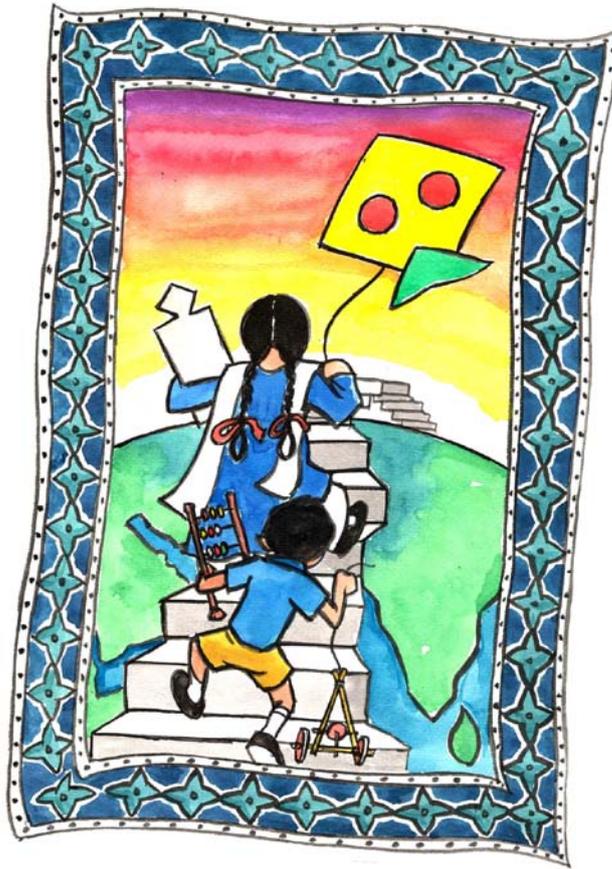


Interactive Teaching & Learning Program in Pakistan
Cooperative Agreement No. 391-A-00-6-01075-00

First Quarterly Report
(March – May 2006)



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

June 30, 2006

List of Abbreviations

CRI	Children Resources International
CUP	Community Uplift Program
ECD	Early Childhood Care and Development
ECE	Early Childhood Education
FDE	Federal Directorate of Education
HEC	Higher Education Commission
MTTs	Master Teacher Trainers
NCRC	National Curriculum Revision Committee
NRSP	Nation Rural Support Program
PPAF	Pakistan Poverty Alleviation Fund
SAFWCO	Sindh Agriculture and Forestry Works Coordinating Organization
UNESCO	United Nations Educational Scientific and Cultural Organization
USAID	United States Agency for International Development.

Table of Contents

I.	Executive Summary	1
II.	Background	1
III.	Key Results This Quarter	3
1.	Start up Activities	3
1.1	Meeting with FDE/City District Rawalpindi	3
1.2	Signing Of MOU with Government Officials	3
1.3	Human Resource Development	3
2.	Basic Education Program	4
2.1	Teacher Trainings	4
2.2	Technical Assistance	4
2.3	Visit of US Officials from State Department	5
2.4	Meeting of CRI's Chief Executive with US President	5
2.5	Presentation of CRI Program to the First Lady Ms. Laura Bush	5
2.6	Book Exhibition at National Library Auditorium	5
2.7	Activities in CRI Partner School	6
2.8	Mother's Day celebrations	6
2.9	PAF Carnival on "Raising Awareness about Environment"	6
3.	Family Literacy Program	7
3.1	Certificate Distribution Ceremony	7
3.2	Meetings with School Heads	8
3.3	Data Entry of Inventories /Attendance Records	8
3.4	School Selection Criteria Form	8
3.5	Recipe Book	8
3.6	Visits of Family Literacy Centers	8
4.	Parents and Family Involvement Program	8
4.1	Bi-Monthly Family Involvement Meeting	9
4.2	Community Meetings	9
5.	Documentation	9
5.1	Methodology Books	9
5.2	Parenting Manual	9
5.3	Updating CRI's Website	10
6.	Higher Education Program	10
6.1	CRI participates in final National Curriculum Revision Committee meeting	10
7.	Administration and Procurement	10
7.1	Improvement of Office Systems	10
7.2	Arrangement for Family Literacy Certificate Distribution Ceremony	11

7.3	Arrangements for Grade IV Training Workshops at Karachi and Islamabad	11
7.4	Procurement of Office Equipment	11
8.	Finance	11
8.1	Financial Activities	11
9.	Non –CRI Partner Activities	12
9.1	Teacher Trainings of PPAF Partner Organizations	12
9.2	Tent School Project	12
9.3	Interactive Teaching and learning Methodologies in Army Schools	13
9.4	Symposium on “Rediscovering Childhood”	13
9.5	Conference on “Early Childhood Development”	13
9.6	Pakistan Country Gender Assessment Dissemination Workshop	13
9.7	Girl Guide Workshop	13
9.8	Symposium on Early Childhood Development	14
9.9	National Conference on Education	14
IV.	Comparison of Planned and Actual Accomplishments	14
V.	Activities Planned for Next Quarter	15

I. Executive Summary

During the first quarter of the program, CRI staff held meetings with the government officials to finalize the arrangements for the forthcoming trainings during the expansion phase of the program. The Memorandum of Understanding for the next three years is also submitted to Federal Directorate of Education for their review and comments.

The Master Teacher Trainers conducted two Grade-IV follow-up trainings for the partner school teachers' one in Karachi and the other one in Islamabad. These trainings were important for CRI as our Master Teacher Trainers designed and imparted this training independently without the assistance of international trainers. Social Studies Stations were introduced for the first time and they were a big success. The feedback received from the participants has given a boost to our confidence. Integration of activities with the text books made it easy for the teacher to understand and implement them in classrooms.

The prime focus of the Higher Education Program for this quarter was to get its three specialized faculty courses, being introduced to more than 90 participants of forty public universities, incorporated in B.Ed and M.Ed curriculum. An intense follow up was kept with the HEC as a result CRI was invited to the three days Final National Curriculum Revision Committee (NCRC) meeting in Karachi where CRI succeeded in getting its four courses incorporated in B.Ed and M.Ed curriculum.

The technical assistance to partner schools was on going activity during this quarter. The Master Teacher Trainers paid regular visits to partner schools and facilitated the teachers in implementing the Child Centered Methodology. Additionally, the learners of Family Literacy Program successfully completed the session. A certificate distribution ceremony was organized to give away the certificates to the learners. Presentation on CRI program was given to the First Lady Mrs. Laura Bush during the visit of US President Mr. George Bush to Pakistan. The First lady appreciated the efforts of CRI in promoting quality education through trainings of teachers in Pakistan.

The collection, tabulation and analysis of evaluation data also continued during this quarter. The pre and post inventories of the Family literacy program have been collected and fed in the computer.

II. Background

CRI initiated implementation of child-centered interactive teaching and learning methodologies in Pakistan in 2002 with the financial support of USAID. CRI in collaboration with the government at Federal and Provincial level to this date is implementing its program in 118 public schools in Islamabad Capital Territory (Rural & Urban), Rawalpindi District and Karachi City District through its following four components:

- Basic Education with strong ECE foundation
- Family Literacy
- Parent and Community Involvement
- Higher Education

Interactive teaching and learning methods encourage children to make choices, take responsibility for their decisions, express their ideas creatively, help each other, and develop

critical thinking skills and practice independent thinking. Starting with the pre-primary child, CRI's interactive methodologies have steadily progressed through the school and have been introduced till grade IV reaching out to more than 25,000 children in 766 classrooms equipped with active learning material provided by CRI. More than 1200 teachers, heads, supervisors have been trained in interactive teaching and learning methodologies through seventeen trainings in basic education from 2002 to 2005.

In CRI program families are encouraged to participate in school activities. To make non-literate parents and family members' part of their child's learning CRI started Family Literacy Program in selected schools in 2003 with the aim to teach basic math and literacy skills to them. The training of approximately 300 teachers in adult literacy skills through 7 trainings benefited more than 2369 parents.

CRI through Parent and Community Involvement Program involves family members in school life through planned activities by inviting them in their child's classroom to assist teacher by telling stories, sharing their knowledge, demonstrating and sharing professional skills thus creating communication channels between teachers and parents. More than 97 heads and deputy heads have been trained in Family Involvement strategies.

CRI's Interactive Teaching and Learning Program supports five of the seven thrust areas articulated in the Education Sector Reforms (ESR) plan initiated by Government of Pakistan in 1999 and formalized in 2001 which includes a national literacy campaign, universal primary education and improving the quality of education through teachers' training, higher education and public private partnerships. CRI believes that its work in Pakistan over the recent years has helped address ESR objectives by improving the quality of teaching and learning, improving the physical and emotional classroom environment, providing new motivation for teachers, inviting parents to participate in the education of their children, and training an indigenous team who can carry forth the implementation in the future.

CRI to build the capacities of institutions churning out educators of educators started the Higher Education Program in 2004. Under this program CRI's ready to teach four specialized faculty courses introduced to over 90 faculty members from 40 public Universities have been incorporated in the relevant course outlines of B.Ed and M. Ed curriculum.

The success of the program is having a ripple effect. In a span of three years, CRI Pakistan; its qualified personnel are serving as sources of technical assistance and advice not only to non-partner school districts but also other countries. A group of CRI MTTs trained around 500 newly recruited teachers of the Federal Directorate of Education in interactive teaching and learning methodologies for a span of 10 days focusing on Individualization, Classroom Environment, Morning Meeting and Parent Involvement. The CRI Master Teacher Trainers have been invited as resource persons for training of 500 public school teachers in Oman. CRI MTTs are also used as resource persons in trainings for children with disabilities.

CRI is also giving trainings to community teachers in interactive methodologies in collaboration with the Pakistan Poverty Alleviation Fund to its partner organizations in all the four provinces of Pakistan. CRI in collaboration with UNESCO and Government of Punjab organized policy seminar on Early Childhood Education in Lahore attended by stake holders in education. CRI in a joint venture with the Creative Learning Inc. and UNICEF under Tent School Project started training of teachers for psycho social rehabilitation of children and

teachers in earthquake devastated areas by introducing child centered interactive teaching methodologies.

The program turned into a local entity in 2006 expanding, at the behest of government of Pakistan, implementation of child centered interactive teaching and learning practices to cover Islamabad Capital Territory, a school district. Under program expansion, interactive teaching and learning methodologies would be introduced to another 281 schools in Islamabad Capital Territory. CRI will also extend its program from Grade V to Grade VIII in the existing 118 partner schools. The family literacy component will expand to include another 110 schools to reach out to more than 5,000 parents. The remaining CRI's specialized faculty courses would be formalized through Higher Education Commission. The program is being translated into National Policy Level decisions to improve on the quality of education.

III. Key Results This Quarter

1. Start-up Activities

1.1 Meetings with FDE/City District Governments

After signing the Cooperative Agreement with USAID, CRI Pakistan had meetings with the senior officials of Federal Directorate of Education and City Districts governments to finalize details of the program implementation and arrangements for the trainings. During these meetings, future strategies were devised for successful implementation of the program during the next three years.

1.2 Signing of MOU with Government Officials

The draft Memorandum of Understanding (MoU) was designed on the basis of strategies devised during the meetings with the government officials. The MoU has been sent to concerned officials for review and comments. The MoU will be finalized and signed with the Federal Directorate of Education, provincial Education Departments, City Nazims Karachi and Rawalpindi during the next quarter (July, 2006). The outline of the activities has been approved by the Director General Federal Directorate of Education.

1.3 Human Resource Development

With the expansion of CRI program in 281 schools in Islamabad and extension of interactive teaching and learning methodology from Grade-IV to Grade-VIII in the existing schools, there was a need to hire human resource to successfully implement the program. In this regard, CRI Pakistan undertook evaluation of the existing staff structure according to the growing needs of the organization. CRI Pakistan then advertised for the new staff in the national press. The recruitment process is in progress. Few new staff members have already been hired. The hiring process will be completed by the end of June, 2006.

2. Basic Education Program

During the first quarter of the program, two five-days training workshops were organized for partner school teachers of Grade-IV one in Karachi and the other in Islamabad. These trainings were a follow up of the workshops held in September 2005. The trainings were conducted by CRI Pakistan's Master Teacher Trainers without any assistance from the international trainers. Approximately 223 teachers, heads, supervisors and Assistant/Deputy District Officers participated in these trainings.

