.

Teaching academic skills at an early age has implications social development of a child. As an alternative to this artificial



“acceleration” of development an idea of “amplification” of development is proposed which is the corner stone of post-Vygotsky theory of Early Childhood Education. When development is amplified, rather than accelerated, young children have the opportunity to develop critical underlying competencies such as symbolic representation and self regulation in the context of authentic developmentally appropriate activities. This approach helps the early childhood educators utilize the power of uniquely pre-school activities in aiding children to acquire essential cultural tools and develop higher mental functions. The concept of uniquely preschool activities, such as makes-believe play has a positive impact on children’s learning and development.

Play is an important pre school activity which helps develop other competencies in the children, this is a central theme of Vygotsky’s work. Educators have always considered play to be a staple in early childhood classrooms. However, the growing demands for teacher accountability and measurable outcomes for pre-kindergarten and kindergarten programs are pushing play to the periphery of the curriculum. Some proponents of more academically rigorous programs for young children view play and learning as mutually exclusive, clearly favoring “serious” learning and wanting teachers to spend more time on specific academic content. But do play and learning have to compete with each other? Research on early learning and development has shown that when children are properly supported in their play, the play does not take them away from learning but contributes to it (Bergen, 2002).

Early childhood teachers admit that the benefits of play are not as easy to understand and assess as, for example, children’s ability to recognize letters or write their names. Teachers feel obligated to prove that play not only facilitates the development of social competencies but also promotes the learning of pre-academic skills and concepts. We believe that a certain kind of play has to take place in early childhood classrooms and that the proponents of play and academic learning can find some much needed common ground.

That is why play has been of great interest to scholars of child development and learning psychologists and educators like Jean Piaget and Lev Vygotsky who have linked play with cognitive development. Children develop cognitive skills by learning to make connections, understand patterns and organize information.

Concerns about children not being ready for school, and falling behind in their later academic learning, can be resolved by promoting foundational competencies that are uniquely pre-School and by promoting them through play. Early literacy is an area frequently targeted by the academically “oriented” ECE programs to demonstrate that make believe play and pre-requisites of academic skills are not mutually exclusive but can develop a synergetic relationship.

In a comprehensive review of numerous studies on play,

researchers found evidence that play contributes to advances in “verbalization, vocabulary, language comprehension, attention span, imagination, concentration, impulse control, curiosity, problem-solving strategies, cooperation, empathy, and group participation. The research shared at the conference provides additional evidence of the strong connections between quality of play in preschool years and children’s readiness for school instruction. It directly links play to children’s ability to master such academic content as literacy and numeracy. For example, children’s engagement in pretend play was found to be positively and significantly correlated with such competencies as text comprehension and meta linguistic awareness and with an understanding



of the purpose of reading and writing.

For us, at Children’s Global Network, Pakistan, it was a learning experience that helped deepen our understanding of various practices and policies. It was heartening to know that what they were discussing, we had already implemented in our partner schools during the last five years. CGN-P is an educational institution implementing child



centered interactive teaching and learning program in Pakistan in the entire school district of Islamabad besides Rawalpindi and the Karachi City District. CGN-P works in collaboration with the government at federal and provincial levels with the funding support from USAID). From child-centered practices, involvement of parents in classroom activities, creation of activity centers that help develop various skills in a child, to providing age appropriate learning materials in class rooms, these practices have now become a part of the educational set up in our partner schools. We are happy to be a part of this international network of researchers and ECE practitioners to continue to upgrade and infuse latest learning methodologies in our practical work through out Pakistan. - *Seema Zia, Coordinator Policy, Research & Advocacy.*



THE ROLE OF PRESCHOOL IN A CHILD'S LIFE



To prepare children for an authentic learning experience, early childhood education must include basic cognitive and socio-emotional competencies. At a time when the emphasis is more on acquiring academic theory and then regurgitating it for exams, it is tempting to focus preschool and early elementary teaching on mastering these skills.

However, early education for the child cannot be reduced to teaching facts and retention skills.

Vygotsky, a famous Russian developmental psychologist, believed that during the preschool years, children need to acquire a set of fundamental cognitive, linguistic, and socio-emotional competencies that shape their minds for further learning, not just academic learning, but all sorts of learning. Vygotsky (1969-1934) has produced a plethora of innovative

and diverse work in the fields of developmental psychology, child development, and education. His research in these areas is widely relied upon today.

Vygotsky refers to fundamental skills which includes oral language, deliberate memory, focused attention, and self-regulation. Such skills not only shape the way we learn to read and answer math problems but also influence how we resolve a conflict with a neighbor or kick a foot ball. Vygotskians believe that children do not automatically acquire these underlying skills; they require explicit instruction by teachers or parents.

As implementers, we know how trained teachers can help young children acquire these crucial competencies by laying a foundation for academic learning without overemphasizing academics before children are ready for formal learning.



The Role of Preschool

How can early childhood teachers' help children develop the ability to act with forethought and intention, which will help them learn in later grades? The teacher's role is especially important; unfortunately, children today have fewer opportunities to learn to regulate themselves because many of the activities that they engage in work counter to developing thoughtful, deliberate action. Television, computer games, even the kinds of toys that children play with tend to emphasize behaviors that lead to more reactive thinking. From the Vygotskian perspective, early childhood teachers can foster the development of self-regulation in three ways:

- By helping children develop mature intentional play
- By modifying existing activities to support cognitive skills
- By minimizing or eliminating activities that are counterproductive to developing such skills

The following are examples of strategies that we have seen work in preschool classrooms.

Scaffolding Intentional Play

Mature intentional play is dramatic play in which children act out specific roles and plan their play (Elkonin, 1978; Vygotsky, 1977). Children describe the pretend scenario in advance and decide who will play what role and the sequence of events. They have to solve social problems when they have differing ideas about how play should proceed, as shown in this exchange:

Maria: Let's pretend we're going on an airplane. We have to get tickets, take our passports, and then we go through security and get on the plane. I'll be the mom, and I'll have my baby.

Kiran: I don't want to be a mom. I want to be the pilot. I'll take your ticket, and then I'll fly the airplane. You'll sit in the plane and eat.

Maria: OK, you're the pilot, but then you help with the babies.

To play their parts, children need to remember the many actions that take place; they practice the underlying skills of deliberate memory, focused attention, and self-regulation in this kind of play. In our work in classrooms, we have found that teachers need to incorporate support for this kind of play. Young children need guidance to get the play going, to discuss the play, and to act out what was planned.

Modifying Preschool Activities

A second way to foster self-regulation is to modify existing

activities. For example, early childhood teachers regularly read books aloud and ask questions about the story to teach listening comprehension skills. By modifying this activity, a teacher can use a read-aloud story to foster self-regulation. An example of this is a preschool teacher, Robina, who let children retell the story after she reads it. The students sit in a circle and pass a "talking stick" to one another in turn, each child ending his or her comment with the words "and then . . .". The talking stick ensures that children take turns, giving them practice in self-regulation. Repeating "and then . . ." helps them remember that the next person must add on to the story. During the first retelling, Robina keeps the book open to the pictures to provide support; after a few readings, students recall the story on their own.

Minimizing Counterproductive Activities

The third way to promote self-regulation is to identify and modify classroom settings that work against the development of these competencies. From experience, we have found that both extremely chaotic classrooms, and extremely teacher-directed classrooms are counterproductive to developing self-regulation and other underlying skills in children.

Classrooms where children move from activity to activity support reactive behavior. But when only instruction is given to the students, without an opportunity of feedback from the children, it becomes too teacher-regulated.

One preschool teacher we observed in rural Sihala noticed that her students were most likely to get out of control as they transitioned from playtime in classroom centers to a group read-aloud.

When she simply told students to clean up and come sit on the rug, many returned to their play instead of cleaning up; the teacher found herself continually "policing" cleanup and leading children one at a time to the rug to start the read-aloud. She realized that excess teacher regulation and the amount of time some children had to sit waiting were making this transition chaotic, so she modified the routine to encourage self-regulation.

Now as playtime ends, the teacher sings the song "Aao Mil Key" (Come; let's do it together). Students know that they have to start putting their toys away as soon as they hear the line "Kia Tum Ne..?" (Now have you..?) They know when they hear the phrase "Yeh Hai Humari Dosti" (This is our friendship) that the song will end soon and that they need to hurry and finish. This teacher now looks forward to cleanup time as an opportunity for students to practice self-regulation.

In preschool environments like these that nurture foundational cognitive skills which are not incompatible with nurturing academic skills is where true learning and teaching are taking place and building capacity of everyone to be life long learners. - *Fakhira Najeeb, Master Educator.*



ECE POLICY IN PAKISTAN



Statistically, there has been an increase in the total enrolments in “katchi” classes over a period of time; however, these seem to have been generated as a consequence of population growth rather than a response to government efforts. Unlike the emphasis on primary education in the recent decade, no public project or programme was designed or implemented for early childhood sections. It is, therefore, not surprising to find an absence (or a very limited) of coordination among the various public sector mechanisms dealing with the provision of early childhood services in the country. It is, however, to be noted that despite the recent commitment to ECE, most provincial education departments have yet to formally incorporate ECE in their regular education programmes.

Early Childhood Education (ECE) in the 1990s

It was the Social Action Programme (SAP) which guided social sector policy during the last decade of the millennium. SAP, a major initiative launched by the Government of Pakistan, with partial (almost 20%) donor support, aimed at the improvement the delivery of services in basic education; primary health; family planning; and water and sanitation. Although child health and primary education sub-sectors enjoyed high priority in policy and investment, early childhood education (ECE) remained sidelined. In the absence of any systematic policy, early childhood services were delivered through several health initiatives, focusing mainly on maternal and child health, implemented by the Ministry of Health and its provincial departments.

In Pakistan, Early Childhood Education began to gain prominence subsequent to the World Education Conference (1990) and the commitment to it as one of the six goals of Education for All (EFA). The present initiative to support early childhood learning followed from the National Education Policy (1998-2010), which called for an introduction of katchi/pre-primary class as a formal class in primary schools, extending primary education from a five-year to a six-year programme:

Katchi class at the primary level shall be introduced as a part of the effort to improve achievements of pupils

and

Katchi class shall be institutionalized in the primary cycle gradually and progressively.

The implementation of this policy could not take place immediately due to paucity of funds as well as lack of capacity among the planners, but at present in most public sector primary schools, especially in rural areas, children below 5 years of age, continue to attend primary schools informally. They share the Class I classroom, assemble as a separate group, and are taught by the Class I teacher, who devotes a portion of their total teaching time to teach them the basic skills of language and numeracy.

It is universally recognized that Early Childhood Care and Education (ECCE) is essential for a society as it could contribute to the time-bound development of its children. Given that the human brain is much more malleable in the first few years of life, it is known that a child's basic cognitive, social, emotional and personality structures are laid in the early years and these psychological structures are difficult to shape or change later. As such, the ultimate purpose of ECCE is to help the child develop his/her potential to learn and grow, by ensuring his/her safety and holistic development.

Public policy and investment in Early Childhood Education in Pakistan have remained minimal for the first five decades since Independence that is until the late 1990s. Although the “katchi” class or pre-primary section has always been a part of primary school, there were no attempts to improve the quality of this section in the public sector school system. Traditionally, in most primary schools, especially in rural areas, children often come to school with their older siblings, and get familiarized with the school environment, prior to enrolling in class I. Usually there are no separate rooms allocated for this group nor a proper teacher; at times, these children even set in the open air. This practice was almost discontinued during the 1980s. As such, no public expenditures were directed towards the recruitment or training of ECE teachers; in curriculum development; or in the formulation of any other ECE learning materials.



Dakar Framework for Action and Education Sector Reforms

More recently, early childhood learning received a further impetus from the Dakar Framework for Action formulated at the World Education Forum in April 2000, which renewed the call for the expansion and improvement of Early Childhood Care and Education. In response to this, Pakistan developed the Education Sector Reforms –ESR (2001-05) under which the Ministry of Education has made funds available to the districts (through provincial channels) for supporting development activities in the several thrust areas¹, with one of them being Innovative Programs of which ECE has been identified as a key component.

Several efforts in Islamabad as well as in certain districts of Punjab and Sindh were made to improve ECE teaching in selected public schools with well designed government initiatives. The most important initiative began with the establishment of the one hundred and four ECE Centres in nine districts of Punjab by the Department of Literacy and Non-Formal Education, followed by the improvement of katchi class in hundred Islamabad public schools. In Islamabad, ECE improvement is being supported by an international NGO, Children's Global Network, Pakistan (CGN-P) in 35 schools under financial assistance from USAID, and by UNICEF's Child-Friendly School programme in 30 schools. In addition, the Aga Khan Education Services (Pakistan) is implementing the Improvement of Pre-Primary Education in Sindh (IPPS) in about seventeen community-based schools in three districts of rural Sindh. One of the major improvements in ECE has been the development of its national curriculum through public-private partnership. The private sector in Pakistan, too, has contributed to ECE in Pakistan. In most private schools, there are well-equipped playgroup, montessori or kindergarten sections, taught by qualified and well-trained teachers, run regularly on a commercial basis; unfortunately, this phenomenon is limited mostly to urban areas.

National Plan of Action and Early Childhood Education

As a follow-up to the commitment made at the World Education Forum, Pakistan has also developed a comprehensive National Plan of Action (NPA) for Education for All, recently formulated as a long-term framework (2001-15), to be implemented in three five-year phases, with Early Childhood Education as one of its three areas of focus; the other two being universal primary education and adult literacy. According to the NPA (2001-2015), the goal outlined for early childhood education is as follows:

Expanding and improving comprehensive Early Childhood Care and Education, especially for the most vulnerable and disadvantaged children

The NPA identifies a set of key issues faced by ECE in Pakistan which include:

¹ ESR Thrust Areas are: (i) Universal Primary Education, which includes ECE as an innovative programme; (ii) Adult Literacy; (iii) Secondary Education, introducing are/regular and technical courses; (iv) Establishment of Polytechnics; (v) Higher Education; (vi) Quality Assurance; (vii) Mainstreaming Madrassahs; (viii) Public-Private Partnership; and (ix) Book Promotion and Book Development Activities.

- i. The lack of realization and awareness about the benefits of ECE;
- ii. The absence of well-defined policy for ECE;
- iii. Negligible budgetary allocations;
- iv. Lack of coordination among various government departments as well as poor networking among various service providers such as public managers, private schools; and NGOs; and
- v. The lack of capacity in provincial and district communities to plan, implement and monitor education programmes in general, and ECE measures in particular.

Some strategic activities outlined in the NPA to achieve the ECE targets of increased access and improved quality includes:

- Policy makers, planners, managers/administrators, teachers and parents will be sensitized about the importance and significance of Early Childhood Care and Education;
- Adequate financial allocations for ECE will be ensured to provide the input proposed such as additional classroom, one teacher, audio-visual aids, teaching, learning and instructional materials;
- Efforts will be made to improve coordination among the various stakeholders involved in ECE programmes. District and provincial EFA Forums will be established and strengthened for the purpose;
- Statistical data and other related information on core ECE indicators would be regularly collected through EMIS, PSLMS and other sources for analysis and dissemination;
- Full-time teachers for kachi classes will be recruited and trained;

According to the National Plan of Action, almost 3,000 ECE teachers will be trained and recruited annually in the public sector – a total of 45,000 teachers during the period 2001-15. Teachers' training was to be imparted in the existing Teacher Training institutions by trained ECE master trainers. Unfortunately, implementation of these measures has been slow and slack.