The technical assistance to partner classrooms was an ongoing activity throughout the quarter. Regular visits were paid to the partner. Besides these, presentation of CRI program was given to the First Lady Ms. Laura Bush in US embassy during President George Bush's visit to Pakistan in March. The CRI team also participated in different events organized in the partner schools by the teachers. A brief description of these activities is as under:

2.1 Teacher Trainings – Training of Grade IV Teachers

Two five days follow up training workshops for partner school teachers of Grade IV in interactive teaching and learning methodologies were organized in April/May 2006. One was held in Karachi for the Karachi partner teachers while the other one was held in Islamabad for the teachers of Rawalpindi and Islamabad partner schools. These trainings were attended by 223 teachers, heads, supervisors and Assistant/Deputy District Education Officers. These training were important as for the first time CRI Pakistan's Master Teacher Trainer conducted them with out the assistance of international trainers. The focus of these trainings was integrating the activities with the text books by using the material provided by CRI. At the end of the training, the participants assured implementation of these activities in the classroom. In Islamabad, the certificate distribution ceremony was attended by Prof. Muhammad Rafique Tahir, Director (Training) Federal Directorate of Education, Ms. Savera Hayat, from USAID Pakistan, and Raja Gulzar, District Education Officer, City District Government, Rawalpindi. The participants of Karachi training were given certificates by Mr. Mansoob Siddiqui, Deputy District Education Officer, City District Government, Karachi. The detailed training report is attached as Annex-1.

2.2 Technical Assistance

Technical assistance to partner classrooms is an ongoing activity. Master Teacher Trainers spend time in the classrooms observing teacher-child interactions, activity-based teaching and learning, classroom environment, family involvement activities, and provide hands-on demonstration using active learning materials.

During the quarter, regular technical support visits were paid to the schools during the months of March and April 2006. The Master Teacher Trainers during the technical assistance facilitated the teachers in the following areas:

- Over all physical environment.
- Positive child teacher interaction.
- Need based orientations to the teachers in interactive teaching and learning methodologies in partner schools.

- Integration of material with syllabus.
- Introducing and setting up dramatic center in the partner classes.
- Orientation on how to use Atlas was given to the teachers and children.
- Developing qualitative assessment criteria.

The technical assistance could not be carried out during the second week of April, 2006 because of the final examinations in the schools.

2.3 Visit of US Official from State Department

Ms. Kim. E. Archea, Foreign Affairs Officer, US State Department and Mr. Thomas P. Crehan, Education Officer, USAID Pakistan visited CRI office in Islamabad on March 24 2006. Ms. Mehnaz Aziz, Chief Executive, CRI Pakistan gave a presentation on the implementation and outcomes of the program. She also shared the planned activities during the expansion phase of the program. Ms. Kim appreciated the contribution of CRI, Pakistan in making the program a success and ensured cooperation in future.

2.4 Meeting of CRI's Chief Executive with US President

The US president Mr. George Bush during his visit to Pakistan on March 04, 2006 held a round table discussion with the select group of the Civil Society Organizations. The Chief Executive, CRI was one of the 10 representatives of the civil society invited to the round table. The Chief Executive on the occasion shared the contribution of CRI in providing quality education to the disadvantaged and marginalized communities. The Chief Executive also shared CRI's vision of introducing comprehensive interactive methodologies at national level.

2.5 Presentation of CRI Program to the First Lady Ms. Laura Bush

During the visit of President George Bush to Pakistan a round table discussion on education was arranged at the US embassy for the First lady Ms. Laura Bush. The discussion was attended by the representative of UNESCO, Federal Directorate of Education (FDE), Children Resources International, Pakistan (Guarantee) Limited (CRI, Pakistan) and USAID. During the discussion, the Chief Executive, CRI Pakistan highlighted salient features and outcomes of the program. She said the aim of the program was to link the local youth with the global reality through advanced educational means. The First Lady then visited a classroom of CRI partner school arranged for her in the embassy to watch school children's performances and was presented with two books prepared by CRI children. The first lady appreciated the efforts of teachers and work produced by the children.

2.6 Book Exhibition at National Library Auditorium

Book making activity is an important ingredient of CRI methodology aimed at building the writing skills of the children. The idea of holding exhibition of children's made books was introduced by CRI team in bi-monthly Family Involvement Meeting. After this meeting, exhibition of books made by the children were organized by the teachers in their respective schools. The children had prepared colorful and outstanding books, book marks and posters. The

work of the children were selected from partner schools and displayed in the National Library Auditorium on March 16th, 2006 on the occasion of the Family Literacy Certificates distribution ceremony. The chief guest Mr. Hussian Jehanian Gerdezi, Punjab Minister for Literacy and non Formal Basic Education, visitors and parents took round of the work produced by the students. They highly appreciated the magnificent, imaginative and artistic work of young authors.

2.7 Activities in CRI Partner School

The teachers of IMCG F-10/2, Islamabad on May 3, 2006 organized indoor and outdoor integrated activities for children involving their families as well. The activities included:

- **Plant and adopt a tree**
Children from Grade I to IV planted different trees in the school premises with the help of their parents and family members. They were very excited. After planting the tree, children made folders and books to record few facts about the sapling they had planted e.g. name of the plant, number of leaves, its height and color. This activity was integrated with Math & Science.
- **Sandwich, burger, noodles and salad making**
In this activity, children made a variety of sandwiches, burgers, noodles and salads with the help of their parents and teachers as it helped to promote effective interaction between parents and teachers. They used different geometrical shapes to decorate their edibles. Through these types of activities children not only enjoy but they also learn about nutritious value of different fruits, vegetables and pulses etc. They also shared their recipes with each other. This activity was integrated with Math, Science, Language and Arts.
- **Role Play activities**
All the CRI partner classes prepared tableaux on national songs, rhymes etc. They used different props like masks, characterization and puppets. Parents were highly involved in these activities.

These activities reflected efforts on the part of teachers and parents in applying CRI methodologies in partner classes and building up classroom community thus making CRI program a great success.

2.8 Mother's Day Celebrations

Mother's day was celebrated in one of CRI partner school on May 15, 2006. Mothers were invited in the school and the siblings presented them flowers and wish cards which they made in the classes with their teachers. The children paid tribute to mothers for their selfless affection and care. The school principal, teachers, students, mothers and CRI team attended the event. The students delivered speeches, performed tableaux, skits and songs to express their love and gratitude to their mothers.

2.9 PAF Carnival on "Raising Awareness about Environment"

A partner school in Karachi had organized a carnival to enhance public awareness about environmental threats and issues. Tents were erected in the large ground of PAF Museum. A

large number of children along with their parents and siblings visited more than 100 stalls exhibiting the models and splendid pieces of artwork created by students from government and non-government schools. More than 75 schools from Karachi participated in the carnival. The children had created murals, posters and models on several themes such as Turtle Nesting and Recycling Plastic etc. The core idea was to help people become aware of the factors that threaten the survival of endangered species and to make them realize that our everyday actions are the root cause of destruction of life.

CRI partner schools from North Nazimabad and Lyari Town participated zealously; each and every creation was a masterpiece that showcases diversity and talents of students. It was heartwarming that they have taken inspiration from the story books 'Kala Bhoot' and 'Kora Kahan Daloon' provided by CRI.

Use of plastic is a very common feature these days. To make people aware of its hazards, students presented magnificently made models. Their aim was to tell people that rubbish could be reduced creatively, and to support their words they displayed various items that have been made by recycling plastic.

“All the themes are incorporated with each other as the basic aim is to make people conscious of what they are doing; we all are playing a part in poisoning nature which as a result will poison us.” Mrs. Nishat (Supervisor-NNT) uttered, “In our training sessions organized by CRI we have learnt how to use our resources productively and today we have proudly applied our learnt skills.”

3. Family Literacy Program

3.1 Certificate Distribution Ceremony

The Certificate Distribution Ceremony of Family Literacy Program was organized in the National Library Auditorium on March 16, 2006. The ceremony was organized to acknowledge and appreciate the work of Family Literacy Trainers and to encourage mothers, grand mothers and older siblings who have completed the literacy sessions. Six hundred and fifteen (615) learners of Rawalpindi and Islamabad schools successfully completed the session and received certificates. The material produced by the Family Literacy learners was also displayed by the schools. Mr. Hussain Jahanian Gardezi, Minister of Literacy and Non-Formal Basic Education, Punjab was the Chief Guest. Mr. Jorge Sequeira, Director/Representative, UNESCO Pakistan and Mr. Tom Crehan, Education Officer, USAID Pakistan were Guest Speakers on the occasion. The guests appreciated the material produced by the learners during the session. Detailed report of the activity is attached as Annex-2.

Similarly, certificates were given to the learners in Karachi schools also. The Master Teachers Trainers visited the Family Literacy centers in each cluster and distributed the certificates. Approximately 438 learners received certificates in Karachi after the successful completion of the parenting sessions. In each cluster, the concerned DDOs and ADOs distributed the certificates. The government officials and the learners appreciated CRI's efforts to increase literacy in marginalized areas.

3.2 Meetings with School Heads

The Family Literacy team visited the partner schools and held meetings with the head teachers. The team discussed their concerns and problems encountered during the session. The team also shared the factors affecting the performance of trainers and program outcomes with the heads. All head teachers assured their full cooperation and facilitation in the coming session. They assured to put their maximum efforts to make family literacy program more successful and effective. The heads also shared their planned strategies for next session.

3.3 Data Entry of Inventories/Attendance Records

During the month of March and April, the pre and post inventories of Islamabad, Rawalpindi and Karachi literacy centers were submitted by the partner schools. This data has been entered in the computer to analyze the learning skills and effectiveness of the program.

At the end of literacy session, the attendance files of the learners of literacy classes in Karachi and Islamabad were collected. This data was fed in the computer to assess the regularity of learners and continuity of literacy classes during the session.

3.4 School Selection Criteria Form

The family literacy team has designed school selection criteria .This tool is developed keeping in view the expansion of the program. The information included in the criteria would be helpful in selection of potential schools for starting literacy sessions in specific location during the expansion phase.

3.5 Recipe Book

During, the literacy sessions the learners of family literacy classes shared their best cooking recipes with each other. The family literacy team had collected the shared recipes and designed a recipe book .This book will be sent for printing and disseminated among the learners.

3.6 Visits of Family Literacy Centers

During the months of March and April, 2006, the Master Teachers Trainer visited the Literacy Centers in Rawalpindi Islamabad and Karachi. The technical support was provided to the trainers according to their needs. The Master Teacher Trainers also asked for the feedback of the learners about the session so that their suggestion could be incorporated in the next session to enhance the effectiveness of the program.

4. Parents and Family Involvement Program

Family Involvement Program was initiated in the partner schools to bring about positive change in the student learning outcomes by involving the parents in the educational process. During the quarter one bimonthly meeting with the heads of CRI Partner Schools was held.

These meetings help teachers to share successes and concerns in implementation of Family Involvement, Basic Education, and Family Literacy Components of the program. All heads actively participated in different activities and discussed strategies to tackle problems they face during the implementation of Family Involvement Program. They also shared their achievements, which they said is reflective in the performance of children. These meetings are beneficial for CRI partner schools as the heads who are also the coordinators get a number of ideas and strategies by sharing of experiences.

4.1 Bi-Monthly Family Involvement Meeting

A bi- monthly meeting with the heads of CRI partner schools in Rawalpindi and Islamabad was held on March 28, 2006. The purpose of the meeting was to share the successes and concerns of heads in involving parents in partner school activities. The head teachers actively participated in the meeting and took interest in the strategies to resolve the problems faced in involving parents. Family involvement inventories were submitted by the head teachers showing the numbers of parents involved in the schools.

4.2 Community Meetings

The CRI Karachi team held community meetings in 29 partner schools in order to enhance family involvement in partner schools. The purpose of these meetings was sharing the CRI program with the parents and to make them realize how their involvement is effective in the learning process of their children. One thousand and thirty nine (1,039) parents and other family members participated in these meetings and ensured their cooperation. The concerned Assistant District Officers and Supervisors of each cluster also participated in these meetings.

5. Documentation

5.1 Methodology Books

CRI publications are distributed among teachers with the classroom supplies so that teachers could use them as a guide in implementing interactive teaching and learning practices in their respective class rooms. Documentation section was out of stock of first and second methodology books. So re-printing of these books was ordered in March, 2006. These books were revised and sent for re-printing to Alhamra printers. We have received 1,000 copies of the first methodology book. The re-printed 1,000 copies of the second methodology book would be received by the first week of July.