Recent statistics² indicate that, at present, there are 7.8 million ECE-aged (ages 3 & 4 years) children in Pakistan, with a pre-primary enrolment of 7.1 million i.e., a gross ECE enrolment of 91%. Of total pre-primary enrolments, 62% attend public sector institutions while 38% are enrolled in private sector schools. While access to pre-primary schooling appears satisfactory, there is a need for improved quality of ECE. For this, a higher policy commitment and adequate and regular budgetary allocations are required, especially for more trained teachers, separate classrooms, proper school facilities and teaching and learning materials of good quality. - **Dr Eshya Mujahid-Mukhtar.**

² National Education Management Information System (NEMIS) 2005/06; AEPAM; Govt. of Pakistan, Islamabad.





MoUs' RENEWED

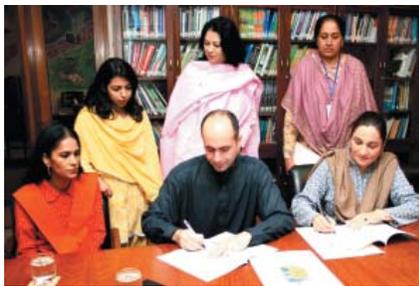
During July-September, 2007 Memorandum of Understanding between CGN-P and City District Governments Rawalpindi and Karachi were renewed to strengthen the partnership and to assign roles and responsibilities to the parties involved for effective implementation of the program. The MoU in Karachi was signed by the City District Nazim Syed Mustafa Kamal while



the one in Rawalpindi was signed by City District Nazim Rawalpindi Raja Ikhlas. Senior officials of the Education Department attended the ceremony as well.

AGREEMENT OF AFFILIATION WITH BKEF

An agreement of affiliation was signed between Children's Global Network, Pakistan (CGN-P) and Bacha Khan Education Foundation (BKEF) to replicate CGN-P's teaching and learning methodologies in the community schools established by BKEF in NWFP. The agreement was signed by Mr. Muhammad Raza, Managing Director, BKEF, and Mrs Mehnaz Aziz, Chief Executive of CGN-P. According to the MoU, CGN-P will build the capacities of 275 teachers and train a cohort of mentors.



During the ceremony it was also agreed that BKEF and CGN-P would forge greater linkages and strengthen coordination to further the goals of their respective organizations.

TECHNICAL ASSISTANCE TO PARTNER SCHOOLS

Technical Assistance which is the backbone of CGN-P program was an ongoing activity. Islamabad, Rawalpindi and Karachi teams paid regular visits to all partner schools. Facilitation was provided to teachers on key components of child centered methodology which included setting up the classroom environment, seating arrangement, morning meeting, different reading/writing strategies, Family Involvement in curriculum related activities and activity based teaching.

PRESENTATIONS

SECRETARY EDUCATION

The Chief Executive Children's Resources International Pakistan held a meeting with the Secretary Education Mr. Mohammad Jahangir Bashir in his office. The meeting was attended by Director General, Federal Directorate of Education Mr. Atiq ur Rehman, Director Training and Colleges, Mr. Mohammad Rafiq Tahir, and two CGN team members. The Chief Executive gave a detailed presentation to Secretary on CGN collaboration with the Federal Directorate of Education.

The Secretary appreciated the work of CGN, Pakistan and enquired how CGN can help the Federal Government in increasing enrolment in public schools of Federal Directorate of Education. Ms. Mehnaz Aziz shared that CGN-P's Family Literacy program can help in this regard; she explained that the mothers enrolled in the Family Literacy classes, especially in rural areas of ICT can be helpful for motivating the mothers of children who are not enrolled in the schools. The Secretary suggested that CGN Pakistan and Federal Directorate of Education can chalk out a strategy in this regard. The Director General, FDE and Director Training and Colleges said that they will prepare a plan in consultation with the Chief Executive, CGN, Pakistan. Professor Muhammad Rafiq Tahir also shared his views about the CGN-P program and how it is making a difference in the schools in ICT.

ADDITIONAL SECRETARY EDUCATION, PUNJAB

Ms. Mehnaz Aziz, Chief Executive presented CGN-P's interactive teaching and learning program to Mr. Nadeem-ur-Rehman, Additional Secretary (Education Reforms) Punjab in Lahore on October 18, 2008. The meeting explored possibilities of future collaboration between Department of Education Punjab and CGN-P.



PROGRAM MEETINGS

FAMILY LITERACY

The Family Literacy team held regular monthly meetings with heads and trainers of partner schools in Rawalpindi, Islamabad and Karachi during 2007-2008. The objectives of these meetings were to share schools' performances and their learning experiences with one another, as well as sharing of ideas and new motivational techniques with literacy trainers. The team and teachers highlighted parents' performance during these meetings to identify areas where teachers or parents need effort and also shared the problems and successes.



FAMILY INVOLVEMENT

Bi monthly meetings were held with the head teachers designated as Family Involvement Coordinators of partner schools in Islamabad, Rawalpindi and Karachi. The purpose of these meetings is to share success and concerns faced by heads while implementing the Family Involvement component of the program and to devise strategies for encouraging families to participate in their children's education.



AEO'S MEETING

To institutionalize interactive teaching and learning methodologies in public schools, CGN-P has evolved a mentoring program. For this purpose sixty five mentors from Federal Directorate of Education have been given extensive training on mentoring skills enabling them to facilitate teachers in classrooms and ensure proper implementation of CGN-P's methodology. Monthly meetings with mentors are organized regularly to further build their capacities. CGN-P recently organized a review meeting with the FDE to discuss the progress of the implementation of the mentoring program. The meeting was presided over by Professor

Muhammad Rafique Tahir, Director (Colleges & Training), FDE, and Mrs Mehnaz Aziz, Chief Executive of CGN-P. The meeting was attended by Chadhury Bashir Ahmad, Mr. Riaz Ali, Mr. Abdul Wahid, Mr. Mumtaz Ali, Mr. Shabbir Shah, FDE Area Education Officers, and Ms. Amna Tariq, FDE Coordinator.

A consensus was reached regarding measures to address the shortage of teachers and frequent teacher transfers. Professor Tahir stated that immediate action would be taken to remedy the shortage of teachers by appointing them through the Parent Teacher Association. Particular concern was expressed regarding frequent transfers of trained teachers. To overcome this issue, the Area Education Officers were given the task of ensuring that the trained teachers are posted for a prolonged period of time at CGN-P partner schools. The meeting also agreed that FDE and CGN-P would forge greater linkages and strengthen coordination to further the goals of their respective organizations.

CERTIFICATE AWARDING CEREMONIES

BASIC EDUCATION

Over 150 school teachers and head teachers were awarded certificates of achievement by CGN-P on completing their training workshop on interactive teaching and learning methodologies in August, 2007. Present on the occasion were Ms. Anne Aarnes, Mission Director USAID, Professor Mohammad Rafiq Tahir, Director Training and Colleges (FDE) and Ms. Mehnaz Aziz, Chief Executive CGN-P.



CGN-P organized another certificate distribution ceremony for 130 Kindergarten teachers and head masters from Bara Kahu sector on completing their week long training in interactive teaching and learning methodologies in July, 2008.



Ms. Anne Aarnes was the chief guest at the occasion along with Mr. Shahid Ahmed, Additional Secretary Ministry of Education, Mr. Attique-ur-Rehman, Director General (FDE), Professor Mohammad Rafiq Tahir, Director Training and Colleges (FDE) and Ms. Mehnaz Aziz, Chief Executive CGN-P.



FAMILY LITERACY

In May 2008, CGN-P partner schools in Rawalpindi, Islamabad and Karachi organized certificate distribution ceremonies for Family Literacy learners. Two thousand six hundred and seventy three (2673) learners, who have successfully completed their six monthly Family Literacy sessions, were awarded certificates. The last ceremony of the series was held on June 2, 2007 in Islamabad. The Honorable Minister of State for Education Ms. Anisa Zeb Tahir Kheli was the Chief Guest at the occasion. Also present were UN Resident Coordinator for Pakistan, Mr. Jan Vandemoortele, Director Education Office USAID Pakistan, Dr. Randy Hatfield, Director Trainings and Colleges Federal Directorate of Education, Professor Muhammad Rafiq Tahir and Additional Secretary Ministry of Education, Mr. Shahid Ahmed.



TRAINING WORKSHOPS

CGN-P undertook trainings of other organizations too. These included trainings of teachers of NRSP community schools in AJK and Bahawalpur, Army Public Schools, National Special Education Center for Mentally Retarded Children Islamabad & Fatima Jinnah Women University.

S. No.	Type of Training	Number of Trainings	No. of Teachers Trained		Total
			Male	Female	
JUNE-SEPTEMBER, 2007					
1	National Rural Support Program (NRSP) - AJK	5	20	143	163
2	National Rural Support Program (NRSP) Bahawalpur	1	19	26	45
3	Army Public Schools and Colleges System (APSACS)-Karachi	1	--	41	41
OCTOBER-DECEMBER, 2007					
4	Committee for Monitoring & Improvement of CDGK Schools, Karachi	1	--	23	23
APRIL-AUGUST, 2008					
5	National Special Education Center for MR Children-Islamabad	1	5	23	28
6	Fatima Jinnah University-Rawalpindi	1	--	46	46
GRAND TOTAL		10	44	302	346

POLICY FORMULATION

CONSULTATIVE SEMINAR

In November 2007, CGN-P was invited to attend a consultative seminar on 'Review Policies and Survey of Classroom Practices Pertaining to Katchi Class in Punjab' that was organized by the education department, Punjab University Lahore with the funding support of UNICEF. The objectives of the seminar were to identify the reasons of dropout rate in Katchi classes in Punjab, study the reasons that influence admission in Katchi classes, review the existing curriculum and study the effects of different factors on children's enrollment. The CGN-P gave its input by suggesting useful recommendations that could be instrumental in reducing the dropout rate in Katchi classes.

EDUCATION CONFERENCE AT FAISALABAD

The Chief Executive CGN-P was invited to give a presentation on the 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.

CONSULTATIVE MEETING OF UN EDUCATION JOINT PROGRAM

In June 2008, Chief Executive CGN-P participated in a consultative meeting of UN Education Programs organized by the Thematic Working Group (TWG) in Islamabad. The Thematic Working Group (TWG), composed of 11 UN Agencies, Funds and Programs working in Education in Pakistan, has been established to formulate a UN Joint Program in Education for the cycle 2008-2010. Presently the TWG in Education is co-chaired by UNESCO and UNICEF representatives. Different influential representatives from different fields of Education such as Federal Ministry of Education, Provincial Departments and different NGOs and organizations were invited to attend this meeting and give feedback and input to further refine the Joint Program into a Log Frame. CGN-P was also invited to participate in this meeting and to share its inputs.



EARLY LEARNING & DEVELOPMENT STANDARDS (ELDS) WORKSHOPS

THAILAND

UNICEF Regional Office for South Asia (ROSA) organized a regional workshop on Early Learning and Development Standards (ELD) Bangkok in April – May, 2008. CGN-P participated in this workshop that provided a working knowledge of the nature, types and uses of different kinds of standards that advance young children's development and school readiness. The workshop revolved around how standards can be the basis for educational policy and for a culturally-appropriate and integrated approach for early learning. The workshop provided an interactive environment where the issues of developing, validating and implementing the standards as a key component of a country's approach to early learning were discussed and presented.

NEPAL

CGNP participated in UNICEF Regional Office for South Asia (ROSA) and UNICEF NYHQs organized by the ELDS ROSA Validation Workshop from 22-26 September, 2008 at Radisson Hotel in Kathmandu, Nepal. Overall 35 participants from different SAARC countries India, Nepal, Sri Lanka, Bangladesh, Malaysia, Bhutan, Maldives and Pakistan participated in it. The 5-day writing and validation workshop had a dual purpose. Firstly, it facilitated the capacity to draft and edit the ELDS document, including principles, standards, indicators, and learning activities. Secondly, it facilitated the understanding of the ELDS validation model and provided guidance on the development of individual



country validation plans.

This forum proved especially to be beneficial in alignment of Pakistan ECE goals. CGNP team along with other Pakistani delegates helped to initiate a constructive dialogue and plan for the development of consistent standards of education at national level. CGN team also exhibited CGN publications and manipulative.

SEMINAR ON SETTING MINIMUM QUALITY CARE STANDARDS FOR CHILD CARE INSTITUTIONS

A Consultative Seminar on 'Setting Minimum Quality Care Standards for Child Care Institutions' was held in June 2007 in Islamabad which was attended by CGN-P team members. Participants attending the seminar belonged to different civil societies and organizations such as SDPI, Save the Children UK, Edhi Foundation, and various madrassas.

NATIONAL STRATEGIC PRIORITIZATION WORKSHOP

In June 2008, CGN-P participated in a workshop titled "National Strategic Prioritization" organized by UNICEF & UNESCO at Islamabad. The workshop was organized to share findings and progress of the work of Thematic Working Group towards designing of joint UN Program in Education with Federal and Provincial stakeholders and to prioritize and refine outcomes of the Education Log Frame with inputs from Federal and Provincial stakeholders.

PARTNER SCHOOLS

"OPEN DAY"

An open day was organized in all the old partner schools of Rawalpindi. This activity was a joint initiative of teachers and CGN-P team and was scheduled from April 2nd to 30th May 2007 in selected schools. The activity was quite successful as a large number of parents came to the schools and attended the events. The CGN-P team emphasized the importance of parents' involvement in a child's learning process. The CGN-P team also shared strategies with teachers to further motivate parents to play their role in the educational process of their children. Mr. Iqbal Naem, DDEO Rawalpindi also attended this event and encouraged the parents and teachers to continue their efforts for improved learning outcomes of the children.

EARTH DAY CELEBRATIONS

Earth day was celebrated in Government Girls Primary School Mission Road, Karachi in March, 2007. The class and head teachers made an excellent effort in celebrating the event. They planned various activities such as an essay writing and posters competition, paragraph writing as well as plays. Students also designed different types of projects based activities on the similar theme. A large number of



parents visited the schools at the occasion. The event was the reflection of parent-teacher collaboration for improved learning of children.

GLOBAL WARMING DAY

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

CAPACITY BUILDING

MONITORING AND EVALUATION (M&E) TRAINING WORKSHOP AT SDPI

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

WORKSHOP ON FIVE SKILLS OF POWERFUL WORKING WOMEN

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

PARTICIPATION IN TRAINING WORKSHOP ON "PROJECT MANAGEMENT"

CGN-P participated in a 'Project Management' workshop organized by Sustainable Development Policy Institute (SDPI) in August, 2007. The workshop provided comprehensive overview on how to prepare and manage a project, the steps involved in a project, orientation to Microsoft Project, review of the work plan and monitoring of various stages of a project. A presentation on 'Secondary Education Project' was also shared by the CGN-P staff for developing a better understanding of the contents of the workshop and its application in the working environment.

TRAINING OF TRAINERS

Sustainable Development Policy Institute (SDPI) organized a three-day training workshop titled "Training of Trainers" on November, 2007. Six CGN-P staff members



participated in this training. The training topics discussed during the training were; Training Process, Training Analysis, Communication and Presentation Skills and Understanding Techniques for becoming better Trainers. The training proved helpful for the staff members in designing and conducting training programs in a more proficient manner.