5.2 Parenting Manual

The work on Parenting Manual had started last year under grant agreement with CRI Washington. It was translated, adapted and edited and sent to the printers. As the funds from CRI Washington were not released, it could not be printed. Now with the availability of the funds, the work on the Manual is again initiated. It has again been sent to Alhamra printers for the printing purposes. The printed copies of the manual will be delivered by the printer during the next quarter. The documentation section has also been able to get the ISBN

(International Standard Book Numbering) number for each of our publication from the National Library of Pakistan. Our publications have been registered with the National Library of Pakistan and we have been assigned the code ISBN 969 – 9029.

5.3 Updating CRI's Website

During this quarter, the documentation section has initiated work to update the CRI's website by incorporating success stories, program outcomes, feedback of stakeholders and other program related activities. The work on updating the website will continue till the next quarter. The updating effort is all in house.

6. Higher Education Program

The prime focus of the Higher Education Program for this quarter was to get its three specialized faculty courses, being introduced to more than 90 participants of forty public universities, incorporated in B.ED and M.ED curriculum. The purpose of these courses is to enhance the capacities of institutions churning out educators of educators. CRI sent thirty copies of each course to the Higher Education Commission for the members of the review committee. An intense follow up was kept with the HEC as a result CRI was invited to the three days Final National Curriculum Revision Committee (NCRC) meeting in Karachi. CRI succeeded in getting its courses incorporated in B.Ed and M.Ed Curriculum after three days of intense discussions with the members.

6.1 CRI participates in final National Curriculum Revision Committee meeting

CRI Pakistan was invited by the Higher Education Commission to attend the final meeting of National Curriculum Revision Committee (NCRC) from May 8-10, 2006 in Karachi. The purpose of this meeting was revamping the B.Ed and M.Ed curriculum by Higher Education Commission (HEC). After hectic discussions, the members of the NCRC agreed to incorporate contents from CRI's four courses on the interactive teaching and learning methodologies in the relevant B.Ed and M. Ed curriculum outlines. These courses have also been included in the list of "recommended reading materials". The inclusion of these courses in the proposed outline of curriculum is a step ahead in promoting Interactive Teaching and Learning methodologies at national level.

7. Administration & Procurement

Apart from routine and normal administration and procurement work during the above quarter, the following activities have also been done:

7.1 Improvement of Office Systems

During this quarter, the administration section also devised the travel policy as per USAID requirements. A presentation on travel policy was given to the staff for sharing the rules and

regulations. Besides this various forms were revised as per requirements of USAID for day to day use

7.2 Arrangement for Family Literacy Certificate Distribution Ceremony

Certificate distribution ceremony was arranged in National Library Auditorium, Islamabad on March 16, 2006. Around 550 guests attended the ceremony. The administration department made all the logistical arrangements for the ceremony. Minister for Literacy and non-Formal and Basic Education Punjab was the Chief Guest on the occasion.

7.3 Arrangements for Training Workshop for Grade IV at Karachi and Islamabad.

Two five-day training workshops for Grade IV teachers of CRI partner schools were organized in Karachi and Islamabad during the quarter. All the logistics arrangements including purchase of training material, stationery items and transport facilities were provided.

7.4 Procurement of Office Equipment

Due to the increase in staff, there was a need for procurement of additional office equipment i.e. computers, printers etc. The administration department initiated the procurement process and after analyzing of the quotations by the Purchase Committee and approval by the Chief Executive, procurement of office equipment were finalized. Three computers and one printer were purchased during the quarter. In addition, the air conditioners which were not working properly were replaced.

In Karachi requirements for office equipments etc. were reviewed as per expansion planned for three years and various initiatives have been taken to equip office as per requirement. Networking of computers was initiated. Negotiations with various service providers for fast internet connectivity is in process. Computer requirements for the staff have also been reviewed and quotations are being sought for procurements.

8. Finance

8.1 Financial Activities

During this quarter, the computerized posting of the transactions was continued. The Petty Cash Book, leave record and payroll of CRI employees was also maintained on monthly basis. The quarterly statements under section 149,152,153 of Income Tax Ordinance 2002 were submitted to Income Tax Authorities. Various accounts activities i-e Bank Reconciliation Statement, Trial Balance, Record of Transition, Deduction of Withholding Tax were undertaken during the quarter. Financial Accrual Data, Liquidation Report and advance request was also submitted to USAID. Additionally, the time line of activities and month wise budget for the first year was also prepared during the quarter.

The work on developing Procurement Policies, Procedure Manual, Accounting and Financial Policies and selection of appropriate accounting software was also initiated .CRI Pakistan is

negotiating with various companies regarding the account packages. This process will be finalized by August, 2006.

9. Non-CRI Partner Activities

CRI Pakistan is not only working with the government education department at federal, provincial and district level but also giving trainings to community teachers in interactive methodologies in collaboration with the Pakistan Poverty Alleviation Fund to its partner organizations in all the four provinces of Pakistan.

CRI in a joint venture with the Creative Learning Inc., Washington and UNICEF under Tent School Project started training of teachers for psycho social rehabilitation of children and teachers in earthquake devastated areas by introducing child centered interactive teaching methodologies there. This program is being implemented in 12 schools of district Mansehra.

9.1 Teacher Trainings of PPAF Partner Organizations

The Master Teacher Trainer of CRI conducted a five days teacher training in Bannu for the teachers of Community Uplift Program (CUP) schools from April 7-11, 2006. This was the third training of the one year training program. Sixteen teachers were trained in interactive methodologies.

Similarly, a three days training in interactive teaching and learning methodologies was imparted to the teachers of National Rural Support Program (NRSP) in Khushab from April 25-27, 2006. Twenty teachers from community schools participated in the training

Another five days training was imparted to the teacher of Taraqee Foundation school teachers in Sibi from April 16-21, 2006. Ten teachers from the community schools participated in the training. The response of the teachers was very encouraging. The teachers actively participated in the training session and shared their maximum concern with the trainers for proper guidance and facilitation.

A five days training of PPAF partner organization Sindh Agriculture and Forestry works coordinating Organization (SAFWCO) was conducted by the Master Teacher Trainers in Hyderabad from May 13-17, 2006. Twenty four teachers were trained in child-centered methodology.

9.2 Tent School Project

Children's Resources International signed an agreement with the Creative Learning, Inc USA to revitalize the schooling process in the earth quake devastated area of District Mansehra through training of teachers. During this quarter two days teacher training was organized from April 18-19, 2006. Thirty one teachers from 12 tent schools participated in the training. The Master teacher trainers also paid technical support visits and provided on job facilitation to teachers. CRI has also provided the re- supplies of consumable items to all the schools in May.

9.3 Interactive Teaching and learning Methodologies in Army Schools

CRI's child-centered interactive methodologies are being applied in 120 Army Public Schools at national scale reaching out to 104,610 children; these schools are using our methodology books as a teaching guide in this context.

9.4 Symposium on “Rediscovering Childhood”

CRI Pakistan was invited to participate in a three days symposium on “*Rediscovering Childhood*” from April 3-5, 2006 organized by the Sindh Education Foundation in Karachi. CRI Karachi team and teachers of Karachi partner schools participated in the symposium. The symposium was aimed to challenge the assumption that children's success be it in school or any where else is a goal unto itself, rather it should be viewed as a by product of children who are happy, well loved and allowed to develop at their own pace.

9.5 Conference on “Early Childhood Development”

The Chief Executive and Karachi CRI team participated in the one day conference on Early Childhood Development organized by Sindh Education Foundation on April 6, 2006 in Karachi. The Chief Executive participated in the round table dialogue on *Early Childhood Care and Development (ECD)*. The recommendations came amidst a series of discussions by the representative from USAID, Aga Khan Foundation, UNICEF, and CRI. These organizations stressed on the importance of the first few years of a child since they form the foundation for all later development and proposed that the state ought to sponsor and support programs that seek to provide vital support to children for healthy physical, mental, emotional and cognitive development.

9.6 Pakistan Country Gender Assessment Dissemination workshop

Chief Executive CRI attended the Pakistan Country Gender Assessment Dissemination Workshop on the invitation of the World Bank in Islamabad on May 4, 2006. The workshop was organized by the World Bank in collaboration with the Ministry of Women and Development. The workshop was aimed at taking the gender agenda forward, the most critical issues facing Pakistan.

9.7 Girl Guides Training Workshop

The two Master Teacher Trainers of CRI conducted a training session for Girl Guides in Islamabad on May 26, 2006. The trainer raised the awareness level of the participants about the personal hygiene and early sleeping habits through activities. Forty participants including Junior Girls Guides and Leaders attended the session. The feed back about the session was encouraging and the participants appreciated the interactive approach of the trainers.

9.8 Symposium on Early Childhood Development

CRI was invited to participate in a three symposium organized by Agha Khan Foundation on Early Childhood Development in Gilgit from May 22-24, 2006. The objective of this symposium was sharing of Early Childhood Education (ECE) initiatives in Pakistan and raising the awareness about the early childhood needs of the children. The Chief Executive CRI narrated a Story “A Very Hungry Caterpillar” and the children of preschool performed a role play on the same story with the assistance of Master Teacher Trainer. On the final day of the symposium a fruitful round table discussion was held to devise strategies for raising capable children and Early Childhood Care and Development (ECD) partnerships.

9.9 National Conference on Education

CRI Pakistan is not only focused on program implementation but has successfully taken a lead in policy formulation. CRI was invited to the two day National Conference on Education held in Islamabad on May 30-31. The conference was organized by the Ministry of Education to evaluate the deficiencies in the current National Education Policy (1998-2010) with the aim to make it more responsive to the needs of the modern world.

The conference was inaugurated by the Chairman Senate, Mr. Mohammad Mian Soomro. At the inaugural also present were Minister for Education Lt. (R) Javed Ashraf Qazi, Minister of State for Education Ms. Anisa Zeb Tahirkheli, Secretary Education Mr. Sajid Hassan and Mr. Javed Hasan Aly, National Team Leader, Education Policy Review Team, Ministry of Education. The participants were divided into four groups. CRI took part in the deliberations related to teachers training to improve quality of education. The suggestions generated by the groups were shared with the forum to be finalized and incorporated in the new education policy.

IV. Comparison of Planned and Actual Accomplishments

As per time line of activities submitted to USAID Pakistan for approval, the following activities planned for the quarter have been completed or are underway:

Program Activities	Timeline	Status
Start-up Activities: - Hiring of New Staff (Human Resource Development)	March - May	Recruitment process will be completed by 30 th June.
- Meetings with FDE/Provincial/City District Governments	March - May	Meetings held with the Govt Officials.
- Sign MoUs with FDE/City District Governments, Rawalpindi & Karachi	May	Draft has been sent for review, MoU will be finalized in July.
Teachers Trainings: Basic Education: - Follow-up Training of 4 th Grade Teachers of Existing Partner Schools (Islamabad/Karachi)	April - May	The trainings have been conducted as per schedule.

Parenting/Community Support: - Parents participate in school activities	Ongoing Activity	Ongoing activity throughout the program implementation.
Technical Assistance to Staff and Schools: - Ongoing technical assistance	Ongoing	Ongoing activity throughout the program implementation
Publications: Printing Methodology Books (3-5)	May	Methodology book has been printed.
Printing Methodology Books (6-7)	May	Printing in process. The books will be delivered by 7 th July
Reports: - Report on Liquidation of Advances (Quarterly)	April	The report has been submitted in April.
- Forecast of Cash requirements for following 3 months	April	Forecast of cash requirement has been submitted in April.

V. Activities Planned for the Next Quarter

Program Activities	Timeline
Start-up Activities: · Meetings with FDE/Provincial/City District Governments · Sign MoUs with FDE/City District Governments, Rawalpindi and Karachi	July July
Teachers Trainings: Basic Education: · Training of K-2 nd Grade Teachers of FDE Schools · Training of Trainers (TOT) for Mentors · Training of 5 th Grade Teachers of Existing Partner Schools (Islamabad/Karachi) · Develop Methodologies for 6th-8th Grade Teachers · Develop & Translate Training Modules for 6 th Grade Teachers · Equip Classrooms	July-September August August August September August-September
Parenting/Community Support: · Parents participate in school activities	Ongoing
Technical Assistance to Staff and Schools: · Ongoing technical assistance	Ongoing
Family Literacy: · Start Sessions in Existing Schools · Supplies to Family Literacy Centers - Existing	August August
Higher Education: Training Workshop for Faculty	August/September

<p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> · Develop Monitoring Tools/Monitoring Plan · Monitor Quality of Program Implementation · Gather Evaluation Data · Classroom Observation Visit · Get Monitoring & Evaluation Plan approved from USAID 	<p>July - August August- Sept August -Sept August - Sept July - August</p>
<p>Publications:</p> <p>Printing of Training Courses for Faculty (2 Courses)</p> <p>Printing of Morning Meeting Book</p> <p>Printing Parenting Manual</p> <p>Printing Methodology Books (8-10)</p> <p>Family Literacy Facilitator's Guide</p> <p>Modules 5th & 6th Grade</p>	<p>July July July June August June</p>
<p>Reports:</p> <ul style="list-style-type: none"> · Written Policies & Procedures · Report on Liquidation of Advances (Quarterly) · Forecast of Cash requirements for following 3 months · Summary of non Federal Cost Share Contribution - Optional · Program Performance Report (Quarterly Progress Report) · (to be submitted to CTO) 	<p>June - Sept Monthly/Quarterly Monthly Sept Quarterly</p>

Report

**TRAINING WORKSHOP
On
INTERACTIVE TEACHING AND LEARNING SKILLS**

For Teachers of Grade - IV



May 22-26, 2006

Organized by
Children's Resources International, Pakistan (Guarantee) Ltd.
With the funding support of USAID

TABLE OF CONTENTS

Overview	1
About the Workshop	
Workshop objectives	
Proceedings of Day – 1	2
Opening Session	2
Overview and Philosophy of Child Centered Classroom	3
Sharing Successes and Concerns	4
Family Involvement	6
Proceedings of Day -2	9
Morning Meeting	9
Language & Arts	10
Reading and Writing skills	11
Work Stations	12
Proceeding of Day – 3	15
Morning Meeting	15
Philosophy and Goals of Teaching Math	16
Work Stations	17
Proceedings of Day – 4	22
Morning Meeting	22
Social Studies	23
Work Stations	24
Science	25
Work Stations	26
Proceedings of Day-5	29
Morning Meeting	29
Thematic Teaching	30
Observation and Assessment.	31
Closing Ceremony	33
Annexures	34
Agenda of the training	34
List of participants	38

1. Overview

Children's Resources International, Pakistan (Guarantee) Limited was initiated in 2002 with the funding support of USAID to improve the quality of education at the pre-primary and elementary levels by introducing Interactive Teaching and Learning methodologies. CRI is helping teachers through trainings to meet the challenges of the new curriculum by using the child-centered interactive techniques. CRI has so far trained more than 1100 teachers, principals and administrators in interactive teaching and learning methodologies at primary level.

Starting with the pre-primary child, CRI's interactive methodologies have steadily progressed through the school and have been introduced till grade IV. CRI program is benefiting over 25, 000 children in 766 classrooms equipped with active learning material provided by CRI.

The quality of the teaching requires a change in the teacher's style of teaching. Teachers must be taught to discard their old habits of teaching through workbook style presentation and rote memorization. Grade IV is a year where children grow and develop more systematic logic and reasoning skills. Increased coordination leads to greater control and interest in detail. At this stage they are ready to be introduced to fine motor tools for useful tasks.

Their burgeoning social skills also make them more willing to work in groups and they prefer to pick their own partners at this stage. They now negotiate about assigned tasks and discuss rules instead of blindly following them. One major aspect of intellectual growth is that children in Grade - IV are no longer learning to read, they are reading to learn. They look harder for explanations of how things work and why things happen as they do, making this a good stage for scientific exploration.

CRI introduced Grade - IV teachers to new concepts in reading, writing, science and math to handle the increasing abilities of children at this stage of development during the training in September 2005. CRI introduced teachers to concepts of choice, individualization and negotiation to prepare them for Grade - IV teaching. Different components of CRI methodology were incorporated in the training to improve the teaching skills and practices. The Master Teachers Trainers paid regular technical assistance visits to partner schools after the training. During the school visits, the teachers shared their concerns and also identified the weak areas which required further explanation and clarification.

On the basis of those concerns five days follow up training of Grade – IV was designed by the CRI team. The training was unique in a sense that it was conducted by the Local CRI team without the assistance of international trainers. The specialty of the training was the activities introduced on the stations. These activities were designed and integrated with the curriculum of Grade – IV. Social Studies stations were introduced for the first time. The participants enthusiastically took part in the activities and ensured that they would replicate these activities in the classrooms.

About the Workshop

Venue:	Hotel Holiday Inn Islamabad
Duration:	Five Days
Number of Participants:	A total of 141 teachers and heads of partner schools from Islamabad (98) and Rawalpindi (43) took active part in the training workshop.
Names of Trainers:	Nazakat Bibi Fakhira Najib Humaira Naseer Samina Anjum Tasneem Sarwar Uzma Batool Munazza Imran Shazia Abbasi Tayyaba Ali Meryem Shah Sadia Shakeel (Karachi) Saira Mubarak (Karachi)
Note Taking	Fasiha Batool
Facilitators:	Shabana Akram Abid

Objectives of the Workshop

- Follow-up of the five day workshop organized in September 2005.
- To share concerns and successes and discuss solution to various problems encountered during the implementation of the methodology.
- To enhance teachers capacity towards good learning.
- To introduce social studies stations for the first time.

Opening Session (*Sadia & Humaira*)

Grade – IV follow up training started with the registration of participants. The trainer briefed about the objectives of the follow-up training. She shared with the participants that this training was based on the need identified during the technical assistance visits after the initial training of Grade – IV held in Sept, 2005. She also informed the participants that Master Teacher Trainers (MTTs) of CRI will conduct the training. Several activities had been incorporated in the learning sessions to make them more interactive and informative. The participants were informed that for each subject math, science, social studies etc the work station would be established. The participants will perform the given tasks on each station and then replicate these activities in their classrooms.

The participants were asked to ensure their full attention and participation during the training sessions. One of the participants was invited to recite some verses from the Holy Quran. After recitation, the CRI team introduced themselves to the whole group. The trainer then discussed the agenda of the training with the participants (Annex -I). She asked the participants to share their concerns and challenges faced during the implementation of Grade – IV training.

Opening Activity

Making Name Tags

The trainer asked the participants to write down their names on the tags and also draw four signs symbolizing their personalities. The participants enthusiastically participated in this activity. The Master Teacher Trainers facilitated the participants during the activity. At the end, each participant introduced himself/herself to the whole group by sharing their names as well as one of the symbols they had drawn on the name tags. This activity provided an opportunity to the participants to get to know each other.

Group Formation Activity

The trainer introduced another activity for group formation. A basket consisting of different pictures was rotated among the participants. Each participant had to pick one picture from the basket and then find other persons with the same picture. The participants with the same picture formed a group. Each group had thirteen participants.

After the group formation, table jobs were assigned to the participants. The following jobs were distributed among the participants:

- Time keeper.
- Collector for handouts.
- Collector for material.
- Display of work.
- Table cleaner.
- Keeping the track of attendance sheet.

The participants distributed these jobs among themselves with consensus. One representative from each group wrote the names of the people responsible for performing jobs on a chart.

The following training norms were set by incorporating the view points of participants:

- If a person raises hand, rest of the participants will stop talking and will pay attention.
- All participants will be regular and punctual for the training sessions.
- Participants will respect each other's point of view.
- They will encourage each other for effective and improved learning.
- One person will speak at a time.
- Each participant will fulfill the responsibility assigned to him/her so that the training proceeds in an organized manner.
- The participants agreed that they will carefully use the stationary material and keep their tables clean.

Session – I

Overview and Philosophy (*Sadia & Humaira*)

The resource person gave a detailed presentation on overview and philosophy of interactive teaching and learning methodologies. She shared that the children of twentieth century have to face a lot of challenges such as competition, language problem, emotional challenge, social challenges and media challenges. She explained to the participants that by using this methodology, teachers can intrinsically motivate the students and can enhance their learning in the classrooms as well as enable them to face these challenges.

She explained that CRI's child-centered interactive methodologies program caters to the need of children belonging to different age group such as infants and toddlers, children of school going age, children of primary, middle and high school. It also includes the children belonging to minorities and children with disabilities.

She informed the participants that this program enables children to become:

- Problem solver.
- Democratic.
- Responsible citizen.
- Risk taker.

The resource person said that a child can not possess the above mentioned qualities until he/she has been provided conducive environment for active learning. The resource person shared the following components which are considered essential for active learning:

- Children should be provided material to explore.
- They should be given opportunity to explore things by using all senses.
- Children should be able to discover relations through direct experiences.
- Children should be given choices to utilize the material.

- Children need facilitation and help of teacher.

The trainer said that CRI has provided the classroom material necessary for active learning. The teachers have also been provided trainings to facilitate children in enhance their learning.

The trainer emphasized the three tenets of a child centered classroom which plays vital role in child's development. The trainer stated that the absence of any of the components can affect child's learning and growth. CRI methodology places the child at the centre of all activities and the following elements are considered crucial for child's growth.

- Teacher
- School administration
- Family

Group Activity

After sharing the overview and philosophy, the trainer introduced a brain storming activity. A basket full of different items was placed in front of each group. The participants were asked to observe and make list of contents of the basket with out touching the basket or talking to each other. At the second stage, the participants were allowed to talk and discuss but still were not allowed to touch the items in the basket. The trainer gave directions in a strict tone without giving any space to the participants. At the last stage, the participants were allowed to discuss and touch the items with each other and make a list again. At the end of the activity, the participants were asked to compare and analyze the three lists made at each stage and decide at which stage they had learnt more. They all agreed that the third stage was more learning oriented since they were not only free to make their own observation but could consult each other. While discussing with others they were deeply involved in the thinking process and did not feel any kind of burden.

The trainer related this activity to interactive learning and clarified the difference between active and passive learning. The trainer emphasized that teachers should encourage their students to use five senses during the learning process.

The resource person then made a comparison between the traditional classroom and child-centered classroom and shared the advantages derived from the child centered classroom on student learning outcomes.

At the end of the session the trainer told the teachers that they should give enough time to children to explore the material for active learning. The teachers were also asked to take care of safety measures while children use the material in different activity corners.

Session – II

Sharing Successes and Concerns (*Fakhira & Humaira*)

Successes

- First of all the Head teacher of G – 10/3 school shared that the children of her schools were taken to US embassy to show case CRI's program. A child centered classroom was established in the embassy by displaying the work of children. The head teacher shared that the confidence level of children has increased a lot and teachers also feel proud that their work has been appreciated and acknowledged.
- The trainer shared that on family involvement meeting, the teachers had developed dramatic center. Children had prepared masks and puppets and performed different skits. She appreciated the independent initiative taken by the teachers to establish dramatic centers.
- The teachers in CRI partner schools organized book exhibitions. The books prepared by the students were displayed in the schools. The students had also prepared book marks, posters on different themes. Ten books, book marks and posters were selected from each schools and displayed in the National Library Auditorium on certificate distribution ceremony of Family Literacy Program.
- The teachers in CRI's partner schools had also organized tree plantation activity. They had invited the official from education department, parents and influential people from the community. The parents, teachers and children planted the tree in the schools. The parent's response to this activity was very encouraging and they enthusiastically participated in the activity.
- Another teacher shared that while teaching the means of transportation, she asked the students to collect the relevant material. The children prepared the model with the help of teacher. This innovative activity was an example of active learning as children got practically involved in the activity.
- One of the teachers shared that while teaching fraction she introduced the concept with the help of diagrams. She also used different fruits to clear the idea of fractions. The teachers shared that before doing this activity, she was having problems in making the children understand, She shared the problem has now been resolved. Children could now do addition, subtraction, multiplication and division of fractions without any difficulty.
- Another teacher from CRI partner school shared an initiative regarding parent's involvement in the school. She had invited a mother who had recently performed Hajj to explain the process of Hajj to the children. It was a different experience for the children and they asked many questions without any hesitation.
- The teacher of Gangu Juma School shared that she had developed the word wall. She shared that by introducing this activity the vocabulary of the students has increased. Their pronunciation has improved a lot. She had asked the children to make sentences

out of the words mentioned in the word wall. The students reading and writing skills have been improved after introducing this activity.