SEMINAR ON 'BASICS OF USAID CONTRACTING' IN AMMAN

In order to build the capacities of a team to continue the methodology and bring about further improvements according to the current trends and research, CGN-P participated in the seminar titled "Basics of USAID Contracting" held in Amman in November, 2007.

CONFERENCES & SYMPOSIUMS

EDUCATIONAL CONFERENCE BY AGHA KHAN UNIVERSITY

Chief Executive CGN-P was the featured speaker at an International Conference titled "Status of Educational Reforms in Developing Countries (Emphasis on south Asia)" organized by Aga Khan University Institute for Educational Development at Karachi in April, 2008. The main objective of the conference was to disseminate educational research and learning from the field experience of practitioners; debate issues of quality in educational reforms; identify the key factors in provision of quality in educational reforms. Chief





Executive CGN-P gave presentation on CGN-P initiatives in educational reforms in the context of Early Childhood Education.

WORKSHOP ON ADVOCACY, LOBBYING & MEDIA SKILLS

A three-day workshop on Advocacy, Lobbying and Media skills organized by PAIMAN Alumni Trust, a USAID partner organization was held in June, 2008 at Islamabad.



Program Associate CGN-P, participated in this workshop that was designed to equip participants with the practical skills necessary to strengthen dialogue with the national and provincial

assemblies in order to achieve a better political, economic, and social justice environment in Pakistan. Leading American social activist and trainer Ms. Josie Bass highlighted the need for "effective lobbying": a necessary prerequisite for bring about legislative changes. The U.S. Embassy Cultural Attaché Ms. Constance Colding Jones presented certificates to the workshop participants comprising of journalists, civil society activists, and representatives of political parties.

ALL PARTIES CONFERENCE ON 'EDUCATION FOR ALL IN PAKISTAN'

PILDAT-UNESCO organized on All Parties Conference on 'Education for All in Pakistan' which was held at Islamabad in February, 2008. It issued a Joint Declaration voicing the commitment of 16 major political parties of the country on eight basic education and literacy objectives. Chief Executive CGN-P, Mehnaz Aziz participated in this conference in which the parties unanimously issued Joint Declaration on 'Education for All in Pakistan' that commits the political parties to increase the present allocation of the

education budget from 2.4% to 4% of the GDP within the next three years. Furthermore, the parties will ensure allotment of 10% of the annual education budget to literacy programs, provision of free and compulsory primary education to all school-aged children in the country and to ensure 100% primary enrolment, 75% primary completion rate as well as 85% adult literacy by the year 2015.

VISITS

SHARING OF BEST PRACTICES

Ms. Mehnaz Aziz during her visit to New Delhi in 2007 to attend UNESCO Literacy Conference also visited some education programs there supported by USAID. She visited Pratham Delhi initiative and some of their ECE and Literacy centers. Pratham is one of the largest initiative in education in India which spreads over to 21 states reaching out to million of children, making them literate. The visit helped in setting up linkages and sharing best practices.



US SENATOR'S WIFE VISITS FAMILY LITERACY CLASSROOM

Mrs. Joan Specter, spouse of US Senator Mr. Arlen Specter, visited Family Literacy classroom at Islamabad Model School F-6/4. She interacted with the adult learners and appreciated their efforts towards



learning basic literacy and math skills. She said that it was very encouraging to see parents and older siblings' learn techniques to improve their living standards and help in the education of their children.

IRC'S EXPOSURE VISIT

CGN-P organized an exposure visit to partner schools upon the request of the International Rescue Committee



(IRC) on October 20, 2008. The team visiting consisted of thirty government primary school teachers from Peshawar, IRC staff members, and instructors from the Provincial Institute for Teacher Education (PITE). The team visited two rural schools in sectors Sihala and Nilore. During the visit the team shared their views regarding implementation of different components of CGN-P's unique interactive participatory methodology.



presenters and the innovative methodology was highly appreciated by participants from different spheres of education.

HASHOO FOUNDATION

The Chief Executive gave a detailed presentation of Interactive Teaching and Learning program to the senior management of Hashoo Foundation in August. The presentation was followed by an interactive discussion in which the participants asked questions about the program.

WORKSHOPS ON STANDARD-BASED EDUCATION

During July-August 2008, under the Links to Learning (ED-LINKS) program of USAID two workshops, of ten-days each, were organized on implementation of standards-based education in Pakistan. The workshops were conducted under the auspices of the Curriculum Wing, Ministry of Education, Pakistan. Overall objective of these workshops was development and improvement of educational content and performance standards in four major subject areas including Math, Science, English and Information Technology. The first workshop focused curriculum standards of Grades I to V while second workshop was on the standards for grades VI to X. The first workshop on grades I to V was attended by five Master Educators from CGN-P team whereas four team members participated in the second workshop.

OTHERS

SESSION ON THEMATIC TEACHING

CGN-P Master Educators gave presentations on the topic, "Teaching the Young Learners: Thematic Teaching" in the 24th ELT International Conference organized during October, 2008 under the auspices of Society of Pakistan English Language Teachers (SPELT) at Karachi, Islamabad and Lahore. The focus of these presentations was on integration of different content areas to make the learning process interactive and lasting. Interactive style of CGN-P

HOW NOT TO BEHAVE...



Partnerships & Collaborations...

“LINKS TO LEARNING”

Children’s Global Network, Pakistan signed a subcontract with the American Institute for Research (AIR) as one of the implementing partners in USAID’s newly awarded initiative Links to Learning (ED-LINKS). The other implementing partners of this consortium include Agha Khan Foundation (US) Aga Khan University Examination Board, Aga Khan University Institute for Educational Development (AKU-IED), Sarhad Rural Support Program, Management System International Inc (MSI), Society for Community Support for Primary Education in Balochistan, Kids Online, Teacher Resource Center and American Institute for Research (AIR) Children Global Network, Pakistan will provide support to improve quality and sustainability of teacher education and student performance in the geographical area of Islamabad Capital Territory (ICT) thus contributing towards the improvement of pre-Primary, Primary and Elementary education in public sector. It is believed that this initiative will serve as a catalyst in bringing together various areas of development through strengthening, institutional and management capacity support and linkage of teaching and learning support functions.

STUDENT EXCHANGE PROGRAM

The ED-LINKS consortium, of which Children’s Global Network Pakistan is also a part, provided selected Pakistanis a chance to visit US to participate in a two-week session in the US under its student exchange program that is designed to build students’ skills in web development, digital photography and video production. The program will simultaneously develop teamwork, leadership skills and cultural understanding among the students and provides opportunities for a



cultural exchange through the creative use of digital and web-based technologies. A five-day orientation training workshop for these students was designed to inform them about their visit to US. During the training CGN-P staff conducted interactive sessions for three days.

OTHERWISE YOUR CHILDREN WILL TOO!





CGN PAKISTAN NOW IN VEHARI

Children's Global Network, Pakistan has recently established a sub office in district Vehari for the implementation of its "School Improvement Program"(SIP). The Program aims at improving the quality of education in 46 Government boys and girls primary/elementary schools, building capacities of around 350 school teachers by providing comprehensive trainings and benefiting more than 10,000 children in the two tehsils in District Vehari i.e. Vehari and Burewala.

In collaboration with City District Government Vehari and with the funding support from Plan International, CGN-P will implement the program by working towards the following objectives:

- Building the capacity of the wider school community, including teachers, principals, local education area representatives and senior level administrators;
- Mobilizing families and communities to participate in the development of quality schools; and
- Bringing together all the stakeholders to raise the quality of education in district Vehari.

The purpose behind the implementation of School Improvement Program is to establish model schools for the entire district of Vehari.