- The teacher of Alamabad School shared that an uneducated mother was very keen to study in the school. Initially, she was studying with the children in the class. Then she got admission in Family Literacy Program class and now she substitutes the teachers in the class.
- The teacher of Khurram Gujjar School shared that the building of the school was badly affected by the earthquake. The schools could not be run in that building. In order to continue the schooling process, she had shifted the school in her own home and is successfully running the school.

Concerns

- The trainer shared that during the technical assistance visit; the CRI team has observed that the material provided by CRI was not fully utilized. The teachers were asked to let the children explore the material and integrate that in different activities related to syllabus. The trainer said that the material is useful in explaining several concepts such as globes for social studies, geometry material and base ten blocks could be used in teaching math. She also explained that this material is open ended and could be used in teaching different subjects. The teachers should work on themes and material produced for the themes should be displayed on the walls. In response to a question regarding the re-supplies, the trainer explained that only consumable material will be re-supplied after six months.
- The trainer also explained that while conducting Morning Meeting, the teachers should give direct instructions to the students and relate it with the lesson being taught in the class. The trainer also advised the teacher to be flexible while conducting Morning Meeting, some of its components could be skipped or interchanged according to the classroom situation.
- The participant shared concern of class size in conducting Morning Meeting .The Morning Meeting could be conducted outside the classroom by using the mat.
- One of the teacher shared that he has to take three classes together and it is really difficult to control the children. In response to his concern the trainer explained that the teacher should form groups of students, secondly the teachers should do lesson planning and thirdly multi grade techniques could be used to resolve the class management problem.

At the end of the session the trainer requested the teachers to seek maximum facilitation from the Mater Teacher Trainers during the technical assistance visit. The teachers were asked to use the classroom material on daily basis

Session – III

Family Involvement (*Fakhira & Saima*)

Activity

The trainer rotated an estimation jar on the tables. Each group was asked to make estimation about the counters in the jar.

The trainer then asked why family involvement is important in the school. Two role plays were presented in front of the participants regarding parent involvement. In first role play the behavior of teacher was very harsh where as the parent was keen to know about his child's performance and was ready to help the teacher. The teacher refused to get any support from the father.

In the second situation, the behavior of parent was very rigid. The parent believed that teaching was only the responsibility of the teachers. The parent refused to support the teachers in the class. The trainer asked the participants to share their feedback on both the situations.

- One of the participants shared that the teacher was over burdened and did not have time to involve parents in the school.
- Parent's attitude was positive but the teacher discouraged the parent.
- Teacher should encourage the illiterate parents because they possess some skills which they could share with the children in the classroom.
- The teacher's attitude was harsh and she should not converse with parents rudely.
- In the second role play the teacher needed to convince the parents to play role in the learning process of his child.
- Both parents and teachers were unaware of their roles.

The trainer shared that not only parents but the other adults such as grand parents, uncles, and aunts could also be involved in the classroom activities. Their involvement will share the burden of teacher as well as enhance the learning outcomes of the students.

Group Activity

A case study was shared with each group. They had to analyze a situation in which the child was ignored at home as well as in the school. There was no connection between the teachers and home. The participants had to observe how this situation was affecting the developmental domains of the child. One person took notes about the observation in each group and shared their feedback with the whole group.

Feedback of Participants

- The child was not getting any attention at home.
- He was victim of inferiority complex.
- He was ignored and discouraged to take any initiative.
- He was not given any choices in the school.

- The teachers should not discuss the negative points about the child in front of him.

After the feed back from the participants, they were asked to give suggestions to bring improvement in the scenario. The participants shared the following suggestions:

- Both teachers and parents should appreciate the child for the job done.
- Teacher should pay individual attention to the child.
- Avoid hurting his feeling.
- These issues could be resolved if there was positive relationship developed between the teacher and the parents.

After the discussion, the trainer shared the strategies to involve parents in the school based activities:

- Sharing of text books with the parents at the time of admission.
- Parents should be called to schools to deposit the fees or make any other payments.
- Teachers could also give orientation to the parents regarding the rules and regulations of the school.
- Teacher could also share the event calendar for the whole years with the parents.
- Parents could be invited to share their skills in the class.

The teacher of Khayaban-e-Sir Syed School shared that parents do come to the school and assist the teacher in different activities. The students become more confident when their parents participate in the classroom. Another teacher also shared a success story of parental involvement in the school. She explained that she was teaching lesson “professions” in Social Studies. She invited a father who used to sell fruits. He shared all the information with the children. The children were also very excited and asked many questions.

At the end of the session the estimation activity was concluded. The estimation of two groups was correct.

Group Activity

The trainer introduced a group activity in which they had to prioritize the fundamental principles of building democratic classrooms. Each Group completed the assigned task and displayed their charts on the walls. In the end the trainer asked the participants to record the temperature of three cities on daily basis.

Feedback and Reflection (*Humaira*)

The participants appreciated the efforts of CRI team in organizing this workshop. The teachers requested that the concept of fraction should be explained to the teachers. The trainer shared that the topic of fraction has been included in the math session so this concern will be resolved.

The teachers from Nikko school also shared their concern of insufficient amount paid as travel allowance. The trainer suggested that the teachers coming from the same school can come in the same taxi and can share the fare.

Session – I

Morning Meeting (*Maryam & Uzma*)

Two participants from each table were invited to participate in the Morning Meeting. The rest of the participants sat in the outer circle as observers.

Greeting

The participants formed a circle. The trainer introduced herself to the participants. “My name is Maryam and my favorite animal is Lion because it is brave”. The trainer also explained that this type of introduction helps the students and teacher to know each other better and it also assists the teacher to individualize her students according to their interests. The trainer shared that while introducing themselves to the participants they should have eye contact with the person sitting next to him/her.

Sharing

The trainer then invited the participants to share some incident or event with the rest of the group. Initially, the participants were reluctant to share their experiences. To encourage others the trainer shared a personal experience. Participants were encouraged to ask questions. This made other participants share their unforgettable events.

Group Activity

The participants were divided into three groups. Each group was given pictures to make a story. At the end of the activity a representative from each group read out the story. The trainer related this activity with the teaching of language and arts and explained that this activity involved listening, speaking, reading and writing skills.

News and Announcement

The participants completed the news and announcement chart. In the end, the trainer talked about several alternatives to make the Morning Meeting more innovative and effective.

Session – II

Language Arts – Reading/Writing (*Nazakat & Saira*)

The trainer started the session by asking the participants few questions about their marital status, profession they like most, were they youngest or eldest in their family their likings and disliking, favorite season and oceans. The trainer related these questions with the teaching language arts. The trainer emphasized that teachers should appreciate the work produced by the children to enhance their writing and reading skills.

The trainer then asked the participants to share the problems they face in children’s writing skills. The participants shared the following problems:

- Hand writing
- Mistakes in dictation.
- Pronunciation problem.
- Poor reading.
- Difficulty in differentiation between the alphabets producing the same sounds.
- Preposition.
- Hesitation.
- Slow hand writing.
- Sequencing.
- Use of capital and small letters.

The trainer read a story “Leo the late bloomer”. The participants were asked if they could think of a reason for narrating this particular story. Some of the participants said that the story helped them understand the different stages of learning which vary from person to person. Children of same age group learn at different pace. The session was very interactive and involved the participants by asking questions about different stages of learning.

The trainer then explained the following language skills in detail.

- Listening
- Speaking
- Reading
- Writing

The teacher should also be a good observer. The strength of a child in one subject area could be used to enhance the other. Similarly the teachers should provide opportunities to the children to enhance their reading writing skills. Book making is the most useful techniques which could be used to enhance the writing skills of the students. Children’s imagination and thinking skills could be developed by reading different stories. The teachers could ask children to bring books from their home and share them with their classmates. In this way a small library could be established in the classroom.

The trainer shared the specific objectives of literacy with the participants from the methodology book.

- Giving choices to the children to select the reading contents according to their interests and abilities.

- Children should read stories, poetry and novels based on the reality.
- Children should be able to reach the result of the story after reading it.
- They could use new words.
- They could compare the literature with the real life situations.
- Children could express their view points in writing.
- Could properly use punctuations and use phonics for reading.
- Use proper words to convey their message.
- Be active and effective listeners.
- Wait for turn in response to a question or situation.

The trainer discussed the specific objectives of teaching English/Urdu in Grade –IV as envisaged in the National Curriculum Book. The participants shared that they were not aware of these objectives but now they will plan their lessons by keeping these objectives in mind.

Session –III

Reading and Writing processes (*Nazakat & Sadia*)

The trainer started the session by explaining four types of reading such as:

- ***Guided Reading:*** Teacher guides and corrects the children wherever they find some difficulty in reading.
- ***Shared Reading:*** Two or more children read together or one child reads while the others repeat after him/her.
- ***Quiet Reading:*** The Child is given an opportunity to read independently and alone.
- ***Reading Aloud:*** In this type of reading either teacher reads aloud to the whole class or one child read aloud to the rest of the class.

The trainer than discussed the benefits of reading with the participants.

- Teachers should involve children in reading for enjoyment.
- Reading enhances vocabulary.
- It increases the motivation to read more and more books.
- Promote and develop oral language skills.

Writing skills

The trainer shared the goals of writing program with the participants:

- The writing program offers a variety of writing opportunities.
- It improves writing skills.
- It provides opportunities for expressing ideas.
- Develops confidence.
- Fosters enjoyment of the writing experience.

- It encourages the students to become life long writers and critical thinkers.

After discussing the goals of the writing program, the trainer then emphasized on the role of teacher in developing the writing skills of the children. The teachers should:

- Surround the class with rich language experiences.
- Provide daily opportunities for writing.
- Maintain predictable routines.
- Represent a model of an adult writer.
- Help children realize success.
- Meet individual needs of children.
- Create a safe and respectful environment.

In the end the trainer shared the topics for the journal with the participants. The trainer emphasized that following activities will help in enhancing the writing skills of the children:

- The teacher could ask children to write about their experience of first day in school.
- Write an advice letter to a younger person to share the expectation in school.
- List all the book titles a child can write.
- Explain a situation in which a child made someone happy.
- Write a poem about happiness.
- If you had your own personal library, what books would you include?

Activity

Chinese Whisper game was introduced. The aim of the activity was aimed at enhancing the listening skill.

Group Work (*Maryam & Uzma*)

Nine work stations were set up to perform several activities related to language arts.

Station – I

Story Telling

A story was shared with the participants. They read the story and prepared the puppets of different characters included in the story .The participants performed role play on Annu Khala in an interesting manner. They also produced a write up on their favorite character.



Station –II

Converting a poem into a story

An Urdu poem from Grade – IV syllabus was shared with the participants. They had converted this poem into a story and shared it with the whole group.

Station – III

Changing the end of the story

- A story “The Hare and the Tortoise” was given to the participants to give another end to the story. The participants read the story and changed the end of this story. The participant also made individual books on the story.

Station –IV

Poster Making/ Dialogue Writing

- A story Oont Ray Oont was given to the group. The participants sketched their favorite object/character in the story and they also wrote dialogue between a man and a camel.



Station – V

Designing of Mural

- A lesson “The Walk in the park” from grade- IV syllabus was shared with the participants. The participants made the mural based on the story. They also made an advertisement for an art exhibition organized by the children in the park.

Station – VI

Making Word wall

The participants read out the lesson “Kindness to the Animals” and made word wall using the words included in the lesson. They also designed a writing activity.



Station- VII

Reverse Version of the story

- The participants went through the story “The Lion and the mouse” .They wrote the opposite of the story and made individual books.

Station – VIII

Visualizing the story into 21st century

- The participants were given an Urdu story “Naiki Ka Badla” .The participants changed the characters of the story and gave it a modern touch.

Station – IX

Using Newspaper clippings

- The participants were given clippings from the news papers. They designed different Urdu /English grammar activities with it.

At the end of these activities each group gave a presentation on the task undertaken by them. The participants enthusiastically participated in the activities and performed the role plays in very interesting manner. The trainer concluded that most of the activities were taken from the syllabus of grade- IV. The teachers were asked to use the same techniques with the children. These activities will help the children in enhancing their reading and writing skills.

Feedback and Reflection (*Nazakat*)

The trainer asked the participants to share their home assignment which was recording of the temperature of any three cities. The trainer told the participants that on the final day of the training a graph will be made using this information.

The participants shared that they liked the role play, word wall, activities on stations, making puppets /masks, and creative writing on the second day. The participants promised that they will use the same techniques in the classroom to improve the writing skills of the children.

One of the participant said that with the sharing of national goal for teaching different subjects, the teachers have now clear idea what is expected from them. They will gear all their efforts to achieve the goals.

Session – I

Morning Meeting (*Munazza & Tayyaba*)

One participant from each table was asked to volunteer for the Morning Meeting. The rest of the participants were asked to sit in the outer circle as observers.

Greeting

The trainer explained the greeting component of Morning Meeting to the participants. The trainer shared that teacher while conducting Morning Meeting should have eye contact with the children. The voice should be clear so that every child is able to understand the teacher without any difficulty. As the third day of training was focusing on maths therefore, the greeting component was linked with the math. The trainer shared that tables, geometrical concepts and puzzles could be used for greetings. Each participant used a digit after introducing himself/herself to the participants. The trainer explained that these digits will be used in group activity later on.

Sharing

The trainer said that teachers while conducting this segment should encourage the children to share their experience with the class. The teacher will have to manage the time by deciding how many children will share and how many questions will be asked about the sharing. The trainer asked three participants to share their teaching experiences where the children corrected the teachers and how teachers responded to those situations.

News and Announcement

The segment of News and Announcement was shared before the group activity. The trainer explained that four components could be interchanged. The trainer explained that the teachers could use this chart for improving Urdu, English and writing skills of the students.

Group Activity

The activity was chosen from the math book of grade- IV. Red bean was given to the participant to see the difference between the prime and composite numbers. A Morning challenge based on the mathematical concepts was also shared with the participants. At the end of the activity, the trainer differentiated between the prime and composite numbers.

Session – II

Philosophy and Goals of Teaching Math (*Samina & Sadia*)

The trainer responded to the questions asked during Morning Meeting. In response to a question regarding use of indigenous material, the trainer explained that the children come to schools with hands on knowledge therefore, the children learn quickly and easily using the indigenous material because it simplifies the concepts.

Another participant shared that teaching math with the help of activities is time consuming task so it is not practically possible to teach math through activities. The trainer explained that initially it would be difficult to manage the time by introducing activity but when the teacher will plan the activity before hand it will not take much time to complete the activity.

The trainer explained that math is present everywhere around us. The children recognize shapes; can differentiate between things, in cooking we use different proportion of spices.

The participants also agreed that when children come to school they have hands on knowledge of math. They demand money from their parents, do shopping at school tuck-shop, take the remaining amount from the shop keeper, play and count their toys.

The trainer asked the participants to share the reasons why they consider themselves as good math teachers. The participants shared the following reasons:

- One of the teachers shared that she is good at teaching math as she has full command on the subjects and her concepts are clear.
- Another teacher shared that she finds math very interesting subject and tries to invent simple methods to teach the same concepts according to the comprehension level of children.
- One of the participants shared that teachers should be patient while teaching math and can take help from the students who are good at math to assist the weak children.
- Another participant shared that she was finding it difficult to make the students understand the concept of fractions. But then she used apples and other material from daily life to teach the concept. The response of the children was encouraging and they understood the concept easily.
- Another participant shared that the teacher should take the fear out of his/her mind and start taking interest in the subject.

The trainer shared the four ways of teaching math such as exploring, guessing, observing and testing. The trainer shared the statement of Confucius “What I hear, I forget. What I see, I remember. What I do, I understand. She related this statement with the beans activity

conducted in the Morning Meeting. There the participants practically saw the difference between the composite and prime numbers.

Group Activity

The trainer introduced a group activity by using toothpicks. The participants were asked to take out eight picks in a way that only two squares are left. One of the participants was invited to complete this activity on the projector. The trainer then related the activity with the concept of square and stated that the square always has equal sides.

The trainer then shared the following eight types of multiple intelligences with the participant in detail:

- Linguistic-Verbal Intelligence
- Logical-Mathematical Intelligence
- Visual-Spatial Intelligence
- Physical-Kinesthetic Intelligence
- Musical-Rhythmic Intelligence
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Naturalist Intelligence

The trainer emphasizing the importance of these intelligences stressed the teachers to integrate them in math activities to clarify various concepts. While teaching math teacher should ask maximum open ended question to develop the critical thinking and logical thinking skills.

Activity

A mathematical puzzle was shared with the participants. Some digits were given in two columns. The participant had to give the logical explanation of the digit written in the second column. One of the participants shared her findings with the group. This activity involved multiplication, division, subtraction and addition simultaneously. The trainer told the participants that this type of activities can be introduced in the class for the revision of rules of multiplication, division, addition and subtraction.

Activity

Another activity was introduced to clear the concept of measurements. The participants had to assume that they were baking cake. They had just two measuring cups. The one measuring cup had the capacity of one cup while the other cup could fill in three cups of flour. The participants were asked how they would measure 5 cups of flour. Secondly how they will measure two cups of sugar using both the measuring cups. At the end of the activity the participants explained how they would do it.

While discussing the concepts of fraction, the trainer shared that the idea of dividing into equal parts should be shared with the children. The paper strips could be used to clarify the idea of fractions. Once the rules for multiplication and division of fraction is clear the addition and subtraction is understood easily.

The teachers raised the questions that there are large numbers of sums given in fraction exercises and it is practically not possible to complete the whole exercise in the classroom. The trainer explained that the teacher should be careful in deciding which question should be completed in the class and which questions should be given for home work. It would be easy for children if they are given home work related to the sums solved in the classroom. After fraction the trainer shared the concept of decimals in detail.

One of the teachers asked the trainer to explain how to use base ten materials in teaching the concept of place value. The trainer shared that an activity using base ten materials has been designed in work station therefore; the concept will be explained there.

At the end of the session the resource person shared the book “count on it” with the participants and introduced the evolution process of digits. The trainer then announced that participants will work on the stations and perform different activities .Each participant was asked to make a journal to keep the record of his/her observation on it.

Group Work (*Munazza & Tayyaba*)

Eight stations were set up where the participants had to perform different tasks. The activities were integrated with the math syllabus for grade - IV.

Station – I

Line Graphs

- The participants had to look at the graphs and answer the questions regarding the marks obtained by a student in different subjects. They wrote down the maximum marks, minimum marks and cumulative total of the marks.
- In the second activity the favorite games of the people were shown with the help of line graphs. The participants looked at the graph and completed the schedule about the number of people for different games.



Station – II

Multiplication and Division of Fractions

- The concept of fraction was introduced with the use of paper strips. The participants had to reach the answer of fraction using multiplication rule. They used the paper and by folding and coloring the different parts they reached the answer.

Station – III

Place Value

- The participants had to use the base ten blocks to determine the place value of the given numbers on the flashcards.



Station – IV

Geometry: Use of Protector and Compass

- The participants measured the angle drawn on the sheet. They also defined the types of angles. The participants also drew a triangle using compass and given measurements.

Station – V

Measuring the Perimeter

- The participants used inch cubes and measuring tape to measure the perimeter of the table.
- The participants made a rectangle with the help of inch cubes to find its perimeter.
- The participants drew a rectangle according to the given measurements and measured its perimeter.
- The participants measured the perimeter of a square using inch cubes and length of one side of a square.
- In the end the participants measured the perimeter of above problem by using the formula.

Station – VI

Factorization, Test of divisibility

The participants were asked to use fake currency notes according to the amounts given in the task sheet. They followed the instructions to understand the concepts of factorization and test of divisibility.



Station – VII

Measurements

- The participants used the addition and subtraction methods to solve the problem. They also used inch cubes to solve the problem.

- In the second activity the participants were divided into three groups given and named as Meter Group, Decimeter Group and Centimeter Group. Each group by using inch cubes had to add and subtract the sums based on centimeter, decimeter and meter.

Station – VIII

Several word problems were shared with the participants. They had to think for the solution of these puzzles.

Address by the Chief Executive, CRI – Pakistan

The Chief Executive Children’s Resources International, Pakistan (Guarantee) Limited Mrs. Mehnaz Aziz welcomed all the participants in the Grade-IV follow-up training and hoped that the CRI team is able to give something to the teachers. Mrs. Mehnaz Aziz appreciated the hard work of Master Teacher Trainers for designing and conducting the training without the help of international trainers. She shared the CRI’s expansion program with the participants and announced that CRI will expand its operation in all the Federal Government schools in Islamabad and extend Interactive Teaching and Learning Methodology till Grade –VIII in the existing schools.



Mrs. Mehnaz Aziz also shared with the participants the presentation of CRI Program at the time of President Bush’s visit to Pakistan. It was a great encouragement for CRI and the teachers that their program was presented to the first Lady Laura Bush. The Chief Executive also shared that the CRI classrooms will incorporate the needs of special children with hearing impaired, visual impaired and children with reading and writing disabilities. In the end the Chief Executive thanked the teachers for their full participation in the training and asked for their full cooperation in future in implementing the child centered methodology.

Feedback of Participants about the activity stations

The participants shared that the most appreciative thing about the station was that the activities were integrated with the syllabus. This approach was more practical and very helpful for the teachers. The teachers assured that they will introduce the same kind of activities in the classroom for the clarification of Mathematical concepts.

One of the participants shared that there was an ambiguity in using the inch cubes and base ten blocks but after practically using the material they are confident to teach the children properly.

At the end of the day the participants were again asked to record the temperature of three cities. They were also encouraged to share their concern in the parking lot. The trainer asked the participants to collect different types of stones which will be used in forthcoming activity.

Feedback and Reflection (*Samina*)

The participants shared the temperature of three cities recorded by them. After that one of the participants shared that the concept of LCM and HCF requires further clarification. The trainer explained to the participants that these mathematical concepts could be further clarified during the technical support visit. The trainer shared the answer of yesterday's morning challenge. The trainer encouraged the participants to share this kind of challenges with the children to develop their logical skills.

Session – I**Morning Meeting** (Shazia & Sabahat)

The participants were invited to the Morning Meeting circle. The participants whose birthdays came between May–Sept were asked to sit in the inner circle of the Morning Meeting. The rest of the participants were asked to sit in the outer circle as observers.

**Greeting**

The trainer introduced herself to the participants and shared that she was born in Rawalpindi and it is famous for being headquarter of Pakistan Army. The participants were also asked to introduce themselves in the same manner by sharing the birthplace and one specialty about that place.

Sharing

The Participants were asked to share their experiences of visiting a historical place. After sharing the participants asked questions about the sharing.

Group Activity

Each participant was asked to take out one shape from an envelop. The participants were asked to sit with the person having the same shape. The group activity was related with Pakistan Map as fourth day of training was about science and social studies. The trainer shared some clues with the participants. The participants had to guess the name of the city. The participants after guessing pasted the names of the cities on the map.

News and Announcement

The participants completed the News and Announcement chart.

Session – II**Social Studies** (*Nazakat*)

The trainer started the session on Social Studies with an activity. The participants were asked to place any old item present in their wallets and bags at a certain place on the stage. The

trainer told the participants that through this activity they will make a museum in the training hall. The trainer shared that teachers could practice this activity in their classrooms where children bring various interesting things. Moreover they come to know about the things, their value and use.

The participants gave coins of different countries, stones, stamps, newspaper clippings and key chains, book marks, stencil, safety pins. The participant shared the history of each item and placed the items in the museum. All participants enjoyed the sharing and visited the museum.



The trainer then shared a book titled “People” with the participants. The theme of this book is part of Social Studies curriculum. The trainer showed the picture of different people having different eye colors, hair, race, games, and house building styles, food, and clothing etc.

The trainer then asked the participants that what kind of information is included in Social Studies. The participants shared that it is about values, cultures, religion, animals, professions and history. The trainer shared that we can divide social studies into three parts namely:

- Geography
- History
- Civics

Activity

Globes were distributed in each group. The participants were asked to make observation about the globe and then share their observation with the whole group. The participants shared the following findings about the globe:

- Continents of the world.
- Neighboring countries of Pakistan.
- Oceans of the world.
- Islands.
- Equator/Latitude/Longitude
- North Pole and South Pole.
- The proportion of water and land on earth.
- Areas of different countries.

The participants shared that they could use globe while teaching about the neighboring countries of Pakistan, continent and changing weather.