TRAINING OF SCHOOL HEADS

District Government Vehari contacted CGNP to give training to its newly inducted school head masters appointed by Punjab Public Service Commission for public schools of district Vehari, Burewala, and Melessi.

In response, CGNP organized a two-day orientation training workshop on Educational Planning and Management aimed at building capacities of the head teachers in managing their schools more professionally and enhancing their skills regarding finance and administration for better management and planning of school activities.



About thirty five (35) head masters and head mistresses attended the training workshop and learned about various matters of administration and finance like rules and regulations regarding leaves, pension, reporting methodology, budgeting etc. CGNP's resource persons used different activities to describe the way of developing school development plan.

A formal closing ceremony was organized at the end of the workshop. EDO Education Vehari Ch. Mohammad Naseer was the Chief Guest.

He applauded CGNP's efforts in improving quality of education in Pakistan and distributed certificates to the participants.



REVAMPING EDUCATION SYSTEM IN AJK

Three closing ceremonies were conducted in each district of AJK, i.e. Muzaffarabad, Bagh and Rawalkot, to award certificates to the teachers on successfully completing their follow up training workshop from May 12- 30, 2008. A grand closing was conducted at district Muzaffarabad where the President of Azad Kashmir Raja Zulqarnain Khan was formally invited. The ceremony among others was attended by Ms. Saima Shah Jehan, Director General Colleges, Ms. Mehnaz Aziz Chief Executive and Founding Director, Children's Global Network Pakistan, Mr. Attiqur Rehman Regional Program Manager NRSP, Mohammad Altaf Kiyani, Additional Secretary Education Department Azad Kashmir, Ms. Khalida (DDEO), Ms. Kaniz Kabir (DO Female), Mr. Mushtaq Assistant Director, Almas Parveen (DPI) participated in the ceremony.

The President shared that the government of Azad Kashmir is committed to transforming the education system from a passive to an active one in order to prepare our children as responsible global citizens of the future. To achieve this objective complete revamping of the education sector from Early Childhood Education to Higher Education has to be done. He congratulated the teachers of the workshop who he said were pioneers in adopting the interactive teaching and learning methodologies in their classrooms. The President said he wanted more teachers to follow in their foot steps, adding that the government



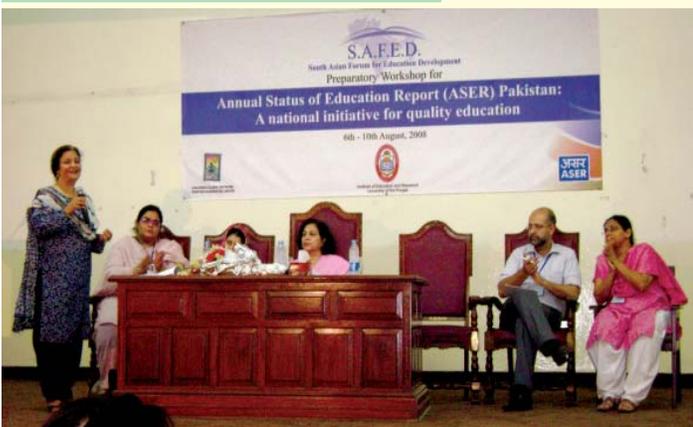
looks forward to more technical assistance for teacher training from CGN-P for the entire region.

Earlier Ms. Mehnaz Aziz Chief Executive CGN-P in her welcome address gave a brief background of the program. She said CNG Pakistan through its interactive teaching and learning program is helping the government to improve the quality of education in Pakistan through teacher/faculty development, family involvement and family literacy in public schools and universities. CGN-P in a relatively short time frame has successfully established a set of educational initiatives which are recognized as credible and significant to educational reforms and broader social development.

GOING REGIONAL

CGN-P partnered with the South Asian Forum for Education Development (SAFED)/ITA, Punjab University and Pratham India to organize a five day preparatory workshop on

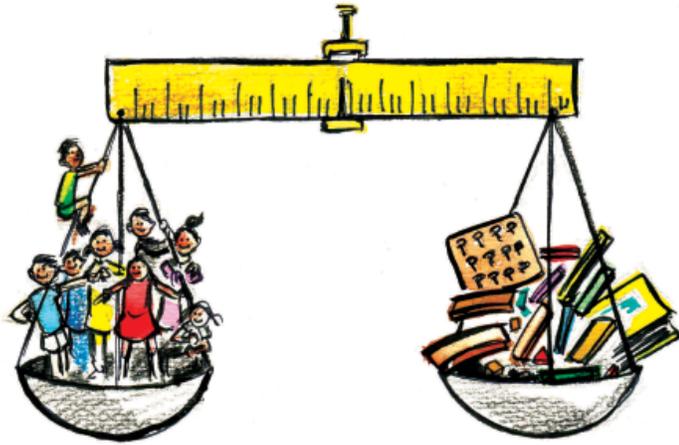
quality education and educational levels measurement held at Punjab University Lahore from August 6 -10, 2008. Pratham is an organization which undertakes its tasks under the banner of ASER (Annual Status of Education Report). Therefore, a team of highly skilled individuals involved in ASER were invited to Pakistan for this workshop for the purpose of training the team here in the area they are working in, and to replicate ASER in Pakistan. The workshop also involved a day-long field trip as a data collection exercise. The workshop was well received and proved to be a huge success amongst the participants both from Pakistan and ASER Institute of India. As a follow up of the workshop ASER-Pakistan will launch a national survey to measure the quality of education in Pakistan. They will train district coordinators/master trainers to carry out ASER survey in their respective districts. CGN



Pakistan in this regard is the chief collaborating partner for ASER Pakistan in Islamabad Capital Territory.



INTERACTIVE TEACHING & LEARNING PROGRAM: AN ASSESSMENT



CGN-P's Interactive Teaching and Learning Program has been designed to create child-centered classrooms in Pakistan. The Program seeks to improve teaching methods and raise students' performance through teacher training and faculty development, the provision of active learning material, family participation, family literacy, and ongoing technical assistance. CGN-P has an in-depth evaluation system in place that evaluates its effectiveness in reaching these goals, and the overall impact of CGN-P's methodology. Our evaluation findings also guide the team in making beneficial changes to our approach where necessary.

Evaluation instruments target classroom practices, teachers, administrators/principals, parents and children. Several key evaluation instruments are used, including classroom observation, parent surveys, teacher surveys, principal/administrator surveys, attendance forms to record the retention rate of children, and multiple assessment inventories for family literacy adult learners.

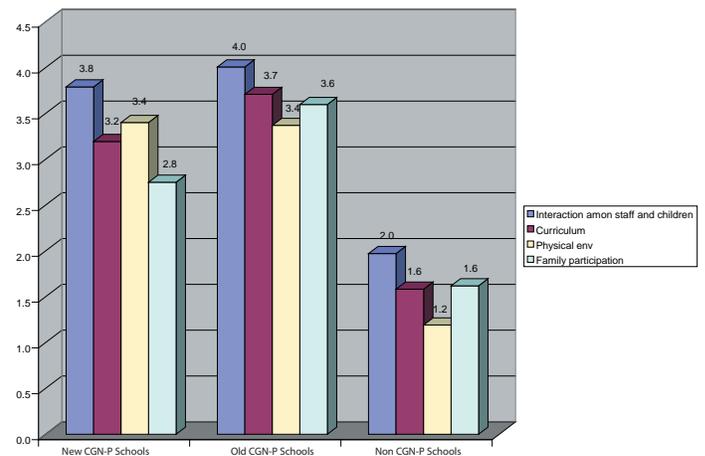
Based on findings, it is clear that the interactive teaching and learning program has been significantly improving classroom environments. It is without a doubt benefiting educators, children, families of children in CGN-P classrooms and communities.

Retention or non-promotion is the practice of requiring a child to repeat a particular grade or requiring a child of an appropriate chronological age to delay entry to the next grade (Setencich, 1994). Research shows a large correlation between dropouts and retention. Students who repeat two grades have a near hundred percent probability of dropping out. It is thus crucial to improve retention in order to decrease dropout rates. CGN-P intervention has a positive

impact on attendance and on grade retention rates. There is an improvement in the daily attendance rate i.e. 9.28% in old partner schools of CGN-P. 96.71% of students in CGN-P old partner schools (Islamabad Capital Territory) were promoted to the next grade, compared to 83% of students in non-CGN-P classrooms.

According to Early Childhood Classroom Observation data, CGN-P program has brought significant changes in student-teacher interaction, social and academic environment in the classroom along with family participation. The analysis was carried out in four broad categories i.e. 1) staff interactions with children; 2) curriculum activities; 3) physical environment; and 4) family participation. The figure below demonstrates how much progress was made by CGN-P classrooms compared to non CGN-P classrooms. The 5-point scale reflects the degree to which each criteria is met in classrooms (1-rarely, almost never; 2-occasionally; 3-half of the time; 4- most of the time; 5 - fully met).

Fig. 1: Progress made by CGN-P Classroom compared to non CGN-P classrooms



All the measures of staff-child interaction related to child-centered classrooms were observed in CGN-P schools most of the time. This means that teachers interacted with children in a friendly and respectful manner, and were responsive to individual children. They encouraged children to think, question and experiment. The fact that positive staff-child interaction is twice as high in CGN-P partner schools versus non CGN-P schools is significant.

A central component of CGN-P's training workshops is the integration of hands-on activities into the curriculum to promote effective learning. Teachers in training also learn a variety of methods, such as small group learning,



that helps children develop social skills. CGN-P teachers have been making tremendous strides in implementing developmentally appropriate learning activities into their daily schedules. In the category of curriculum activities, CGN-P partner schools gained an average of 3.7 points, more than twice as much as non CGN-P schools. The fact that our newest partner schools achieved 3.2 on the 5 point scale within only one year indicates the rapid impact of CGN-P's intervention on classroom learning.

CGN-P teachers have changed the physical environment of the classrooms in many ways in order to make it more conducive to child-centered learning. They use a variety of age-appropriate learning materials and rearrange the classroom to accommodate group activities.

Family participation is a strong component of CGN-P methodology. Teachers are increasingly using a variety of informal/formal communication strategies with parents to bring them into the classroom and generally get them involved in their child's education. Parent involvement in the classroom is still a fairly new concept to most teachers and parents. Although CGN-P teachers and administrators have been making substantial change in this area, there is room for improvement. The CGN-P team continues to make headway in this area by advising teachers and head teachers on how to reach out more effectively to families and communities.

Overall, our classroom observation tools reflect a measurable achievement in implementing child centered practices. CGN-P classrooms practice 97.4% of the ECCO criteria. In non CGN-P school there is only 13.2% of early education principles' practicing in the classrooms.

According to heads and teachers' survey, overall 76.2% heads and 79.2% teachers (Phase I) said there is a positive change in the schools due to CGN-P interventions.

As far as old partner schools are concerned, almost the same results came out with a better percentage: 78.4% heads' and 84.7% teachers' responses indicated improvement in the schools. Overall 80.7% of parents saw positive changes in the outcomes associated with the CGN-P programs, indicating how well the CGN-P methodology has been translated into action.

The results of the heads, teacher and parents' survey clearly indicate that the CGN-P methodology has been embraced by schools, teachers and parents in the key target areas. The overall average score of heads and teachers regarding the child outcomes seem close which shows both have the same view point regarding the change in schools, as mentioned in table A.

Most of the child outcomes are being met, according to heads and teachers responses. The following results show that child outcomes exhibit a high degree of positive change, in the perceptions of both the heads and teachers. This shows the physical and psychological environment of the CGN-P classes is welcoming. Only a slight difference on the

extent of change occurs on three items. The heads expressed a higher degree of certainty as compare to the teacher on two items 1) the children show respect for the adults in the classroom. (100% vs 75%) 2) children treat one another with respect (71.4% vs 45%). 90% teachers and 71.4% heads reported that children express their feelings. As teachers spend more time with the children hence their assessment is probably more validity.

TABLE A: CHILD OUTCOMES

Items	Head (in %)	Teacher (in %)
Children like to come to school	100.0	100.0
Children show respect for the adults in the classroom.	100.0	75.0
Children feel good about what they can do	100.0	95.0
Children express their feelings	71.4	90.0
Children treat one another with respect	71.4	45.0
Mean	88.6	81.0

Family Literacy Program's impact on the learners on the basis of pre and post inventories.

The average scored by the participants before attending the family literacy sessions was 24.15 (48.3%) and after attending the sessions it was 46.5 (92.8%) out of 50 which shows a significant change among the learners in respect of their Urdu literacy and basic math skills.

TABLE B: CHANGE OVER TIME DUE TO FAMILY LITERACY PROGRAM

Items	% of respondents with correct score		%age change over time
	Start of the session	End of the session	
Addition and subtraction	31.4	92.9	+61.4
Letter names	31.6	89.8	+58.3
Rhyming words	44.3	91.4	+47.2
Name writing	49	94.6	+45.6
Hearing sounds	45.8	89.1	+43.3
Counting	53	95.5	+42.5
Sentence reading	52.8	95.2	+42.4
What number is this	55	93	+38.0
Day	75.1	99	+23.9
Counting with objects	73.4	99	+25.6
Total	48.3	92.8	+44.5

The results of the surveys clearly indicate that the CGN-P's methodology has been successfully implemented by schools, teachers and parents in the target areas. However there is always room for making further improvement. - *Shehzad Afzal - Monitoring & Evaluation Expert.*



school exams, it was decided to use a standardized testing instrument developed by the Learning and Educational Achievement in Punjab Schools (LEAPS) Project.² In addition, a child questionnaire was also implemented in the sample schools to control for the household and child characteristics in the analysis. Factors such as experience and qualification of the teacher were also controlled.

The testing and survey of children and teachers was conducted by RCons on behalf of LUMS during April 2007. One critical issue faced was that the sample included some CGN-P schools where teachers without CGN-P training were found as well as a few non-CGN-P schools having CGN-P trained teachers. As this would have biased the estimates; all such observations were dropped. Explained by its effect on the classroom environment and increased student attendance, a significant positive impact of the CGN-P program was found on learning. Specifically, Grade IV children in CGN-P schools performed better, on average, than children in the non-CGN-P schools and the difference in test performance was seen in all three subject areas: English, Urdu and Mathematics. Based on the distribution of test scores in the sample, exposure to the CGN-P program typically improved a student's ranking by 4-11 percentiles vis-à-vis other students in the cohort. Disaggregated results by gender and wealth indicated a slight advantage in the favor of boys relative to girls and a larger advantage for children of higher income households.

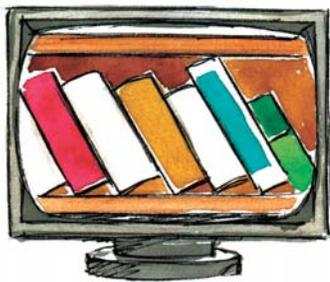
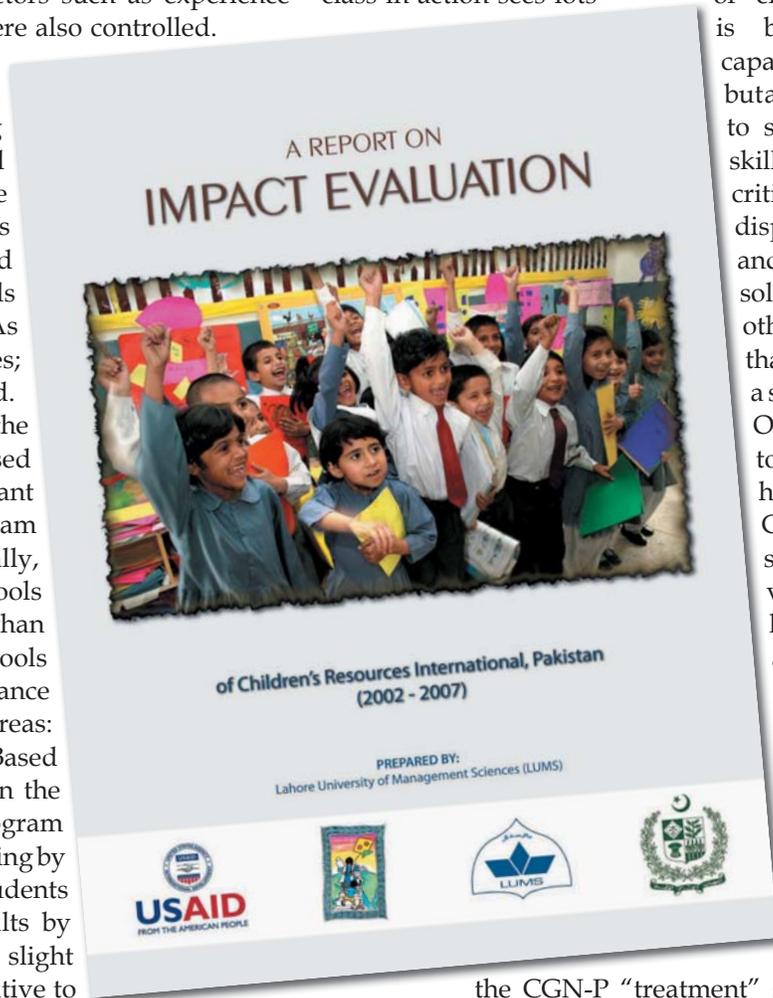
Dr. John Wall, former Country Director World Bank,

² The LEAPS Project is a multi-year study funded by the World Bank which is focused on evaluating learning achievement in both public and private schools in three districts of Punjab.

Pakistan, while acknowledging the methodology constraints, appreciated the efforts of the LUMS evaluation team. He, however, pointed out that this methodology only captured a sub-set of the value students are no doubt getting out of the CGN-P "treatment". He added that anyone seeing a class in action sees lots

of creative activity that is building intellectual capacity and knowledge; but also confidence, ability to speak up, interactive skills, ability to think critically, ability to take disparate information and discover their own solutions and many other useful like skills that are not captured in a standard, written test. Offering another way to interpret the results, he said that with CGN-P "treatment", students learn a very broad set of life skills without any disadvantage to taking standard (cognitive) tests. In fact, on the surprise test given to them, the CGN-P "treatment" students scored significantly higher. Moreover,

the CGN-P "treatment" students did as well in the Board exams, despite the expected advantage of non-CGN-P "treatment" students, whose education is largely focused on cramming for these Board exams. This means the CGN-P "treatment" students were able to use learning skills rather than memory to arrive at answers themselves.

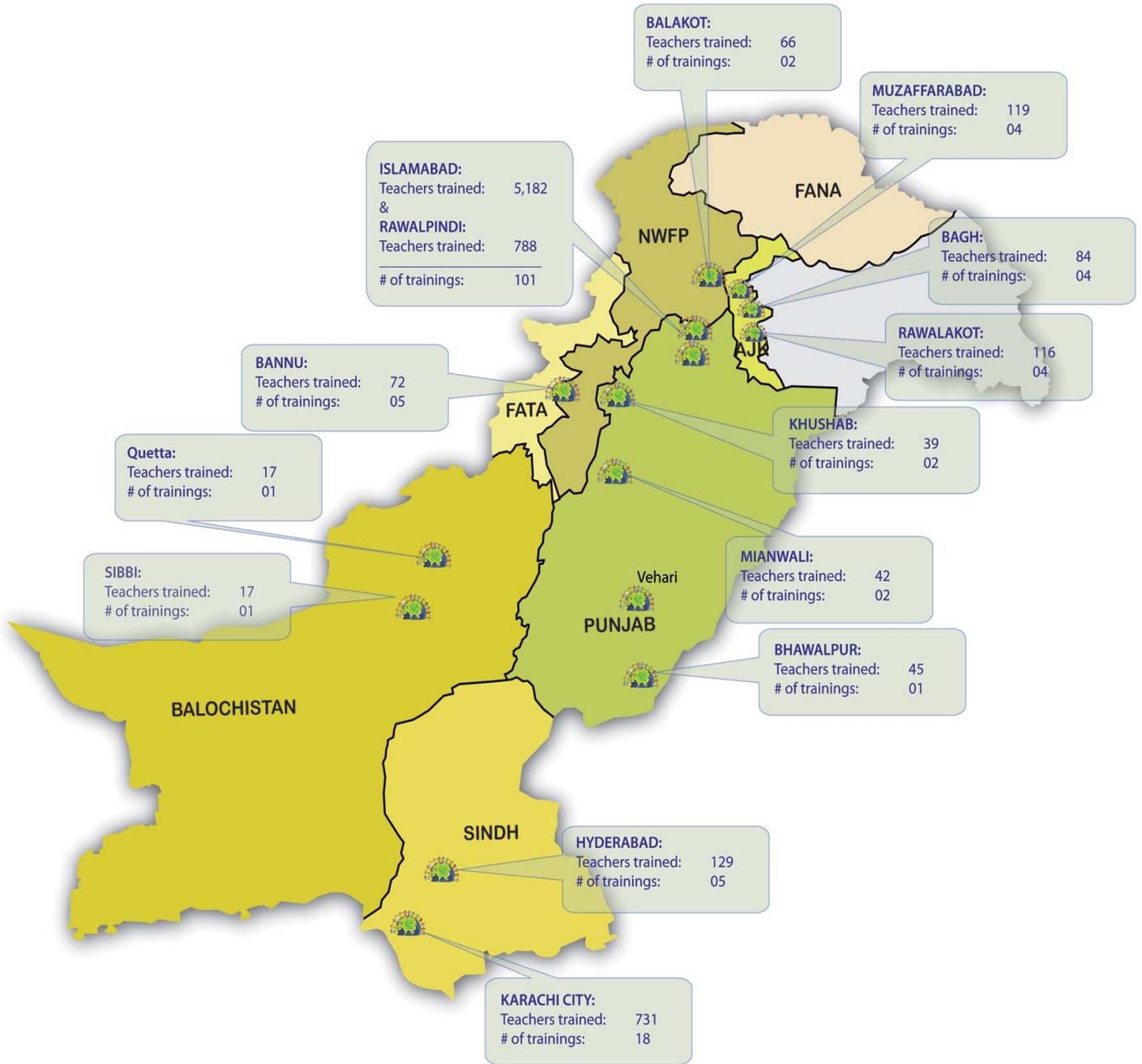


UNLOCKING A WEALTH OF INFORMATION

CGN-P offers membership of its resource center to institutions keen in keeping themselves updated in latest research in education. The resource center carries a treasure of books on a variety of themes on education ranging from Early Childhood Education, child psychology, curriculum development, modern teaching practices to research based journals, and reports. For membership details write to Policy and Research Department at info@cgnpk.org.



CGN-P AT A NATIONAL LEVEL



ANNOUNCEMENT

We are pleased to announce that Children’s Global Network, Pakistan (Guarantee) Limited (formerly known as Children’s Resources International, Pakistan (Guarantee) Limited) is now a fully autonomous and indigenous organization. Our vision, work and relationship with our donors and the government of Pakistan as well as other contractual obligations remain unchanged. We look forward to strengthening our work in Pakistan and in the region as well.