Activity

The Trainer involved the participants in making map of training hall. The trainer shared with participants that creating keys makes developing and reading of a map easier. Directions play very important role in map making and map reading. A diagram showing 16 directions was shared with the participants.

Group Work (*Sabahat & Saira*)

Seven stations were established in the training hall. The participants had to conduct various activities on the station. The activities and task were integrated with the social studies syllabus of Grade - IV.

Station -1

Map Making (Crops)

The participants made a map of Punjab province on a chart showing different crops of main cities. That was a very simple method of teaching a concept to the children.



Station – II

Day/Night/Seasons

The participants clarified the concept of day and night and four seasons of the year. The lights in the hall were switched off and with the help of torch and globe one of the participants explained to the group members to imagine this torch as sun. The part of the earth facing the sun has day while the other part has night.

Session-III

Means of Transportation

The participants drew the map of Punjab province on a chart and linked the main cities with one mean of transportation such as roads. The other group drew map of Pakistan and showed railway track in the country.



Station – IV

Role Play

The participants presented the proceedings of Punjab Assembly. Participants in the group acted as provincial ministers. They discussed the literacy issues within the group. The participants were told to use same techniques in the class to make the children understand the concept of management and administration.



Station –V

Animals of Pakistan

The participants made the models of common animals in Pakistan using play dough. The participants also prepared a chart of the things produced directly or indirectly from the animals such as milk, yogurt, leather products and other handicrafts.

Station – VI

Population and Occupation

The participants prepared a graph of the family members, their qualification and professions. The objective of this activity was to share with the teachers different methods of teaching the theme through activities in their classrooms. The participants also learnt to make graphs.

Station- VII

Our Problems

The participants were asked to share the common problems persisting in our society. They identified the problems such as Illiteracy, Over Population, Pollution, Water Logging and Salinity. They also suggested the solutions to resolve these problems.

Session – III

Science (*Tasneem*)

The trainer started the session by asking how many of the participants teach science in the school. The trainer shared that science is based on the factual information. Therefore, it should be taught through activities and not through rote memorization. The trainer asked the participants to encourage the children to relate concepts with nature and environment.

Activity

Each group was provided with a bottle of water and some material on the table. The trainer asked the participants to explore the things and make observation. The participants were given enough time to make observations. The participants shared their findings with the whole group.

Water is colorless and has no taste.

It is solvent. It has no taste and is transparent.

The participants named three states of water such as liquid, solid and gas.

The color of the water changes when paint is mixed in it.

Tones sink in the water while the tooth picks float on the water

The participants after exploring the material shared that they enjoyed a lot while experimenting and exploration. The trainer also emphasized that teachers should also encourage children to explore the material and share their findings.

The trainer also shared that the Pakistan is not producing a lot of scientists because the children are confined to text books only and they are not encouraged to do research. The trainer shared that the children from the early age should develop the habit of reading. The teachers were asked to utilize and explore the material provided by CRI. The teachers could supervise the children when they are exploring the material as a safety measure.

The trainer shared the following goals of teaching science with the participants.

The teachers should develop curiosity in children.
They should be trained to make observations and describe carefully and accurately.
They should encourage discussing their findings with other students.
The teachers should also encourage children to enhance their knowledge and vocabulary.
The trainer also stressed on asking open ended questions in order to develop logical and critical thinking skills of the children.

Role Play

In the end, two trainers performed a role play. One trainer demonstrated the rigid attitude of the teacher who was very harsh and impolite towards the students and the other that of a student. The role play starts with the teacher taking the class, the children (participants) are bored and one of the children makes an excuse to go outside the class. The child came back after a long time. The teacher insulted the child. The child was holding a colorful insect in her hand but the teacher did not let her share that with the class. After the role play the trainer asked for the feedback of the participants. The participants shared the behavior of the teacher was very harsh towards the children. She should know how to integrate different subjects. She had no idea of developmental stages of a child. The trainer explained in the end that teacher should integrate the material, ask open ended questions, give freedom to child to explain the scientific process in their own words and involve parents in science exhibition.

Group work/Reflection Book (*Shahzia & Sadia*)

Station – I

Respiratory System

The participants were asked to experiment about the respiratory system. The participants by doing this experiment observed that when we inhale, the lungs expand and vice versa. They were informed about the functioning of diaphragm.



Station – II

Reflection of light

The activity on this station focused on the properties of light. After doing the experiment, the participants concluded that light travels in straight lines. The experiment was related with the natural phenomenon of solar eclipse thus integrating social studies concept with science.



Station-III

Properties of light

The focus of the activity was the reflection of light and how the reflection of light changes with different materials. The results of this activity were related with the every day life for example, we wear light color clothes in summer and dark clothes during winter.



Station – IV

ECO System

The participants had to identify the types of living things, producers and consumers. After identification they had to design the food chain showing their specific interdependence.

Station- V

Magnetism

The participants were provided different material and magnets. They had to record their observation about the things the magnet attract and the things which it repulses. The participants compared and analyzed both the lists. During this activity the participants used hypothesis, evaluation reasoning and observation skills.



Station – VI

Continuity of life

The participants in this station were given the task of making a list of their features that resembled with that of their parents independently and collectively. Collectively the participants with the help of graph depicted the information. During this activity the participants used observation skills, recordings and interpreted the results. Mathematics was also integrated in this activity.



Station – VII

Use of oxygen in burning process

The participant by doing an experiment measured the amount of oxygen consumed during the process. They integrated their findings with mathematics by making graphs.



Station – VIII

Electro Magnetism

The participants were asked to perform different activities by using the provided material. They made observations about the transfer of energy from one form to another.



Feedback and Reflection (*Tasneem*)

The participant appreciated the CRI team for their brilliant efforts. The participant shared that the activity introduced during the stations were very useful. They ensure to replicate the same activities in their classrooms. Another participant shared that he was finding it difficult to read the map properly but now after the activity that problem had been resolved.

The trainer shared the book on peace with the participants and also asked to paste the recording of temperature on the chart.

Session – I

Morning Meeting (*Sadia and Humaira*)

The participants who had not participated in the Morning Meeting so far were encouraged to participate in the Morning Meeting.



Greeting

The participants conducted the Morning Meeting .The first participant introduced herself to the person sitting next to her and shared information about Pakistan.

Sharing

Trainer Ms. Sadia was requested to go out of the training hall. In her absence, the participants were asked to share their observation about Ms. Sadia. The participants shared the way she was dressed up, her personality and confidence etc. The trainer related this activity with observation and assessment and differentiated between the subjective and objective observations.

Group Activity

The basket full of stones was rotated among the participants. They were asked to pick one stone and make observations about that and put that back in the basket. Again the participants were asked to pick the same stone. Some of the participants picked the wrongs stones while some of them picked the right one. The purpose behind this activity was to make the teachers realize that they should be keen observer as each child is different from the other.

News and Announcement

The News and Announcement chart was intentionally written wrong. The participants completed the chart and rectified the mistakes.

Session – II

Thematic Teaching (*Saira & Fakhira*)

The trainer explained the concept of thematic teaching. It involves integration of different curriculum areas by exploring an interesting idea. It enables the students to see the connection between different subject areas and the relationship of these areas to life. The trainer related the activity of recording of temperature with thematic teaching.



The trainer shared that teacher when planning should be aware of the needs of the children and also know the requirements of their developmental domains. Similarly the teacher should also think about the class size and try to cater to the individual needs of the children.

The trainer also shared that while selecting a theme the teacher should keep in mind how the developmental domains of a child will develop. The trainer then explained different types of intelligences. Each person possess these intelligences but at varying degree. Therefore the teacher should design the activities to use the dominant intelligence of a child as strength and utilize that in improving the weaker intelligences.

Activity

The trainer shared the story “the very hungry caterpillar”. The feedback of the participants was as under.

It was based on the life cycle of the butterfly.
It involved counting.
It has names of different fruits.
Different food items were also mentioned in the story.
Its include different nouns and adjectives.



The trainer agreed with the participants and concluded that by sharing one story in fact the trainer was integrating math, science and arts. The trainer shared with the participants that the following questions should be kept in mind while deciding for the selection of theme:

Is the theme developed in response to the children’s questions?
Does the theme encourage the imaginative and creative thinking skills?
Will children have opportunities to increase their knowledge and experiences with the objects?
Does the theme reflect the children’s own interpretation of new information?

The trainer explained the benefits of thematic teaching with the participants and asked them to practice this technique especially in senior classes.

The trainer focused on the importance of lesson planning. She differentiated between the short term and long term planning. She gave the example of sharing of agenda of training so

that the participants were fully aware what contents will be covered during the five day training. The agenda of the meeting was example of short term planning while the activity calendar is long term planning.

The trainer shared the three essential elements of thematic teaching such as:

Planning
Mini Lesson
Cooperative Learning.

The children learn best when they learn from each other. The parents can also be involved in the classroom activities by incorporating their experiences. The trainer also shared a pattern of letter for the parents to incorporate their knowledge or skill related to a theme.

The trainer shared a plan for theme with the participants.

State the topic and origin of topic.
Listing all the material needed.
Introduce the activity by asking about prior knowledge.
Goals for the activity.
Plan for learning.
Assessment and suggestions for improving and extending the activity.

Activity

The participants were asked to select a theme from their syllabus and develop a web of thematic teaching. The participants selected the following topics as themes:

Cattle
Graphs
Water Cycle
Day/Night
Air
Profession
Solar System
Fruits.

The participants formulated the webs by integrating the theme with different subjects along with the activities and displayed their work on the walls.

Session – III

Observation and Assessment (*Tasneem & Tayyaba*)

The trainer started the session with the sharing of an Urdu Story “Main Data Nahi” The trainer related this story with observation and assessment of children and asked how do they observe if the children in their classes are brave or scared of something? The answer of course was that they make observation about the children by the responses of sharing and face reading.

The trainer shared that in the morning when Ms. Sadia was sent out of the hall you had made observations about her. In the similar manner, the teachers should make observation about their students.

The trainer asked the participants that why do they need to make Assessment? The participants responded that assessment is made to see the progress of a child. The trainer emphasized that the teachers also make assessment of children to modify learning experiences in order to individualize instruction and ensure that the each child experiences success. The trainer then differentiated between the objective and subjective assessments of students. The subjective assessment consisted of student's personal record while the objective assessment is about the academic records of the children such as reading, writing comprehension, confidence.

The trainer asked the teachers to share the ways they were assessed by their teachers. The participants shared that they were given written test and oral test. The examination system was based on rote memorization.

The trainer agreed that the teachers assess children's work to provide themselves ,parents and school administrators with numerical proof of students progress however the recent trends in education provides opportunities for teacher to be much more creative and innovative.

The trainer explained different types of observations such as:

- Anecdotal Records
- Checklists
- Portfolios
- Mapping
- Interview
- Conferences

At the end the participant were asked to make individual portfolios in which they could keep all the planning, activities and work sheets developed by the teachers.

The evaluation forms were distributed among the participants to give their feed back about the training. The participants were also asked to give suggestion about the contents of Grade – V training.

Closing Ceremony

Ms. Sadia Shakeel, *Program Manager and Master Teacher Trainer CRI Karachi*

Sadia Shakil (MTT) on behalf of Ms. Mehnaz Aziz thanked all the honorable guests for their participation. She also thanked USAID, Federal Directorate of Education and Rawalpindi Education Department for their cooperation and facilitation to implement child centered methodology. She shared that this training was unique in a sense that for the first time in three years the Master Teacher Trainers of CRI had imparted the training without the help of international trainers. She also appreciated the effort of Masters Teacher Trainer for designing the contents of training and incorporating activities integrated with the Grade – IV syllabus. In the end she again thanked the participants for being active participants during the training sessions.

Ms. Savera Hyat, *Program Management Specialist USAID – Pakistan*

Ms. Savera Hayat, Program Management Specialist (Education), USAID thanked the CRI team for conducting such a successful training. She congratulated the participants on completing the training and asked them to implement the innovative techniques introduced during the training in their classrooms. She congratulated the CRI staff for designing and conducting this training without the help of international trainers which accords to the USAID mandate of building the capacity of local people. She asked the participants that they must have felt comfortable with the local trainers in understanding different concepts of child centered approach. In the end she again requested the teachers to implement the training in the classroom and get maximum support from Master Teacher Trainers during the school visit. She also thanked Mr. Rafique Tahir Director Training Federal Directorate of Education for extending his cooperation in promoting interactive teaching and learning methodologies in the partner schools.



Prof. Muhammad Rafique Tahir, *Director Training FDE*

Prof. Muhammad Rafique Tahir, Director Trainings Federal Directorate of Education on the occasion appreciated the group work displayed on the walls by the participants and stated that the classrooms should also be decorated in the same way so that the children feel happy and secure in the classrooms. He appreciated the efforts of CRI team's dedication and commitment and congratulated the team for expanding its operation in all the government schools in Islamabad. He also shared his experiences of visiting CRI partner schools. The children in these schools are very confident, they can communicate in English. The classroom environment has completely changed and is conducive to learning. The CRI methodology has brought life to the government schools. In the end he congratulated the work of CRI team for designing and conducting this training independently. He also thanked the teacher for participating in the training and he was hopeful that all the teachers will implement the innovation techniques and activities in their classroom. He assured the continuation of FDE's cooperation in future.



In the end certificates were distributed among the participants.

AGENDA OF THE TRAINING

<p><u>Monday</u> 8:30-9:00 9:00-10:00</p> <p>10:00-10:30 10:30- 12:00</p> <p>12:00- 1:00</p> <p>1:00-2:00 2:00- 3:30</p> <p>3:30- 4:00</p>	<p>Registration.....Shabana/Abid</p> <p>Opening Activity/Ice breaker.....Sadia/Humaira Symbolizing their personalities on their name tags Group formation, table jobs, parking lot and rules</p> <p>Tea Break</p> <p>Overview & Philosophy.....Sadia/Humaira Aims and objectives of interactive teaching learning process. Philosophy of CRI tenets e.g. individualization, making choices & family involvement. Active learning approach through small group activity Teachers will make a new priority list about creating a democratic classroom with in groups</p> <p>Sharing Successes & concerns.....Fakhira/Humaira Appreciation on successes and feedback on concerns</p> <p>Lunch</p> <p>Family involvement.....Fakhira/Saima Introduction through examples from partner classes. Role playing on positive/negative interaction between parent and teacher Sharing techniques how to use family member in the classroom.</p> <p>Reflection books(Journal writing).....Fakhira Temperature recording of five cities of Pakistan.</p> <hr/>
<p><u>Tuesday</u> 8:30-9:00 9:00-10:30</p> <p>10:30-11:00 11:00-1:00</p> <p>1:00-2:00</p>	<p>Feedback and Reflection.....Humaira</p> <p>Morning MeetingMaryam/Uzma Story construction through pasting pictures on charts</p> <p>Tea Break</p> <p>Language Arts – Reading/Writing.....Nazakat/Saira Burning question related to reading and writing problems Introduction to Language development Introduction to Language Skills (listening, speaking, reading and writing Building link between methods and content areas Sharing of National Goals for both Language Urdu/English</p> <p>Reading writing processes.....Nazakat/Sadia Shared, guided, aloud and silent or independent reading. Introduction to Writing Handwriting Pre- writing Skills Creative Writing</p> <p>Lunch</p>

<p>2:00-3:30</p> <p>3:30-4:00</p>	<p>Group work on responding to literature (story from grade four book) Maryam/Uzma Dramatic/puppet Converting poem into story Changing the end/Book Making Poster making on favorite scene Designing of Mural Making word wall/sentence construction Write the opposite version of the story/book making Visualize the character into 21st century</p> <p>Summarization.....Nazakat Through reflective thinking</p> <hr/>
<p><u>Wednesday</u></p> <p>8:30-9:00</p> <p>9:00-10:30</p> <p>10:30-11:00</p> <p>11:00-1:00</p> <p>1:00-2:00</p> <p>2:00-3:30</p> <p>3:30-4:00</p>	<p>Feedback and Reflection.....Nazakat</p> <p>Morning Meeting.....Munazza/Tayyaba Differentiation between prime and composite numbers through beans activity</p> <p>Tea Break</p> <p>Mathematics.....Samina/Sadia Philosophy and goals of teaching Mathematics Increase Mathematical experiences by incorporating daily routines Enhance Mathematical thinking through Mathematical Manipulative Introduction of teaching technique e.g. direct instruction, independent practice and cooperative learning</p> <p>Lunch</p> <p>Math's Station.....Munazza/Tayyaba Stations would be based on their syllabus e.g. Line graph Fractions Words problems Measurement Perimeter Geometry H.C.F & L.C.M (test of divisibility) Mathematical Challenges/puzzles Place Value</p> <p>Summarization.....Samina Heuristic (question answering) method</p> <hr/>
<p><u>Thursday</u></p> <p>8:30-9:00</p> <p>9:00-10:30</p>	<p>Feedback and Reflection.....Samina</p> <p>Morning Meeting.....Shazia/Sabahat Guessing game about historical places and personalities</p>

10:30-11:00 11:00-1:00	<p>Tea Break</p> <p>Social Studies.....Nazakat Introductory activity on social studies Philosophy and goals of teaching Social Studies at primary level. Group work.....Sabahat (Facilitated by Saira, if required) Map Reading Day and Night/Seasons Means of Transportation Role play on functioning of Provincial Government Animals of Pakistan Population and Occupations Our Problems e.g. Illiteracy, over population, pollution, water Logging and salinity, Shortage of water and Electricity. They will suggest solutions against these issues</p>
1:00-2:00 2:00-3:45	<p>Lunch</p> <p>Science.....Tasneem Opening activity on exploration, observation and research Goals and objectives Components of Teaching Science at Primary level Role of Science Teacher Science stations/Reflection book.....Shazia (Facilitated by Sadia, if required) Following stations would be integrated with syllabus Respiratory System Electro Magnetism Reflection of light Continuity of life Properties of light Repulsion and attraction of magnetic Use of oxygen in burning process Eco system</p>
3:45:0 4:00	<p>Summarizations.....Shazia Through questioning</p>
<hr/>	
Friday	
8:30-9:00	Feedback and Reflection.....Tasneem
9:00-10:30	Morning Meeting.....Sadia/Humaira Group activity; what you will put in grand ma's box
10:30-11:00	Tea Break
11:00-1:00	Thematic Teaching.....Saira/Fakhira What is thematic Teaching How to integrate different themes Group work on designing thematic unit
1:00-2:00	Lunch
2:00-3:30	Observation and assessment.....Tasneem/Tayaba What is Formative and Summative Assessment Role play on objective and subjective assessment Methods of continuous assessment Anecdotal Records Portfolios Teacher Student Performance Checklist

<p>3:30: 4:30</p> <p>Responsibilities</p>	<p>Interviews/conferences</p> <p>Large group activities</p> <p>How to make and maintain Portfolios</p> <p>Evaluation and CertificateEvaluation Forms Humaira/Sabahat</p> <p>Handouts: Humaira/Tayyaba/Shazia</p> <p>Materials: Tasneem/Sabahat/Uzma</p> <p>Overheads: Fakhira/Maryam/Munazza</p> <p>Registration: Shabana/Abid</p> <p>Logistics/Admin Support: Ali and Hamidullah (Materials/Tea/Lunch etc)</p>
--	--

“Book exhibition of little authors at National Library”

The Little Authors

CRI MTTs (Master teacher trainers) took advantage of an opportunity pertaining to family involvement that came their way through meeting with heads of CRI partner schools. The meeting agenda was aimed at inculcating the ideas of book making, ameliorating reading and writing abilities, polish their thinking powers and broaden the vision.



CRI team achieved the laid down objectives with the help of cooperation and assistance rendered by the heads and faculty of CRI partner classes. A school level book making exhibition was arranged by the aforementioned on self help basis at respective venues.

Some of the heads also indicated that besides partners the zeal and enthusiasm of students of non partner classes in the exhibition was also worth watching. They demonstrated the inventive and imaginative thinking and earned a lot of appreciation from the visitors and



Parents

CRI team also visited these exhibitions where books were displayed on the tables in corridors and the class rooms. The sight proved to be an eye catcher with graceful white table covers and fanciful books laid out charmingly on them and in some cases instead of tables the creativities of young minds were hung on the strings fixed all around the classroom walls. The books were made elegantly with papers cut and stapled together; Crayon and markers added to the exquisiteness of the master pieces. Some of the books were made on nature pattern like plants or flowers and beautified with the use of animal and birds bookmarks. This clearly depicted how closely makers were associated with the nature and artistic in expressing their ideas.

This particular exercise achieved the real intent i.e. stirring up the young minds and pick up inspiration to use ingenious ideas. A notable thing was the amount of exploration most of the

makers did while accomplishing the task. The information contained in the books showed that different books, magazines and persons had been contacted to fulfill the job that could have been done otherwise successfully but ordinarily had it not been a willful activity. This particular exhibition showed that self-confidence among children got a real boost through this activity and they started believing that positive imaginative thinking can not only be transformed into reality but is recognized and applauded as well.



The next step was to put on view these master pieces at higher level which could be made possible through deliberate efforts put in by CRI team. Team members collected ten selected books, bookmarks and posters and arranged a book exhibition along with Family Literacy certificate distribution ceremony held at National Library Islamabad. Besides dignitaries, parents and faculty of CRI partner schools were also invited to witness and appreciate the splendid work done by the young but talented authors that are to take reign of the country in the coming era.

Family Literacy Program Certificate Distribution Ceremony

Session April 05-January 06

Venue: National Library, Islamabad

Date: March 16, 2006

Introduction:

During (April 2005 to January 2006) total 615 learners from 47 partner schools (Rawalpindi and Islamabad) completed the session. In recognition of their performance during the session they are awarded certificates. A ceremony was organised where they displayed their work, shared their views and got certificates by the chief Mr. Hussain Jahanian Gardezi, Minister of Literacy and Non-Formal Basic Education,



After the recitation, the Panel Guests were introduced. Present at the Panel were Mr. Choudry Bashir, Director Schools FDE, Mr. Jorge Sequiera, Director UNESCO, Mr. Hussain Jahanian Gardezi, Minister of Literacy and Non-Formal Basic Education, Mr. Thomas Crehan, Education Officer USAID and Ms. Mehnaz Aziz, Chief Executive CRI.

Address by Panel Guests:

Ms. Aziz was asked to come to the Podium and address the audience.

Ms. Mehnaz Aziz:

Ms. Aziz introduced the panel guests and thanked them for being present. She welcomed the guests, mothers, heads and teachers to the Family Literacy Program Certificate Distribution Ceremony.

Ms. Aziz said that when the Family Literacy Program was initiated in 2003, she was uncertain of its success, as many previous adult literacy programs in Pakistan had proved unsuccessful. She said that the program was successful not only because of the Family Literacy Lessons, but because of the devotion, hard work and facilitation of teachers, heads and the Family Literacy Team.



She said that when mothers and sisters come to Family Literacy Classes, their participation benefits not only themselves but the children who are their family members. Children whose mothers participate in Family Literacy Classes do better in school than those whose mothers

don't, and they often come in first in their class because their mothers have become "partners in learning."

2000 family members have been made literate by the Family Literacy Program.

Ms. Aziz shared that CRI will be expanding to cover all FDE schools, and will thus have 400 partner schools.

After Ms. Aziz had spoken, Mr. Sequeira was asked to come address the mothers.

Mr. Jorge Sequeira:

Mr. Sequeira said that he was happy to be at the ceremony on behalf of UNESCO because UNESCO is committed to promoting education. He said that the CRI team has turned the motto "Education for All" into "All for Education" and that this was a very significant and positive change.

He said that UNESCO was very proud to partner with CRI, and is very interested in literacy. He shared that on Monday, UNESCO would launch a project named Literacy Initiative For Empowerment (LIFE). He also shared that Education For All week would take place from April 24- April 30. This year's theme for EFA week will be "every child needs a teacher."



He called on parents to support teachers.

Mr. Crehan was asked to address the audience:

Mr. Thomas Crehan

Mr. Crehan said that the US people support literacy in Pakistan and have pledged 66 million dollars to education in Pakistan. He said that the accomplishment of the mothers who were to receive certificates was a result of the cooperation given to them by the teachers and their families who supported them in their efforts to become literate.



He said that he was proud that USAID was supporting the CRI program. He also said that when US First Lady Laura Bush visited Pakistan, USAID choose to highlight the CRI program because they were so proud of it.

After Mr. Crehan, two mothers were asked to come share their experiences as learners on the Family Literacy Program: