

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

Second Quarterly Report
(June – August 2006)



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Limited

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List of Abbreviations

CRI	Children Resources International
CUP	Community Uplift Program
ECE	Early Childhood Education
EFA	Education For All
FDE	Federal Directorate of Education
HEC	Higher Education Commission
ICT	Islamabad Capital Territory
MTTs	Master Teacher Trainers
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

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I. Executive Summary

The report presents the details of program activities that took place during the second quarter June – August, 2006. The CRI officials held meetings with the officials of Federal Directorate of Education to finalize the memorandum of understanding for the next three years. During this meeting, the tentative dates for the forthcoming trainings of KG teachers of new schools, Grade V teachers of the existing partner schools and training for mentors were also discussed. Although the MOU for the expansion of the program has not yet been finalized however, the training of grade I & II teachers of new partner schools have been imparted on the request of Director General FDE during the month of July-August, 2006.

The Master Teacher Trainers of both Islamabad and Karachi teams conducted the trainings for the teachers of grade I & II of 140 new partner schools included in phase-I of the program. The philosophy of CRI methodology along with its key components was introduced to the teachers. The inclusion of innovative activities made the training session more interesting and informative for the teachers.

CRI invited the heads and teachers of the FDE schools in a consultative meeting to devise the strategies for the expansion and extension of the program. The Master Teacher Trainers of CRI and teachers from FDE schools agreed upon the contents for the Grade-V training and also determined the ratios of activities in grade IV and V.

As per suggested by Executive Director HEC, CRI also explored the avenues for telecasting its training program on electronic media. In this regard a meeting was held with Dr. Sohail Naqvi, Executive Director Higher Education Commission to explore the opportunities of telecasting CRI's training program. CRI Pakistan will hold a meeting with officials of Virtual University which is already using the electronic media for the educational purposes. The HEC officials ensured their full cooperation in this regard.

Technical assistance which is an integral component of the program was an on going activity during the quarter. The Master Teacher Trainers paid regular visits to schools after the summer break. They facilitated the teachers in implementing the CRI's methodology in the school by focusing on both the psychological and physical environment of classroom. The new partner schools were also visited by the Master Teacher Trainer to see the implementation of the training and collection of baseline information. Similarly, the CRI team participated in different seminars and conferences organized by different educational organizations.

The Family Literacy teams at Islamabad and Karachi office paid visits to the partner schools and ensured the timely initiation of new literacy sessions. During the summer break, the teams also worked on improving the training contents.

II. Background

CRI initiated implementation of child-centered interactive teaching and learning methodologies in Pakistan in 2002 in collaboration with the Federal Directorate of Education, City District Rawalpindi and City District Karachi. After the successful implementation of the program for three years, the requests for the expansion of the program were received from the FDE and City District Governments. The Program turned into a local entity in 2006 expanding its intervention in additional 281 schools in Islamabad Capital Territory. At the end of three years, more than 3,000 teachers will be trained in interactive teaching methodologies. Three thousand classrooms will be equipped with active learning material. CRI's program will directly benefit 130,000 families and children of the partner schools. CRI will also extend its program from Grade IV to Grade VIII in the existing 118 partner schools. Similarly, family literacy component during the expansion will 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.

CRI's intervention in the partner schools so far resulted in more confident and intrinsically motivated children through continuous encouragement from the teachers to make choices, take responsibility for their decisions, express their ideas creatively, help each other, and develop critical thinking skills. Similarly, CRI has also enhanced the capacities of the teachers and transformed their teaching pedagogies by sharing the innovative and research based teaching techniques during the trainings.

The activities after the expansion of the program have been started with the initial trainings for the teachers of grade I & II of new partner schools. Similarly, the family literacy team is also visiting the schools to identify the potential new partner schools for Family Literacy Program.

III. Key Results this Quarter

1. Start-up Activities

1.1 Meeting with the Government Officials (FDE)

During this quarter, CRI Pakistan held a meeting with the Director Trainings, Federal Directorate of Education (FDE) regarding the finalization of program activities for timely implementation of Interactive teaching and learning program in partner schools. Similarly, the revised Copy of Memorandum of Understanding was also shared for review by Director General FDE to provide his feedback on the roles and responsibilities of each stakeholder. The MoU will be finalized and signed during the first week of October, 2006. Additionally, the tentative dates for training of Grade KG, Grade-V, training for mentors and strategies for selection of new schools for Family Literacy Program were also discussed and finalized in this meeting. Although, the MoU with the

FDE has not been signed yet, however the activities of expansion phase for year one have already been initiated.

2. Basic Education Program

During the second quarter, eight five days teacher trainings were organized for the teachers of Grade I & II of new partner schools from July17-August11, 2006. Approximately 746 teachers, heads and Assistant Education Officers from 140 public schools of FDE partnering CRI in phase-I participated in the trainings on child centered methodology. The Master Teacher Trainers (MTTs) of CRI designed and imparted these trainings in well organized manner.

Besides the trainings, the technical assistance was an on going activity throughout the second quarter. The Master Teachers Trainers paid visits to all existing and new partner schools and provided guidance to the teachers. Additionally, a two days consultative meeting was also held with the heads and teacher of FDE schools at CRI office for devising strategies for the expansion and extension of the program in schools. The participants agreed upon the contents for the Grade-V training and also determined the ratios of activities in grade IV and V. The detail of activities undertaken by Basic Education Program is as under:

2.1 Teacher Trainings - Trainings of Grade I & II Teachers

After the expansion of CRI program, a series of extensive training workshops on interactive teaching and learning methodologies were organized for the teachers of Grades I & II of 140 new partner schools situated in Nilore, Sihala, Ternal and Islamabad Capital Territory (ICT). During the first phase of four trainings 372 teachers and heads of Grade-I were trained in CRI methodology. Since the number of participants was very large, therefore they were divided into four groups. Two trainings took place simultaneously from 17-21 July while the other two training for the same grade were conducted on 24-28 July, 2006.

On the last day of the training, the Minister of State for Education Ms. Anisa Zeb Tahirkheli, Director General Federal Directorate of Education Brig(R) Maqsd-ul-Hassan and Mission Director USAID, Mr. Jonathan Addleton visited the training hall. The Chief Executive CRI, Ms. Mehnaz Aziz introduced the guests to the participants. The guests had an informal interaction with the trainees while they were doing book making activity.

The Minister of State for Education thanked Ms. Mehnaz Aziz for inviting her to have informal meeting with the teachers. She also appreciated the efforts of CRI in promoting public-private partnership in education sector. She shared that early years of education are very important as the child liking and disliking of education is developed during this period. She appreciated CRI in building the capacity of teachers and brining positive

changes in their teaching methodology. The news clippings of both visits by Minister of State for Education are attached in Annex-1.

Mr. Jonathan Addleton shared with the participants that his wife is also an educationist in Scotland. He said that whatever he had seen during the session reminds him of his wife's classroom. He said that the commitment and dedication of participants is important for the children and indeed to Pakistan.

Similarly, four five days trainings were imparted to the 374 teachers and heads of Grade-II from 31st July -11 August 2006. Chairman Senate, Mr. Mohammad Mian Soomro was Chief Guest at the inaugural ceremony of the Grade II trainings. Minister of State for Education, Ms. Anisa Zeb Tahirkheli, Mission Director, USAID Mr. Jonathan Addelton, Director Training, FDE Prof. Mohammad Rafiq Tahir and Chief Executive CRI, Ms. Mehnaz Aziz were also present at the inaugural ceremony. Detailed training reports of Grade-I & II are attached as Annex -2.

2.2 Technical Assistance Visits

The technical assistance, an inbuilt component of the program aims at providing on job guidance to the partner teachers for effective implementation of methodology. In the month of June, the Master Teacher Trainers paid visit to partner schools in Murree and Kotli Sattiyān after the break and worked hand in hand with the partner teachers. Emphasis was laid on building up physical and psychological environment of the classrooms.

Similarly, the Islamabad and Karachi team also started the technical assistance visits to the partner schools in August after the summer break. During the visits, the MTTs focused on the following areas:

- Classroom Environment.
- Teacher Child Interaction.
- Specific Classroom Activities and Assignments.
- Effective Teaching Which Engages Students in their own Learning.
- Material Integration with Syllabus.
- Parent Involvement.

Additionally, Islamabad team started visiting all new partner schools in phase-I to analyze the motivational level of teachers, school location and collection of baseline information. The MTTs facilitated the teachers in removing their ambiguities and apprehensions regarding the CRI methodology.

2.3 Cluster Meetings

Developing positive interaction with the teachers is the top priority of CRI .Therefore, the MTTs of Karachi team during the month of August, organized cluster meetings with the teachers of partner schools to create high quality summer learning opportunities by reinforcing CRI's philosophy and concepts. The following issues were highlighted during the cluster meetings.

- Share concerns regarding teaching and learning process.
- Develop deeper understanding to enhance their teaching skills.
- Find ways to maximize students learning outcomes.
- Create awareness among the parents to perform their role effectively.
- Suggest possible solutions through mutual discussion.

The MTTs also emphasized on the role of parents in the schools and shared the strategies to enhance their involvement by creating frequent and positive interaction as well as incorporating their suggestions and view points in the decision making process for better learning environment for their children. One hundred and three teachers from the partner schools participated in the four cluster meetings.

2.4 Consultative Meeting between MTTs CRI & FDE Teachers

CRI believes in consultation with the stakeholders for improved outcomes from the program. Keeping in mind this objective, a two day consultative meeting between the Master Teacher Trainers CRI, and heads and teachers of FDE schools was held at CRI office on 3-4 July, 2006. The purpose of this meeting was to devise strategies for the expansion and extension of CRI's program in all Federal Directorate's schools in Islamabad Capital Territory. Twenty one teachers and heads from the public schools in collaboration with Master Teacher Trainers identified the contents for Grade V training and determined the ratio of activities in Grade IV&V.

The Director Trainings (FDE) Prof. Muhammad Rafique Tahir and Chief Executive CRI Ms. Mehnaz Aziz also joined the meeting and encouraged the teachers and CRI team to incorporate the inputs generated by both the teams for successful implementation of the program. The detailed report on meeting is attached as Annex-3.

3. Parents and Family Involvement program

Parent and family involvement is one of the key components of Basic Education program. This component aims at enhanced student outcomes resulting through involving parents and other family members in the learning process of their children. Parents involved in this program not only facilitate teachers in the classrooms but also get involved in the decision making process which ultimately results in improved learning environment for their children.

3.1 Parents Involvement in the Schools

During the technical assistance visits to partner schools both Basic Education teams in Islamabad and Karachi observed reinforcement by the head teachers to involve parents in the classrooms. The head teachers were motivating the parents to support teachers in the learning process at the time of new admissions of children. The parents were also encouraged to be a part of Morning Meeting and other classroom based activities. Some parents of Family Literacy Program happily agreed to facilitate the teachers in the classrooms.

4. Family Literacy Program

4.1 Visits to Existing Partner Schools

The Family Literacy team during the month of August paid visits to 24 partner schools situated in Islamabad and Rawalpindi to facilitate and observe the heads and trainers in planning for new family literacy session starting from Sept, 06 to April, 07. During the visit the head teachers were asked to enroll the learners for new session at the time of student admission. The team reiterated that the minimum strength of the class should be of 20 learners. The list of schools visited during the quarter is attached as Annex-4.

Similarly, the Family Literacy team in Karachi also visited the partner schools to encourage teachers to timely start new literacy session in their schools. The team also provided the resource material to trainers for the initiation of new session.

4.2 Material Assessment

The Family Literacy team assessed the availability of classroom supplies with the partner schools. After this review, the material requirements for the forthcoming session were finalized. These requirements have been forwarded to procurement department that has initiated the procurement procedure for timely provision of classroom supplies, re-supplies and story books to partner schools.

4.3 Review of Training Material and Handouts

During the summer vacations, the Family Literacy team reviewed the training handouts and material. This material has been translated into Urdu for better understanding of the trainees. The edited material would be utilized during the forthcoming training of the trainers. Besides improving the existing contents, the team has also incorporated innovative and interesting activities for the family literacy trainers.

4.4 Data Entry of Family Literacy Learners

The data entry process of learner of Family Literacy program since April, 03 till February 2006 had been fed in the system during the month of July, 2006. The profile of three thousand six hundred and sixty eight (3,668) learners from Islamabad, Rawalpindi and Karachi schools including mothers, sisters, grandmothers, fathers, and older siblings had been fed in the system to analyze the effectiveness of the program.

5. Monitoring and Evaluation

Monitoring and Evaluation is considered as integral part of any program. It provides information about the progress of the program and also determines whether the program is achieving its goals and objectives in a timely and effective manner. M & E section during this quarter has developed annual work plan to collect information from the partner schools and provide update on program achievement to management at regular intervals. Besides developing performance monitoring indicator framework, the training evaluation data was also feed in the system to analyze the effectiveness of the recent trainings.

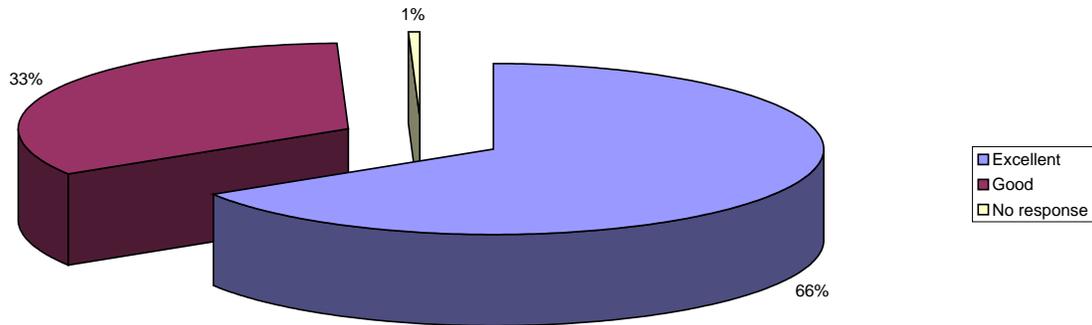
5.1 Performance Monitoring Indicator Framework

During the month of August, the Monitoring and Evaluation section developed and finalized the performance monitoring indicator framework. This framework was designed keeping in view the over all objectives of the program. The performance monitoring indicator framework has been sent to USAID for review. Besides this the annual work plan of Monitoring and Evaluation of the program has also been developed. This work plan will surely help in timely retrieval of M & E data. The work plan of M&E is attached as Annex-5.

5.2 Developing Evaluation Tool for Trainers

During the month of August, a tool for the evaluation of performance of Master Teacher Trainers was designed. This tool was tested with the participants of grade-II training to get their feedback about the strengths and weaknesses of the trainers. The exercise helped in improving the quality and effectiveness of the training program. Following graph depicts the overall performance of trainers by the participants.

Figure 1: Overall performance of the MTTs



Source: CRI Trainers' Evaluation Report, August 2006

5.3 School Mapping

The initial work on schools mapping had also been started during the quarter. CRI's new partner schools included in the phase-I as well as existing partner schools was located on ICT map. This map will be put on CRI's website to identify the exact location of the schools for the viewers.

5.4 Meeting with Evaluation Experts LUMS

An informal meeting was held with the evaluation experts of LUMS during the month of August. In the meeting were present Prof. Dr. Asim Khawaja of Harvard University, Dr. Tahir Andrabi of Pamona College, LUMS team headed by Dr. Ali Cheema and Chief Executive CRI Pakistan.

5.5 Meeting With Monitoring and Evaluation Advisor

A meeting regarding monitoring and evaluation plan of CRI program was held with Dr. Tahir Andrabi of Pamona College at CRI office dated August 22, 2006. During the meeting evaluation tools and future strategies for M & E were discussed. The Chief Executive and M & E Officer CRI attended this meeting.

6. Documentation

6.1 Printing of Second Methodology Book

Documentation section was out of stock of second Methodology Book so re-printing of the book was ordered. 1,000 copies of the second methodology book have been received. These books were distributed among the teachers during Grade I & II trainings held in July-August 2006. The provision of methodology book to teachers will help them in implementing interactive teaching and learning practices in their respective class rooms.

6.2 Reprinting of Third Methodology Book & Morning Meeting Book

The stock of third methodology book has almost exhausted. Work on revising the books has been started which includes revision of text as well as pictures. The book will be sent for printing during the next quarter.

6.3 Parenting Manual

The Parenting Manual has been sent to Alhamra printers after proof reading. CRI will get 1,000 printed copies of the manual during the last week of September, 2006.

6.4 Updating CRI's Website

The in-house updating of CRI's website was an ongoing activity throughout the quarter. The website has almost been completed along with the inclusion of pictures of program activities. It will be uploaded for browsing during the first week of October, 2006.

7. Higher Education Program

7.1 Meeting with Executive Director Higher Education Commission (HEC)

CRI team held a meeting with Mr. Sohail Naqvi, Executive Director HEC on 19th July, 2006. The purpose of this meeting was to explore the opportunities for telecasting CRI's training program on the electronic media. During this meeting, the Executive Director HEC informed the CRI team that Virtual University, Lahore is already working on education programs through electronic media and they have their own satellite and two television channels. He advised the CRI team to have a meeting with the Vice Chancellor of Virtual University for telecasting CRI's Training Program. He also assured that if need be, HEC will be glad to provide funds to the Virtual University for this innovative project. The avenues for the telecasting of CRI training program will be further discovered with the Virtual University in near future.

8. Administration and Procurement

8.1 Logistic Arrangements for Grade I – II Training Workshops

Eight trainings of Grade I & II teachers of new partner schools were organized during the month of July and August, 2006. Since Master Teacher Trainers from Karachi also conducted training sessions, therefore the administration and procurement section made traveling and lodging arrangement for the trainers. Similarly, all logistic arrangements were made for grade I & II trainings. These training were organized in Dreamland Motel and Holiday in Islamabad respectively.

8.2 Orientation on Office Rules and Regulations

An orientation on office rules, regulations and discipline was conducted by Manager Administration and Procurement on 13th July 2006 to the new staff so that these rules and regulations are properly followed.

8.3 Procurement of Classroom Supplies

CRI Pakistan not only provides training to the teachers but it also provides active learning material to the partner classrooms. Therefore, soon after the trainings, Administration and Procurement section advertised a tender notice for supply of stationery and wooden material on July 23, 2006. The administration section after analyzing the quotations finalized the supplier. The order for the wooden material has been placed. The process of supplies and re-supplies will start in second week of October, 2006. Besides this the routine office stationery and equipment were also purchased during the quarter.

9. Finance

9.1 Financial Activities

Computerized posting of transactions was an on going activity throughout the quarter. Besides this, the petty cash book, monthly bank reconciliation statement recording of transition at Islamabad and Karachi, leave and payroll record was maintained on monthly basis. The quarterly statement under section 153 of the Income Tax Ordinance 2002 was submitted to Income Tax Authorities. Financial accrual data, liquidation report till June 30, 2006 along with the monthly advance request was sent to USAID. Additionally, initial work had been started on monthly tax statement for the period of July and August.

9.2 Accounting Software

During this quarter, the account section approached different consulting firms for the purchase and implementation of the accounting software. Out of these firms, Sidat Hyder Morshed Associates (SHMA) offered the ACCPAC Series SAGE Line 100 which was referred to USAID. CRI selected SHMA standard software because it met all the reporting requirements of CRI to USAID. CRI account section was also given demonstration on the software to get familiar with its working. Implementation of the software has been started and will be completed in the month of September 2006.

9.3 Policy and Procedure Manuals

During this quarter, CRI staff has also started work on reviewing of its policy and procedures manuals relating to Personnel, Finance, Procurement, and Travel. These manuals will be finalized by the end of September, 2006.

10. Trainings of Non - CRI Partner Institutions

CRI is not limited to program activities in partner schools only, but it also provides trainings on request to the faculty of local universities and teachers of the organizations working for the promotion of education. The Master Teacher Trainers imparted training to the teachers of PPAF partner organizations. Similarly, the requests for the trainings had been received from Fatima Jinnah University, National Institute of Special Education and Foundation University. Such ventures provided opportunities for CRI trainers to broaden their vision and diversify their experiences as well as develop linkages for future collaborations.

10.1 Teacher Training of PPAF Partner Organizations.

The Master Teacher conducted a five days training for the teachers of community schools of Sindh Agriculture and Forestry Works Organization (SAFWCO) from July 17 – 21, 2006 at Shahdadpur, Hyderabad. Twenty nine teachers including SAFWCO staff participated in the training on child centered methodology. This training was the last phase of one year training program.

Similarly, a five days training was also imparted to the teachers of community schools run by Community Uplift Program (CUP) from June 21 – 25th, 2006 at Bannu. This was the fourth training for these teachers. Sixteen teachers participated in this training.

10.2 National Training Workshop for Special Education

On the request of National Institute of Special Education, the Master Teacher Trainer of CRI conducted a ten days training workshop for the teachers of visually impaired, hearing impaired and physically handicapped children from 12-21 June 2006. Prior to this training, a need identification visit was paid to the Special Education Institute and the contents of the trainings were finalized. Twenty three teachers across Pakistan participated in this national level training. This training enabled the teachers to help the special children in the four developmental domains such as physical, cognitive, emotional, and social development. Several activities based on the reading writing and number skills were also introduced in the workshop.

10.3 Training of Foundation University College of Liberal Arts

On the request of Foundation University College of Liberal Arts and Sciences two CRI Master Teacher Trainers conducted a training session for the teachers on the topic “Approaches for Teachers Training” on June 20, 2006. The session was a part of the training course organized for the teachers of Fauji Foundation Model schools

10.4 Three Days Training Workshop at Fatima Jinnah University

The Master Teacher Trainers of CRI were once again contacted by the Fatima Jinnah University to conduct a three days training for the students of 3rd semester of M.Ed on July 5-7, 2006. Fifty participants including 48 students and two faculty members participated in the training. The workshop carried the weightage of 1 credit equivalent to eighteen hours.

11. Policy Inputs

11.1 National Education Policy Review (1998-2010) Roundtable on ECE

Chief Executive, CRI Pakistan was invited to National Education Policy Review (1998-2010) Roundtable on Early Childhood Education on June 10, 2006 organized by UNESCO in collaboration with the Ministry of Education. The roundtable was convened to review the green paper on Early Childhood Education prepared and circulated by the Ministry of Education and invite feed back of the stakeholders to further refine the scope and contents of the paper in the context of commitment of Government of Pakistan towards EFA and ECE targets envisaged in Pakistan’s National Plan of Action for EFA (2001-2015). This roundtable also aimed at the identification of critical issues and challenges in the area of Early Childhood Education, drawing on the rich and diverse expertise and experiences of the participants.

11.2 Consultative Meeting for Thematic Program Plan

The Chief Executive CRI was invited to a consultative meeting organized by Save the Children UK on Thematic Program Plan dated June 15, 2006. The purpose of the consultation was to provide an informed analysis of the status of children's rights vis a vis education in Pakistan in particular exclusionary policies and practices facing children and to set up priorities for direct interventions, advocacy and capacity building.

11.3 National Education Policy Review (1998-2010) Roundtable on Teacher Training and Accreditation

CRI Participated in the National Education Policy Review (1998-2010) Roundtable on Teacher Training and Accreditation organized by UNESCO in collaboration with the Education Ministry on June 21, 2006. This event was organized to review the green paper on teacher training and accreditation prepared and circulated by Ministry of Education and resulted in identification of key issues and challenges in the area of teacher training and accreditation.

12. External Networking

12.1 Meeting with President

Chief Executive, CRI Pakistan was invited by Ministry for Women Development to participate in a meeting at Aiwan-e-Sadar on July 7, 2006. President of Pakistan announced the historic Reform Ordinance aimed at protecting the rights of women in the meeting which was attended by women representing various walks of life.

12.2 CRI's Program Presentation to Minister of State for Education

Chief Executive CRI, Ms. Mehnaz Aziz gave a presentation on CRI, Pakistan's Interactive Teaching and Learning Program to Minister of State for Education Ms. Anisa Zeb Tahirkheli in her office in Islamabad on July 15, 2006.

Ms. Mehnaz Aziz briefed the Minister about CRI Program since its inception in 2002 and shared the expansion plan from year 2006 to 2009 in all schools of Federal Directorate of Education aimed at making ICT a model school district and a successful example of public private partnership.

She also informed the Minister of State about the incorporation of four ready to teach courses in the course outline of B.Ed and M.Ed curriculum.

Director General, Federal Director of Education also shared the successful implementation of CRI's program in FDE schools and impact of methodology on

children, teachers and administrators. He informed that transformation of methodology has impacted all stakeholders i.e. children, parents/community and teachers.

Ms. Anisa Zaib Tahirkheli appreciated CRI's intervention in FDE schools. She said that the government is interested to make ICT schools as a model for all provinces. She added that CRI's methodology can be replicated in other provinces. In this regard, as a first step districts from each province should be taken as pilot project and trainers and heads from these districts could be trained in Interactive teaching and learning methodologies by CRI and Federal Directorate of Education. The trainers can also visit classrooms where the methodology is being successfully implemented. The Minister of State also emphasized the need for such program in the provinces of NWFP and Balochistan. She said that the Government will be interested to replicate such successful models with the help of CRI with funding support from the USAID or consortium of donors.

Ms. Mehnaz Aziz presented CRI's publications to the Minister of State for Education. Ms. Anisa appreciated the CRI's methodology and publications. She said that these publications will be shared with the Curriculum Wing of the Ministry and contents of the methodology books can be incorporated in the Early Childhood curriculum

12.3 Meeting with Ms. Maya Tokman

Ms. Mayya Tokman of the Office of Policy Coordination and Initiatives within the Bureau of Oceans, Environment, and Science at the Department of State visited CRI office on July 20, 2006 to discuss teacher training program of CRI. Chief Executive briefed her about the training program. The visitor then visited the training venue where the training for FDE teachers of Grade I was going on and interacted with CRI's Master Teachers Trainers.

IV. Comparison of Planned and Actual Accomplishments

The following planned activities for the quarter have been completed or are underway.

Program Activities	Timeline	Status
Start-up Activities: · Meetings with FDE/Provincial/City District Governments	July	Meeting held with FDE. Meeting with Provincial/City District Government will be held in October/November, 2006.
· Sign MoUs with FDE/City District Governments, Rawalpindi and Karachi	July	MoU with FDE will be signed in the first week of October, 2006. However, MoUs with the Provincial/City District Governments will be

		finalized in November, 2006.
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 Develop Methodologies for 6 th -8 th Grade Teachers Develop & Translate Training Modules for 6 th Grade Teachers Equip Classrooms	July-September August August August September August-September	Grade 1 & 2 teachers of 140 new partner schools have been trained. As FDE is recruiting new teachers for KG, they had requested CRI to delay training of these teachers. The training of KG teachers will be held in November, 2006. FDE has not yet identified the teachers who will be trained as Mentors. November, 2006 January, 2007 January 2007 Order for wooden materials placed. Supplies to classroom will start in the second week of October, 2006
Parenting/Community Support: · Parents participate in school activities	Ongoing	Ongoing activity throughout the program implementation.
Technical Assistance to Staff and Schools: · Ongoing technical assistance	Ongoing	Ongoing activity throughout the program implementation
Family Literacy: · Start Sessions in Existing Schools · Supplies to Family Literacy Centers - Exiting	August August	Schools opened in second week of August. Sessions will start in the first week of September, 2006 Books and session materials procured/photocopied. Will delivery supplies at the start of sessions.
Higher Education: Training Workshop for Faculty	August/September	February, 2007
Monitoring and Evaluation: · Develop Monitoring Tools/Monitoring Plan · Monitor Quality of Program Implementation · Gather Evaluation Data · Classroom Observation Visit	July - August August- Sept August -Sept August – Sept	Tools/Monitoring Plan Developed Work started September, 2006 Ongoing

· Get Monitoring & Evaluation Plan approved from USAID	July - August	September, 2006
Publications: Printing of Training Courses for Faculty (2 Courses) Printing of Morning Meeting Book Printing Parenting Manual Printing Methodology Books Family Literacy Facilitator's Guide	July July July June August	January/February, 2007 October, 2006 September, 2006 June August
Reports: · Written Policies & Procedures · Report on Liquidation of Advances (Quarterly) · Forecast of Cash requirements for following 3 months · Program Performance Report (Quarterly Progress Report) · (to be submitted to CTO)	June – Sept Monthly/Quarterly Monthly Quarterly	September, 2006 Ongoing Ongoing Quarterly

V. Activities Planned For the Next Quarter

Program Activities	Timeline
Start-up Activities: <ul style="list-style-type: none"> · Meetings with Provincial/City District Governments · Sign MoUs with FDE/City District Governments, Rawalpindi and Karachi 	October – November, 2006 October - November, 2006
Teachers Trainings: Basic Education: <ul style="list-style-type: none"> · Training of KG Teachers of FDE Schools · Training of Trainers (TOT) for Mentors · Equip Classrooms · Equip TRCs 	November, 2006 February, 2007 October – November, 2006 November – December, 2006
Parenting/Community Support: <ul style="list-style-type: none"> · Parents participate in school activities 	Ongoing
Technical Assistance to Staff and Schools: <ul style="list-style-type: none"> · Ongoing technical assistance 	Ongoing
Family Literacy: <ul style="list-style-type: none"> · Start Sessions in Existing Schools · Supplies to Family Literacy Centers - Exiting · Select Family Literacy Centers, Islamabad · Training (Lessons 1-50) of Literacy Trainers 	September, 2006 September, 2006 September – November, 2006 November, 2006
Monitoring and Evaluation: <ul style="list-style-type: none"> · Get Monitoring & Evaluation Plan approved from USAID 	September, 2006
Publications: Printing of Morning Meeting Book Printing Parenting Manual Printing Methodology Books	October, 2006 September, 2006 October, 2006
Reports: <ul style="list-style-type: none"> · Written Policies & Procedures · Report on Liquidation of Advances (Quarterly) · Forecast of Cash requirements for following 3 months · Program Performance Report (Quarterly Progress Report) · (to be submitted to CTO) 	September, 2006 Monthly/Quarterly Monthly Quarterly

VI. Factors Effecting Performance/Issues Requiring Support from USAID

1) Letter from USAID for Tax Exemption

CRI Pakistan had not yet received a letter from USAID to be sent to Central Board of Revenue for tax exemption. CRI was unaware of the fact that we could not pay tax under USAID law until the workshop on USAID's Recipient Audit Program was attended by CRI Team. However, the letter for tax exemption was received on 12th September, 2006.

2) Trainings of Grade V & VI and Development of Training Modules

CRI Washington has refused to work with CRI Pakistan as consultants. The amount quoted by them for various activities is \$ 2,218,709 for the three years of activities (excluding cost for trainings of KG - Grade V teachers of new 281 FDE schools and Project Evaluation/Oversight visits) against the \$ 350,166 approved by USAID for these activities. The total approved budget for external technical input is US\$ 706,182. CRI Pakistan cannot justify spending such a large amount on said trainings. Also CRI, Pakistan does not have the budget to undertake this collaboration. To give example of a single training for 5th grade CRI Washington has asked for US\$ 156,012 against the approved budget of US\$ 31,712. As a result CRI Pakistan has started to look for alternate sources of technical assistance.

Due to above mentioned reasons, certain activities to be undertaken by CRI, Pakistan in year 1 are being delayed. These activities include Training of Grades 5 & 6 of existing partner schools, developing of modules and methodologies for Grades 6 to 8 and faculty training.

3) Delay in Activities on Request of FDE Officials

i) Signing of MoU

CRI Pakistan submitted the revised version of MoU to FDE Officials for their review however; this activity was delayed due to official engagements on part of FDE staff. The FDE have been intimidated recently that the ceremony of signing of MoU will take place in the first week of October, 2006.

ii) Training of Grade KG Teachers

FDE has requested CRI to postpone this training till November, 2006 as they are introducing KG class in almost all schools of FDE. FDE is in the process of recruiting new teachers for KG class. The selection process is almost completed. Director Trainings, FDE has suggested that training for these teachers should be organized in the month of November, 2006. However, FDE will finalize the dates for training during the second week of October, 2006.

iii) Training of Mentors

Due to delay in teacher training, training of Mentors has also been delayed. This training was supposed to be organized after training of KG-Grade 2 teachers. Since the trainings of KG teachers have been delayed till November, 2006, the training of Mentors will be conducted in February, 2007.

Daily NAWA-i-WQT

Saturday, July 29, 2006

حکومت نے تعلیمی بجٹ میں خاطر خواہ اضافہ کیا: اینیہ زبیر
اساتذہ کو سیشنل ٹیچنگ ڈاؤنس دیا پتھوں کو جدید طریقے سے تعلیم دینے کی ضرورت ہے

اسلام آباد (خبرنگار) وزیر مملکت برائے تعلیم اینیہ زبیر طاہر خٹلی نے کہا ہے کہ صدر جنرل پرویز مشرف کے دور حکومت میں کوشش لوہاری کی نسبت تعلیمی بجٹ میں خاطر خواہ اضافہ کیا گیا۔ اساتذہ کا معاشرے میں سب سے اہم مقام ہے۔ حکومت کی کامیاب اقتصادی پالیسیوں کی وجہ سے ملک تیز رفتاری سے ترقی کی شاہراہ پر گامزن ہے (صفحہ 10 پیج 8)



اسلام آباد: وفاقی وزیر مملکت برائے تعلیم اینیہ زبیر طاہر خٹلی اساتذہ کی ایک ورکشاپ کا بائزنس لے ری ہیں (ٹوٹو نوائے وقت)

اینیہ زبیر

8:

ان خیالات کا اظہار انہوں نے سی آر آئی اور یو ایس ایڈ کے زیر اہتمام اساتذہ کی تربیت کے سلسلے میں منعقدہ تقریب سے خطاب کرتے ہوئے کیا۔ سی آر آئی نے یو ایس ایڈ کے تعاون سے اسلام آباد کے سرکاری پرائمری سکولوں کے اساتذہ کے تربیتی کورس کا اہتمام کیا ہے۔ جس میں اساتذہ کو روایتی طریقوں سے ہٹ کر جدید طریقوں سے چھوٹی جماعتوں کے طلبہ کو پڑھانے کی تربیت دی جائے گی۔ وزیر مملکت نے اس موقع پر کہا کہ بائسنس میں شعبہ تعلیم پر بھرپور توجہ دینی چاہیے۔ بیادوی تعلیم کو مستحکم بنانے کی ضرورت ہے۔ کیونکہ اسی کی بنیاد پر اعلیٰ تعلیم کی عمارت کھڑی ہوتی ہے۔ اساتذہ کا معاشرے میں اہم مقام ہے۔

Daily Pakistan

Saturday, July 29, 2006



اسلام آباد: اینیہ زبیر طاہر خٹلی اساتذہ کی ایک ورکشاپ کا بائزنس لے ری ہیں (ٹوٹو نوائے وقت)

Daily The Post

Saturday, July 29, 2006



ISLAMABAD: State Minister for Education Anisa Zeb Tahirkheli, Country Director USAID Jonathan Addleton and CRI Chairman Mahnaz Aziz meet the teachers during a Teachers Training Workshop on Child-Centred Interactive Teaching & Learning Methodologies. — ONLINE PHOTO

Daily The Nation

Saturday, July 29, 2006

Interactive teaching methods stressed

BY FOZIA AZAM

ISLAMABAD - Anissa Zeb Tahirkheli the State Minister for Education said on Friday Government is fully committed to impart quality education to the people of Pakistan and in this regard teachers are being trained so they can play the pivotal role.

She was speaking in a workshop on interactive teaching and learning methodologies for teachers and heads of Federal Directorate of Education (FDE).

She said the Prime Minister of Pakistan has directed the all-relevant education departments to make all the schools in Islamabad the model schools so that schools in other parts of the country can follow the model of Islamabad's school.

The present government has always stressed on to provide good education system to the people of Pakistan. The minister also lauded the USAID for funding different educational projects in Pakistan.

She especially mentioned the project of the FDE Volunteer Talent Pool (VTP) under which the students of SSC and BA who become free after their final examination are teaching those students who due to certain reasons could not perform well in studies.

The minister was of the opinion that through public private partnership new projects should



ISLAMABAD - State Minister for Education Senator Anisa Zeb Tahirkheli, USAID Country Director Jonathan Addleton and CRI Chairman Mahnaz Aziz meet the teachers at a Teacher's Training Workshop on "Child-Centred Interactive Teaching & Learning Methodologies," on Friday. — Staff photo by Sajjad Ali Qureshi

be planned out to eliminate the shortage of teachers in the far-flung areas of the country.

The Director General of Federal Directorate of Education Brigadier Masood-ul-Hassan lauded

the teacher's active participation in the workshop.

It is really pleasant to see how devotedly they are working in this workshop. This workshop will help the teachers to enhance

their hidden talent.

While speaking on the occasion Mahnaz Aziz the Chief Executive of the Children's Resources International (CRI) Pakistan (Guarantee) LTD said that CRI strongly

believes that to bring change in classroom environment teachers need to be trained in child centred interactive teaching and learning skills.

In this context two training ses-

sions are held for each grade, an initial training at the beginning of the session and a follow up training six months after the initial training.

CRI's training is interactive and provides hand on activities to teachers to make them understand various concepts related to their textbooks. Teachers training varies based on the needs of the children in the grade level at which a teacher teaches she further added.

She said we believe in strong public private partnership. During last ten years the government has stressed on school buildings but now the present government has taken many initiatives to enhance the capacity of the teachers so they can teach in a better manner to their student.

Children's Resource International, Pakistan (Guarantee) LTD with funding support of USAID under program expansion is organizing a series of training workshops on interactive teaching and learning methodologies for teachers and heads of Federal Directorate of Education schools in Islamabad. This workshop was part of the series.

More than 500 teachers and heads are being trained in child centred interactive teaching and learning methodologies in this series of training.

Jonathan Addleton the Mission Director of the USAID was also present on the occasion.

Daily The News

Saturday, July 29, 2006



WORKSHOP: Minister of State for Education Senator Anisa Zeb Tahirkheli, Country Director USAID Jonathan Addleton and Chairman CRI Mahnaz Aziz meet teachers during a training workshop on Child-Centred Interactive Teaching and Learning Methodologies in Islamabad Friday. The workshop was organised by Children's Resources International. — Online

Daily The Times

Saturday, July 29, 2006

Towards a child centred classroom

ISLAMABAD: More than 500 teachers and heads of federal government schools are learning modern innovative skills of teaching in a United States Agency For International Development (USAID) teachers training workshop on "child centered interactive teaching and learning methodologies".

The weeklong workshop is organised by Children's Resource International (CRI) with the funding support of USAID as part of series of workshops to train 2, 373 teachers of grade one to five from 281 federal government schools in three years under the Federal Directorate of Education.

The CRI works in 35 countries worldwide on teachers training programmes. It signed memorandum of understandings with the Federal Directorate of Education and Rawalpindi and Karachi city district councils. Teachers and principals are provided with extensive week long training programmes twice a year to introduce new interactive methodologies of improvement in classroom environment such as displaying the children's work, sharing class room responsibilities, setting up activity centres like literacy, math, dramatic, science and art to provide clarity of concepts based on their syllabus, said Mehnaz Aziz, the chief executive of the CRI. **IRFAN GHOURI**

Daily The Dawn

Tuesday, August 01, 2006

Teachers' training programme

By Our Reporter

ISLAMABAD, July 31: Some 210 teachers and heads of 140 Federal Directorate of Education (FDE) schools in Islamabad participated in the launch of a federal teacher training ceremony here on Monday.

The ultimate goal of the training was not only to improve the quality of education, but to better the performance of children they teach.

Minister of State for Education Anisa Zeb and US Agency for International Development (USAID), Pakistan, Director Jonathan Addleton inaugurated the training course.

The USAID is funding the courses which are being managed by the Children's Resources International/Pakistan Ltd (CRI). With USAID support, CRI has already trained more than 300 teachers and principals in

child centred interactive teaching and learning methodologies this month.

Increasing the number of skilled, motivated, high-performing teachers is extremely important anywhere in the world, said USAID Mission Director Jonathan Addleton. These training courses are extremely well received because the teachers see the benefits in the increased interest and engagement of their students.

The training programmes support the Government's Education Sector Reform Agenda by strengthening and enhancing the skills, knowledge, and effectiveness of faculty so that teaching is more interactive. Classroom discussions and debates come to be based on student questions rather than focusing on memorization and recitation from curricula.

Daily Express

Tuesday, August 01, 2006



اسلام آباد، پندرہ اگست کو ایف ڈی ایف اسکولوں کے سربراہان اور اساتذہ کی ایک ٹریننگ پروگرام کی افتتاحی تقریب میں خطاب کرنے والے امریکی سفیر جوناٹان ایڈلٹن اور پاکستانی وزیر تعلیم انیسہ زب کی تصویر

Daily Nawa-i-Wqt

Tuesday, August 01, 2006

سومرو

12: بجے



اسلام آباد: چیئرمین سینیٹ محمد میاں سومرو اور نیشنل ذیب کانسٹیبلز کی تربیتی ورکشاپ کے مروجہ گروپ فوٹو

تعلیمی معیار بہتر بنانا وقت کی اہم ضرورت ہے: محمد میاں سومرو

حکومت ملک میں ماحولی معیار تعلیم قائم کرنے کیلئے کوشاں ہے: ایسے ذیب طاہر خٹلی

اسلام آباد (خبرنگار) چیئرمین سینیٹ محمد میاں سومرو نے کہا ہے کہ تعلیمی معیار بہتر بنانا وقت کی اہم ضرورت ہے۔ ان کے بقول، حکومت ملک میں ماحولی معیار تعلیم قائم کرنے کیلئے کوشاں ہے۔ ایسے ذیب طاہر خٹلی نے کہا ہے کہ تعلیمی معیار بہتر بنانے کے لیے انتظامی اور مالیاتی اقدامات کی ضرورت ہے۔ ان کے بقول، حکومت نے اس سلسلے میں کافی کام کیا ہے۔

پورے ایسے ایسے کے زیر اہتمام اسلام آباد کی تربیتی ورکشاپ سے خطاب کرتے ہوئے کیا۔ انہوں نے کہا کہ دو ماہی کھلی تک پاکستان یونین ایجوکیشن ایسوسی ایشن 172 میں سے 144 ویں نمبر پر تھا۔ اس ناکامی کا دورہ استحقاق تعلیم و صحت اور ذریعہ معاش سے ہے۔ تعلیمی معیار بہتر بنانے کے لیے انتظامی اقدامات کی ضرورت ہے۔ تعلیمی شعبے میں بہتری کے لیے حکومت ماحولی تعلیموں کی معاونت کرے گی۔ چارٹرڈ ریٹورن ایجوکیشنل (ای ٹی آر) 2009ء تک اسلام آباد کے 35 سکولوں کے اساتذہ کو فیروز آبادی اور چوہدری خان سے خطاب پر جانے کی ترغیب دے گی۔ جبکہ نئی بڑی سے زیادہ کلاس رومز کو چوہدری سولیات سے کرائس کیا جائے گا۔ ذرا وقت برائے تعلیم جیسے ذیب طاہر خٹلی نے تقریب سے خطاب کرتے ہوئے کہا کہ پاکستان کے یونین ایجوکیشن ایسوسی ایشن میں بہتری آئی ہے اور اب یہ 134 ویں نمبر پر ہے۔ ذرا وقت تعلیم ملک میں ماحولی معیار تعلیم لانے کے لیے کوشاں ہے۔ ماحولی معیار میں نے شہر تعلیم کو نکلوانا ہے۔ تعلیمی ترقی موجودہ حکومت کی ترجیحات میں شامل ہے۔ انہوں نے کہا کہ ای ٹی آر کی اساتذہ کی تربیتی ورکشاپ جیسے ای ٹی آر انہوں سے اساتذہ کی کام کرنے کی استعداد کو بڑھانے میں اضافہ ہو گا اور حکومت اس ضمن میں کام کرنے والی ماحولی تعلیموں کی حوصلہ افزائی کرے گی۔ تقریب سے جے ایس ای کے ڈائریکٹر جہا نگیر اور جے ایس ای کی چیئرمین سینیٹ میاں سومرو نے بھی خطاب کیا۔

Daily Pakistan Observer

Tuesday, August 01, 2006



Chairman Senate Mohammedian Soomro with the organisers of the Teachers Training Workshop organised by CRI in Islamabad on Monday.

Daily The Post

Tuesday, August 01, 2006

Participatory learning programme for teachers

STAFF REPORTER

ISLAMABAD: Some 210 teachers and heads of 140 Federal Directorate of Education (FDE) schools in Islamabad participated in the launch of a federal teacher training ceremony Monday with the ultimate goal of not only improving the quality of education, but also improving the performance of children they teach. State Minister for Education Anisa Zeb and US Agency for International Development (USAID) Pakistan director Jonathan Addleton inaugurated the training course.

The USAID is funding the courses which are being managed by the Children's Resources International/Pakistan Ltd (CRI). With USAID support, CRI has already trained more than 300 teachers and principals in child centered interactive teaching and learning methodologies this month.

"Increasing the number of skilled, motivated, high-performing teachers is extremely important anywhere in the world," said USAID mission director Jonathan Addleton. "These training courses are extremely well received because the teachers see the benefits in the increased interest and engagement of their students".

Daily The News

Tuesday, August 01, 2006

No progress without quality education: Soomro

ISLAMABAD: Chairman Senate Mohammedian Soomro Monday stressed the need for imparting quality education to the children in schools and called for maximum use of technology to achieve this goal.

Speaking at the opening ceremony of a five-day workshop on Interactive Teaching and Learning Methodologies for Teachers, he said education for children is essential but quality education is most important.

"Without quality education a country cannot make progress," Soomro said.

The workshop has been organised by Children's Resources International (CRI) and USAID.

The workshop, fifth in the series of training workshops, would train some 210 teachers and heads from 140 schools from rural Islamabad.

The Senate chairman quoted the example of developed countries and said it was due to good education that they have progressed and become prosperous. He called for inculcating good moral values, discipline and tolerance by the teachers among their students and said the children should be encouraged to ask

questions in the classrooms which open up their minds.

"The students learn by asking questions which develop confidence in them and the teachers need to encourage students to ask questions," Soomro added.

He said the size of the class should be kept to a certain limit to enable the teacher-student interaction, which he added, help the teachers in evaluating the individual needs of their students.

Soomro said the teachers must become facilitators rather than instructors.

"With teachers foregoing corporal punishment for the intellectual stimulation, children will read more think more and learn to learn more."

He said Pakistani education system and institutions are in the dire need of transformation to meet the challenges of 21st century.

The reason for children dropping out in grade I or grade II, he added, was that the classroom environment was not stimulating, devoid of learning equipment and school day is extremely regimented.

He appreciated CRI for going beyond the bounds of the normal

work of an NGO and establishing the credibility of a methodology that can achieve strategic goals for future of Pakistan.

Minister of State for Education Anisa Zeb Tahirkheli said the government is committed to revamping the education sector from early childhood education to higher education.

"This will be in line with the global reality which is compatible to our religion and culture," she said.

Anisa said it is on President General Pervez Musharraf's priority agenda to provide quality education as the best tool for securing a better future for all children.

She urged the NGOs and educational institutions to work with the government in helping it achieve the millennium goals.

Speaking on the occasion Chief Executive CRI, Mehnaz Ariz vowed to make Islamabad a model district for education through public-private partnership.

She said CRI improved classroom environment in more than 100 schools and equipped some 700 classrooms for the benefit of over 25,000 children. — APP

Govt committed to revamp education system

BY FOZIA AZAM

ISLAMABAD: A sustainable link between the private and public sectors is required to bring transformation to the educational system in Pakistan, said Zeb Tahirkehl, the State Minister for Education here on Monday.

She was addressing the opening ceremony of five-day workshop on interactive teaching and learning methodologies for Grade-II teachers of Federal Directorate of Education Schools, Children's Education Centre in Islamabad. Pakistan has organized the workshop.

She said the government is committed to revamping the education sector from early childhood education to higher education in line with the global reality, which is compatible to our religion and culture. This is important to get the government's attention for the basic realities of 21st century.

The Minister urged the NGOs and private educational institutions to work with the government to bring change in the educational system within the country. She also lauded the efforts of the CRI for struggling to improve the education system in

Pakistan. Quality is a multi-dimensional term and we have to match it to the rapidly changing environment of our society and that of the world.

While adding she said, "If we want to give our children a better future, we have to invest in the teaching practices, classroom's environment, parental participation and community involvement.

Senior Chairman Muhammad Amin Soomro inaugurated the opening ceremony of five days training workshop.

While speaking on the occasion he said our educational system and institutions are in dire need of transformation. It will take at least a generation to undertake this enormous task, but it must begin immediately. If Pakistan is to be a developed country in the 21st century, what is to be the vision of competitive 21st century.

We are lively at the back of the pack. The government is committed to provide quality education to all children especially those studying in the marginalized schools. They also have the right to the best kind of education be added.

We are committed to provide



ISLAMABAD: (From left to right) CRI Executive Director Mehnaz Aziz, Minister of State for Education Anisa Zeb Tahirkehl, Senate Chairman Muhammad Amin Soomro and USAID Country Director Jonathan Adcock at the teachers' training workshop "Child-Centered Interactive Teaching & Learning Methodologies" on Monday. Staff photo by Syed Mehdi

in the demand of the parents. We started as a pilot project in 2002 with funding support of the USAID and we improved classroom environment in more than 100 schools. We equipped 700 classrooms with the best learning materials. More than 12,000 teachers have been trained in child centered interactive teaching and learning methodology.

Approximately 2,000 parents mostly mothers have learned basic literacy and math skills through one and half hours lessons held twice a week after school hours. The program has three out of six of our social level courses to more than 90 faculty members from 40 public universities.

While talking about the next three years plans of CRI she said in next three years CRI methodology would be implemented in the entire school district of Islamabad. It would benefit 4,00,000 children from 10,000 schools. 3,000 classrooms in Islamabad, Rawalpindi districts government and Karachi city districts. These classrooms would be equipped with active learning material.

Mission director USAID Adcock on the occasion was also present on the occasion.

**REPORT
ON**

**Interactive Teaching & Learning Methodologies Workshop
for Teachers of Grade I**



**July 17-21, 2006
&
July 24-28, 2006**

ORGANIZED BY:

**Children's Resources International,
Pakistan (Guarantee) Limited
With the funding support from USAID**



ACRONYMS

AEO	Assistant Education Officer
CRI-PAKISATN	Children's Resources International, Pakistan (Guarantee) Ltd
DG	Director General
ECE	Early Childhood Education
FDE	Federal Directorate of Education
FLP	Family Literacy Program
ICT	Islamabad Capital Territory
KG	Kindergarten
MTTs	Master Teacher Trainers

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INTRODUCTION

Children's Resources International Pakistan (Guarantee) Limited is a not for profit education institution implementing child-centered Interactive Teaching and Learning Methodologies Program in collaboration with the government in Rawalpindi City District, Karachi City District and entire school district of Islamabad Capital Territory.

Starting in 2002 from over 100 public schools, CRI teaching methodology with the funding support of USAID has improved performance of children in partner schools making them confident and developing their critical thinking skills. The success of the pilot phase of the program has resulted in the expansion of the program to all the Federal Directorate of Education Schools in Islamabad Capital territory. The program expansion in the next three years would benefit approximately 200,000 students in over 3,000 class rooms.

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. In last three years more than 25, 000 children have benefited in more than 700 classrooms equipped with active learning material provided by CRI. Under program expansion CRI will take interactive methodologies to Grade VIII.

CRI's intergenerational Family Literacy Program is working with the aim to teach non-literate parents basic literacy and math skills in partner schools and to involve them in their child's learning thus helping improve the adult literacy rate. To date more than 3,000 parents have benefited from the parenting sessions conducted after school, twice a week for one and a half hour. With the expansion of the Family Literacy program over 5,000 more parents would benefit in the next three years.

CRI has also successfully introduced specialized faculty courses on interactive teaching and learning methodologies to more than 90 faculty members in 40 public universities of Pakistan. These courses have been incorporated as reference material in course outline of B.Ed and M. Ed curriculum being revamped by Higher Education Commission.

CRI's methodology books, *Creating Child-Centered Classrooms* for ages 3-5 Year olds 6-7 years old and 8-10 have been translated, adapted and printed in Urdu, to facilitate the implementation of the CRI Program in partner classrooms. These books are a written resource for the teachers as well as a practical Basic Education guide and have been distributed among partner school teachers.

CRI's efforts reflect on its commitment to support Government of Pakistan's Education Sector Reform Agenda. 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 Pakistan is earnestly making efforts to provide the best possible learning opportunities to all the children in an effort to achieve learning expertise, knowledge, skills and the values necessary to prepare teachers and children of Pakistan for the challenges of the 21st century.

Children's Resources International, Pakistan (Guarantee) Limited (CRI Pakistan) with the funding support of USAID under program expansion organized series of training workshops on interactive teaching and learning methodologies for teachers and heads of Federal Directorate of Education (FDE) schools in Islamabad Capital Territory. 372 teachers from 140 public schools situated in Nilore, Ternaui, Sihala sectors and Islamabad urban participated in the four trainings. Since the number of participants for the Grade 1 training was large they were divided into four groups. The content of the training for the four groups was the same.

The five days trainings for the teachers of Grade I are the initial trainings as the program expands to 140 schools this year. These five days trainings were based on the basic concepts of child centered methodology namely overview and philosophy, building classroom room community, morning meeting, parental involvement, classroom environment and math etc. The inclusion of theoretical knowledge as well as practical activities made the training sessions more interactive and provided hands on experiences to the participants for understanding of various concepts. The activities introduced during the sessions were designed and integrated with the curriculum of Grade - I. The participants enthusiastically took part in the activities and ensured that they would replicate these activities in the classrooms.

ABOUT THE WORKSHOP

Venue	Dreamland Motel
Duration	Five Days Each (Group - I & II) 17-21 July, 2006 (Group - I & II) 24-28 July, 2006
Number of Participants	Total of 372 teachers from FDE schools participated in these four trainings organized for grade -I teachers.
Names of Trainers (Islamabad)	Fakhira Najeeb Nazakat Bibi Samina Anjum Humaira Naseer Tasneem Sarwar Uzma Batool Munazza Imran Shazia Abbasi Tayyaba Ali Maryam Shah Shabana Akram Saima Qadeer Sadia Shakeel (Karachi) Saira Mubarak (Karachi)
Note Taking	Fasiha Batool
Facilitators in Note Taking	Hina Koukab Zahra Batool Sarah Qaiser
Facilitators	Abid Hussain Hamidullah

OBJECTIVES OF THE WORKSHOP

- To introduce Child Centered Interactive Teaching and Learning Methodologies to the teachers of new partner schools.
 - To train teachers in child centered interactive teaching and learning methodologies by introducing activity based learning and friendly classroom environment.
 - Utilization of manipulative and indigenous material to teach different concepts of mathematics and other subjects.
 - Encourage teachers to enhance family involvement in school based activities and child growth.
-

DAY -I**Registration of the Participants**

The five days teacher training workshop started with the registration of the participants.

Opening Ceremony

The training started with the recitation from Holy Quran by one of the participants. The Chief Executive Children's Resources International Pakistan (Guarantee) Limited welcomed the participants to the five days training. She shared the history of CRI's intervention as a pilot project in year 2002 in 35 schools of Federal Directorate of Education.

She said that over the years, major changes had been observed in CRI partner schools. The enrollment of children in the partner schools has improved significantly. The parent involvement in the partner schools has increased and in many schools the number of sections of each grade has increased. She added that after three years of successful implementation of the program, CRI's Interactive Teaching and Learning Program on the request of the FDE has been expanded to include in its fold all the FDE schools in Islamabad Capital Territory.

The Chief Executive said that CRI Pakistan wants to make Islamabad a model school district which could be replicated in other provinces and districts of the country. She also explained that CRI methodology makes learning a joyful experience for the children. The Chief Executive assured that CRI does not bring changes in the prescribed curriculum but it integrates the methodology within the existing curriculum. She briefed the participants about the different components of the program and emphasized on the importance of role of teachers in implementing the methodology in their respective schools. The Chief Executive in the end requested the participants to benefit from the training sessions and ask maximum questions for clarity of concepts.

SESSION- I

Introduction of CRI Material

The trainer started the opening session by introducing CRI's classroom material which could be used for activity based learning. She explained that same kind of material will be provided to the partner classrooms. She introduced the weather chart, daily schedule, 1-100 charts, sentence strips to the participants. She also explained that the objective of exhibiting activity centers in the training



hall was to give the participants clear idea how the child centered classroom is set up. The trainer then asked the participants to paste their concerns and suggestion in the parking lot for bringing improvements in the training.

Training Rules

The following training rules were made in consultation with the participants:

- All mobile phones will be set on silent mode.
- Participants will be attentive and listen to each other with patience.
- One person will speak at a time.
- Raise hand if someone wants to share his /her views.
- The participants will be punctual and regular during the training.

Name Tags

The participants were asked to write their names on the tags so that each participant could be easily recognized by others.

Group Formation

All participants were lined up in U shape. The participants called the numbers from 1-9. Participants with same numbers formed twelve groups. The purpose behind group formation activity was to provide the teachers an opportunity to mix up and know the teachers from other schools. The participants named their group after consulting all the members.



Table Jobs

The participants in groups distributed the following table jobs among themselves:

- Material collector.
- Presenter.
- Reporter.
- Displayer of group work.
- Table manager.



After deciding the tasks, one representative from each group pasted the names of person responsible for each task on the job chart.

Address by Ms. Amna Tariq (AEO) FDE

Ms. Amna Tariq requested all participants to benefit from the training. She asked them not to hesitate in asking questions. She also shared that the head teachers were

also invited to participate in the training so that they could facilitate the teachers in implementing the training in their respective schools. In the end, she announced that all participants should mark their attendance in the folder on regular basis.

After the address by AEO (FDE), the trainer shared agenda of the training with the participants. She informed the participants to write their reflection about the training in the reflection journal which would be shared with the whole group on daily basis. The trainer at the end of opening session shared the story "Koi Baat Nahi"

SESSION - II

Overview & Philosophy

The trainer shared that CRI's methodology is research based and is being practiced in 35 countries all over the world. The trainer also shared that to meet the challenges of 21st century it is necessary for the teachers to change their teaching methodology by adopting new techniques and intrinsically motivate their children towards learning.

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.
- Critical thinkers.
- Responsible citizen.
- Risk taker.

The trainer discussed that a child can not possess the above mentioned qualities until he/she has been provided conducive environment for active learning. The trainer 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 emphasized on the parent teacher and child triangle which plays vital role in child's development in a child centered classroom. The trainer stated that the absence of any of the components can affect child's learning and growth.

Activity

The participants were asked to clear the table. Each group was provided a basket consisting of different material. In the first stage of the activity the trainer asked the participants to make a list of material in the basket with out touching it. The trainer gave strict instructions not to talk to each other. She also discouraged the participants to ask any questions. In the second stage the participants could touch the material but still were not allowed to talk to each other. In the final stage the participants were given freedom to explore the material and discuss the material with the members of their group.

At the end of this activity the participants were asked to compare and analyze the lists made at each stage and decide at which stage the participants had learnt more. They all agreed that the third stage was more learning oriented since the participants were allowed to make observations and could also consult each other.

The trainer related this activity to interactive learning and clarified the difference between active and passive learning.

The trainer then made a comparison between the traditional and child-centered classroom and shared the outcome of a child centered classroom on child's learning.

Activity

The participants were given wooden blocks and pattern blocks for manipulation and exploration. The trainer asked the participants to share the concepts they could teach the children by using this material. The participants shared they could teach counting, shapes, colors, sequence and patterns. The trainer told the teachers to provide enough time to children to explore the material for active learning. The trainer then introduced the following activity centers which are integral part of CRI classroom environment:

- Art center
- Block Center
- Cooking Center
- Dramatic Center
- Science Center
- Literacy Center
- Math center
- Musical Center
- Sand and water
- Outside the classroom activities.



The teachers were told to set-up at least 2-4 activity centers in their classrooms.

Group Activity

The participants were given the task to prioritize the key concept word list shared in the handout. The priority list prepared by each group was displayed on the walls.

Story Telling

The session was concluded by sharing the story “Leo the late bloomer”. The trainer related this story with individual learning styles of children and emphasized that the teachers should try to cater the needs of individual child.



SESSION- III

Building Classroom Community

The trainer started the session with sharing the story “The rainbow fish” After sharing the story the trainer asked the participant to give reasons why this story was narrated to them. The participant’s feedback was as under:

- People should cooperate with each other.
- One should not be proud of one’s qualities.
- Should share things with each other.
- Sacrifice for each other.



The trainer then asked the participants to share their understanding regarding the word community. The participants shared that community is a group of people living together, group of people sharing happiness and grieves and people with same interests.

The trainer agreed with the participants and stated that the children in the classroom could also be considered as a community. When the teacher creates a community of learners and friends in the classroom, children feel connected to each other and group spirit is emerged. The trainer discussed that for building strong classroom community the children could be assigned different responsibilities. Children could be trained how to share things and cooperate with each other.

The trainer then shared that the following strategies to make the children realize that they are important for the teacher:

- Calling the children by their names.
 - Appreciate and facilitate children to complete their work.
 - Transform the negative messages into positive.
 - Keep their promises to built trust among the children and teacher.
 - Provide opportunity to the children to seek help from others.
 - Be respectful towards children.
-

The trainer shared that Morning Meeting component of child centered methodology is effective tool for building classroom community. Similarly, the classroom rules also support in developing classroom community. The trainer shared the four components of Morning Meeting with the participants and explained that how different subjects could be integrated in the Morning Meeting components. The trainer informed that different trainers will practically demonstrate Morning Meeting on daily basis for their further clarification.

Activity

A small piece of cloth along with the material including beads paints, sequences and glue was given to the participants on each table. Each participant was asked to paint any object or favorite scene on it. The pieces of cloths were stitched together and turned into beautiful quilt which was displayed in the training hall afterwards. The purpose of this activity was to make the participants realize how their individual contribution turned the small pieces of cloth into beautiful quilt.



DAY - II**Reflections**

The trainer started the session by responding to the concerns of participants in the parking lot. The trainer informed the participants that the training timings could not be reduced as the session had been planned till 4, however the time factor will be considered in the future.

In response to request for including activities in the session, the trainer shared that the activities are included in each session however to introduce new methodology it is essential to share the philosophy behind the methodology.

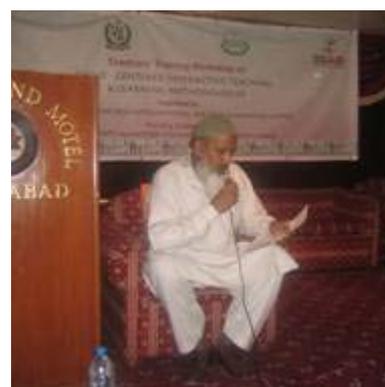
The trainer while responding to the query regarding the appropriate age of child to get admission in the CRI class told that the age of the child should be between 3-5 years.

Feedback from Participants

17- 21 July, 2006

Group - 1

The participant shared that training sessions were very informative. The session was very interesting as different activities were also introduced by the trainers. The Chief Executive of CRI had very effectively briefed the participants about the program. The participants also appreciated the role play and story telling techniques.

**Group - II**

The participants shared that the training was well organized. The behavior of the trainer was very cooperative and friendly. The participants were provided enough material to conduct different activities. One of the participants shared that they had enjoyed training sessions because several activities were included in addition to theory.

(24-28 July, 2006)

Group - I

The participant appreciated the training rule of hand signal for getting the attention of the group. She shared that this technique could be very useful in the classroom. Another participant shared that if teachers have to conduct different activities then the syllabus should be short.

Group - II

The session on building classroom community was good. The participants said that the stories shared in the training sessions are very informative and closely linked with the classroom routines. They hope that these story books will be provided to the schools.

SESSION - I

Morning Meeting

The trainer started the session by sharing that in child centered classroom, the day starts with Morning Meeting. Morning Meeting sets the tone for the whole day. The trainer shared that children are invited to sit together in a circle to conduct Morning Meeting. It provides children with the opportunity to share their experiences with their classmates. They become more confident.

The trainer explained that the duration of the Morning Meeting should not exceed 20 - 25 minutes because the young children can not concentrate for longer span of time. The trainer also explained that the teachers should bring change and variety by incorporating different subjects while conducting Morning Meeting. For example the addition concept could be introduced in the Morning Meeting. Children with the help of different activities and use of indigenous material would learn the addition concept.



Another benefit of Morning Meeting is that the children get prepared for the whole day. They also learn to respect each other's point of view and wait for their turn. Morning Meeting helps overcome the fear and hesitation in children. It enhances positive interaction between the teacher and students. The trainer then shared four components of Morning Meeting in detail.

Greeting

The trainer told the participants that in greeting the children usually share their names and shake hand with the person sitting next to him/her. The trainer stressed on the importance of establishing eye contact during introduction. The trainer shared some examples of greeting such as children could tell the name of object starting with the letter of their names. Similarly the concept of tables could also be introduced in the greetings. The trainer shared that all subjects could be integrated in greeting or group activity components.

Sharing

The trainer explained that in sharing component, the children could share any interesting event that took place at home or in the school. They could also share their drawings, toys or presents. The rest of the student should ask three questions about the sharing. Asking questions will help in enhancing the thinking skills of the children.

Group Activity

The trainer discussed that the teachers in this component could introduce large group and small group activities. The trainer shared that these activities should be

integrated with the curriculum. The advantage of working in groups is that children would learn from each other.

News & Announcement Chart

The trainer shared the following examples that could constitute news and announcement chart.

- The Birthday of the children could be shared.
- Teacher could share the schedule for the whole day.
- She could also share day, date and weather.
- The classroom rules could also be shared in news and announcement chart.

After the theoretical explanation, the trainer practically demonstrated the Morning Meeting.

SESSION-II

Language Art

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 seasons ,oceans, the person with the maximum teaching experience, person who had written some articles etc. 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 reading and writing 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.
 - Slow hand writing.
 - Sequencing.
 - Use of capital and small letters.
 - Pencil Grip.
 - Children do not write on proper lines.
-

The trainer then shared the brain functions and explained that the left and right part of the brain develop different skills. She explained that in Pakistan teachers mainly focus on the skills generated in the left part of brain which results in rote memorization. The trainer shared that there should be balance between the two parts of the brains so that the thinking skills of the children are also developed.

The trainer then explained the following language skills in detail.

- Listening
- Speaking
- Reading
- Writing

She shared the following reading techniques with the participants.

- Reading Aloud
- Shared Reading
- Guided Reading
- Silent or Independent Reading

The trainer then shared different forms of the writing with the participants:

- Descriptive
- Narrative
- Creative
- Report
- Research
- Review
- Story
- Lesson
- Play
- Drama

The trainer emphasized that teacher should also be a keen 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 technique 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 trainer discussed the specific objectives of teaching English/Urdu in Grade - I 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. The trainer shared writing patterns of children belonging to different age group with the participants

Group Activity

The trainer shared the story “Choon Choon Karti ayi Chirya” .After sharing the story the task cards about the story were distributed among the groups. The participants were given the following tasks:



- Role play based on the story.
- Pictorial version of the story.
- Mask making of the characters of the story.
- Collage work on the cloth.
- Puppet show
- Changing the end of story.

Each group gave presentation of their work at the end of this activity. The participants enthusiastically participated in the activities and enjoyed the presentations.

Energizer

The trainer introduced an energizer “Where is Thumbkin”. The purpose of this energizer was to prepare the participants for the transition from one session to another.

SESSION- III

Book Making

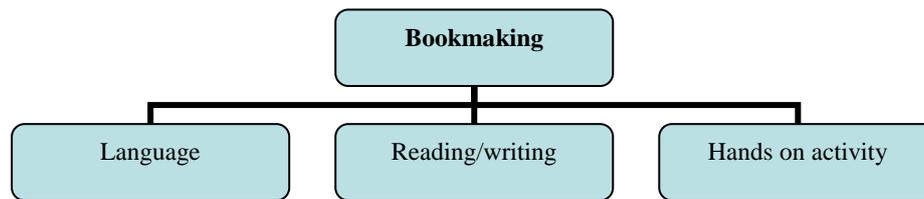
The trainer started the session by sharing a story “Raat main Roshani”. The objective of sharing this story was to give the participant clear idea how the books are compiled and how the illustrations in the books can help reader understand the book.



The participants shared the following types of books with the whole group:

- Religious
 - Fiction
 - Poetry
 - Novels
 - Stories
 - General knowledge
 - Cooking
 - Palmistry
 - Computer
 - Fashion
-

The trainer then explained the three components of book making in detail.



The trainer emphasized on the importance of books in our daily life. We can learn a lot of things and get information about different cultures, countries and fields. The teachers to enhance writing skills should encourage the children to make their own books. The trainer shared that while making books the teachers should keep the following things in mind.

- Children's interest.
- Age of children
- It should have illustration.
- Title of the book.
- Title Page.
- The book should not be too lengthy.
- Use simple words.
- Author's Name

The role of teacher during the book making activity should be that of a facilitator. Through appreciation the teacher could help in enhancing the writing skills of the children. The trainer then shared the books made by children in different schools with the participants. The trainer shared that the books made by the children of grade -I should be simple and brief because children of this age possess limited vocabulary.

The trainer explained that the teacher should facilitate the children in Book Making activity by:

- Choosing a topic.
- Starting the story.
- Deciding the shape of the book with child's consent.
- Deciding about the characters.
- Selection of illustrations/pictures according to the choice of the children.
- Writer's name.
- End of the story.
- Providing guidance when needed.
- Encourage small group work.
- Give student enough time to complete this activity.
- Encourage the students to improve their work.
- The teacher should be responsible for providing all necessary material for book making.

- Teachers must take care that the students have enough vocabulary to write the book, if not then the teacher needs to facilitate the children.
- Teachers should organize a book exhibition at the end of activity to acknowledge the work of children.

Activity

All participants were asked to make individual books. They were provided enough material to be used for this activity. The participants prepared very colorful books and hanged them on the string in the training hall.

DAY - III

Reflections

(17-21 July, 2006)

Group- I

The participants appreciated the Morning Meeting tool of child centered methodology. They shared that the Morning Meeting will help in improving the student outcomes and confidence. They also liked the group work in language art session in which they had performed different tasks about the same story. The participants also appreciated the positive attitude of the Master Teacher Trainer towards work.

Group- II

The participants in this group shared that the integration of Morning Meeting with different subject was very useful. Children would be able to learn different concepts in an informal way. The participants ensured to replicate the activities introduced in language art session while teaching English /Urdu.

(24-28 July, 2006)

Group - I

The participants in this group shared they have found the child centered methodology very effective and innovative. They also shared that in order to implement the methodology, they will have to change their traditional way of teaching. The participants also shared that presence of one facilitator on each table also helped in concept clarity. The participants shared that the facilitators in each group answered their queries regarding the methodology.

Group- II

The participants appreciated the training methodology. They shared that CRI methodology will bring improvement in their attitude and way of teaching. The participants shared that book making was completely new techniques for them. This activity will help to enhance the writing skills of the children.

SESSION -I

Morning Challenge

The following Morning Challenge was shared with the participants:

half a circle full a circle half a circle A
half a circle full a circle right angle A

The participants had to guess the answer by using the given clues. One of the participants shared correct answer with the whole group. A small prize was given to the winner.

Morning Meeting



Two participants from each group were invited to participate in the inner circle while the rest of the participants sat in the outer circle as observer.

The trainer informed the participants that the mat will be provided to partner classroom along with the other classroom supplies to conduct Morning Meeting. The trainer also explained that voice of the teacher when giving directions should be loud so that all children can easily listen to her. The children should be asked to keep quite during the sharing component and ask relevant question about the sharing.

Greeting

The trainer integrated math in the greeting component. The participants were asked to share the backward counting after their introduction. The trainer started the greeting by introducing herself to the person sitting next to her and then told a number. The rest of the participants greeted each other in the same manner. The trainer shared that forward counting, backward counting, tables simple addition and subtraction sums could also be included in the greeting component.

One of the participants shared that how the teachers should conduct Morning Meeting if the classroom size is large. The trainer responded that if the classroom size is too big then the teacher could divide the class into groups and conduct Morning Meeting with one group on daily basis. Similarly, if enough space is not available then the Morning Meeting could also be conducted outside the classroom.

Sharing

Three participants were asked to share the books produced by them with the whole group. The rest of the participants asked three questions regarding each sharing.

Group Activity

The digits from 1-10 were written on the chart paper. One participant was asked to jump to the number called by the trainer. The participant was then asked to add and subtract some number in it and jump to the answer. The trainer shared that this is how the children will easily learn the concept of addition and subtraction.

News & Announcement Chart

The participants completed the news and announcement chart. The trainer shared that the blackboard could also be used for writing news and announcement chart.

In respond to a question raised by a participant regarding the writing abilities of grade -I students, the trainer shared that the teacher should make the news and announcement chart very simple .Secondly, the teacher could only ask the children to share the answer and the teacher herself could fill out the news and announcement chart. When the teachers will do this exercise repeatedly the children will learn how to write those words. The trainer also shared that the news and announcement chart could be written in English and Urdu.

SESSION -II

Family Involvement

The trainer started the session by sharing the story “Chrysanthemum”. After sharing the story, the trainer asked for participant’s feedback how Chrysanthemum’s parents and teacher supported her. The participants shared that they had provided emotional support encouraged her, built her confidence and motivated her.

The trainer then asked the participants to share their point of view whether the parents should come to the school or not. Some of the participants shared that parent do not come to school when called by the teachers. The others were of the view that parents should not come into the classroom otherwise it will cause disciplinary problem. Another point of view shared by the participants was that uneducated parents will not be able to help the teacher in the classroom and they will start arguments with the teacher regarding the performance of their children.

The trainer said that children spend more time at home and they know their children best. Therefore if parents will be invited in the classroom or to interact with the teacher it will be easy for the teachers to identify the strengths and weaknesses of a child. Similarly, the uneducated people could also be helpful. They can share their skills with the children.

The trainer then highlighted that school, teacher and family play a vital role in students learning and there should be positive connection between them. The trainer also shared that most of us live in a joint family system therefore; if the parents could not spare time then other family members could be involved in the classroom activities.

Group Activity

The participants were asked to enlist the problems they might face by involving parents in the school. Secondly, they also enlisted the problems that parents could encounter in the school. After sharing these two lists with the other groups they made a final list of solution to these problems. The participants were asked to



consult the handout for 39 strategies for enhancing family involvement in the school. Each group displayed their work on the walls.

Activity Helping Hands

Participants were asked to draw their hands on the paper and write down five ways the parents could help teachers in the classroom. The participants at the end of this activity hanged the helping hands on the string.



SESSION - III

Math

The trainer started the session by narrating the story "*the Frog and Toad are friends*". After sharing this story the trainer asked the participants what mathematical concepts could be taught by telling this story. The feedback of the participants was as followed:

- Concept of Shapes
- Concept of Big/ small
- Concept of Numbers
- Concept of Thick /Thin



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 participant shared that she encourages children to ask maximum question and respond to their questions appropriately.
- 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 the teacher should take the fear out of his/her mind and start taking interest in the subject simple indigenous material could be used to teach the simple addition and subtraction.

The trainer said that greeting component in the Morning Meeting was linked with math. Similarly, the morning challenge was also based on mathematical concept. The trainer explained that the teachers should not confine to text books but include examples from the daily life while teaching math .The trainer then shared the ways the children learn best:

- Children learn through play.
 - They learn by using the manipulative.
-

- They learn more when the given concept is integrated with the daily life experiences.

The trainer shared the following questions that a teacher should ask her students while teaching math:

- What do you think about it?
- How did you solve this part of the problem?
- Can you show me how did you do this?
- Has anyone of you done it differently?
- Can you think of any other way of solving this problem?
- Does this activity remind you of some previous work?

The trainer shared that by asking such questions, the teacher will provoke the thinking process of the children.

After that the trainer shared the list of math material namely Cuisenaire Rods, Pattern Blocks, Fake Currency, Geo Board, 100 chart, Inch Cubes. The trainers explained that this material was open ended and could be used for teaching several mathematical concepts included in the curriculum of Grade - I.

Rolling the Dice

The participants were asked to perform this activity in pairs. They were asked to roll the dice and sum up the digits and make a list of the total. They took turns and the person who reached the total of 25 won the game.

Exploration of Material

The participants were given the math material for exploration .At the same time the trainer explained that by using this material the teachers could teach shapes, colors, counting, ascending order, descending order, subtraction, addition, multiplications fractions, measurement and sequencing.

Math Work Stations

Station-I

Geometrical Shapes

The participants were given geo board and rubber bands. They made a big triangle with the help of rubber band and then divided it into four equal triangles. Similarly, the participants with the use of rubber bands made rectangle and square and divided them into four equal parts. The facilitator on the table explained that the geo board could also be used to clarify the concept of fraction.

Station -II

Ascending & Descending Order

The participants with the help of number cards arranged the digits from 51-60 in ascending order and then reversed the arrangements into descending order. The participants were given time to practice the concept in pairs.



Station - III

Puzzles

The participants in pairs solved different puzzles based on mathematical concepts.

Station-IV

Fractions

Using the pattern blocks, the participants performed several activities to make certain fractions. They took one hexagon and two trapezoids and by putting the trapezoid on the hexagon made the fraction $\frac{1}{2}$. Similarly, they took four squares and placed them together. The participants then took out one square from it to show the fraction $\frac{1}{4}$. In another activity the concept of fraction was practiced with the help of paper folding. The participants folded the paper into two parts and colored one part to show the concept of $\frac{1}{2}$. Similarly they divided another paper into four parts and color one part to give the concept of $\frac{1}{4}$.

Station - V

Addition and Subtraction

The participants were divided into two groups. The participants with the help of inch cubes made several arrangements to get the total of 9. The participants also wrote their observation in the note book. They repeated the same process for subtraction concept.

Station-VI

Place Value

The facilitator explained the value of different colors of Cuisenaire rods. The participants then added different Cuisenaire rods in the largest having place value of ten. They kept on increasing the units until the total reached to 20. The participants concluded that ten units equal one ten.



The activities introduced in the stations were integrated with the syllabus of Grade-I. The trainers discussed that this material will be provided to all partner classroom. Teachers initially should give the material to children to explore it without any instructions so that they get familiarized with the material. After two weeks the teachers could give instructions for giving mathematical concepts.

Activity

At the end of stations the participants traced their foot on a piece of paper and made colorful shoes. They also measured and wrote the lengths of the feet on the shoes.

DAY -IV**Reflections**

(17-21 July, 2006)

Group- I

The participants shared that the similar kind of training should be given to the teachers of KG to streamline the child centered methodology from KG class onwards. The trainer shared with the participants that training for the teachers of KG will be conducted after the recruitment of the teachers by FDE.

The participants liked the activities conducted in math stations. They shared that these activities were very useful because they were integrated with the syllabus of grade-I. It will be convenient for the teachers to replicate these activities in the classrooms. They also shared that after coming to this training; the participants had realized how important is the role of parents .They assured to involve the parents in the school.

Group-II

The participants appreciated the story telling techniques. They inquired if they will be provided these story books for the children. They also liked the Morning Meeting session and shared that practical demonstration of Morning Meeting has helped to develop better understanding. They also learnt how they could integrate different subjects in Morning Meeting.

(24-28 July, 2006)

Group- I

The participants appreciated the activities introduced in math session. They also liked the family involvement session because it was very interactive and informative .They also shared that the strategies given in the handout for enhancing parental involvement were very informative and useful. The teacher could use these strategies to involve parents in their schools.

Group- II

The participants shared that the attitude of CRI's MTTs was very cooperative. One facilitator on each table helped the teachers to understand the methodology .They asked many questions which were answered by the facilitators.

SESSION - I

Morning Meeting

The participants whose names consisted of two vowels were invited to participate in the Morning Meeting. Rest of the participants attended the meeting as observers.

Greeting

The participants introduced themselves to the persons sitting next to him/her. They also shared their favorite month and reason for liking it. The trainer shared that through this technique the teachers could indirectly teach the names of the months to the children.



Sharing

Three participants whose names started with the letter "R" were asked to share any event or incidence with the group. The participants asked three questions about each sharing.

Group Activity

Three envelopes were rotated among the participants. They took out one card from envelop. They had to look for their partner having the other part of the card. At the end the participants shared different names of the fruits. Similarly another envelop was rotated among the participants. They took out one card each with an alphabet written on it. Each participant shared the name of an animals starting with the alphabet given on the card.

The person sitting in the outer circle made word wall consisting of one new word they had learnt during the training.

News & Announcement Chart

The participants completed the news and announcement chart. The trainer sang a poem "I like the sun that shines on me" along with the participants. The trainer also responded to the question asked by participants regarding different components of the Morning Meeting. The trainers in response to a question about sharing said that children could share jokes or stories in sharing component. Similarly the teachers sometimes could give instructions about the sharing but mostly it should be open ended. The trainer in response to a question to establish six stations in a class at a time responded that only one station could be set up at a time. The six stations were established in the training hall only for demonstration.



SESSION-II

Family Literacy

An estimation jar containing colorful button was rotated in the groups. Each participant had to guess the number of buttons and write their names and estimate on a piece of paper. The trainer then shared that CRI program has three main components:

- Basic Education
- Parents Involvement
- Family Literacy Program

The trainer asked the participants to share what role our parents, grand parents and family members play in the up bringing of a child. The trainer discussed that inter generational learning focuses on the ways in which parents and other family members contribute to or affect children's academic performance, school attendance, discipline and valuing of schooling and education. Children learn their parent's beliefs, values and attitude through both direct teaching and indirect observation. The trainer also shared that the research has shown that grand parents are increasingly the source of support for the children. The intergenerational learning process also fulfils the individual needs and helps in building strong bond between the families.

Activity

A chart with the pictures of different relationships was pasted on the wall. The participants were asked to paste their name in the column of their favorite relative.



The trainer then shared the following objectives of Family Literacy Program with the participants:

- Make parents literate to enable them to facilitate their children in their learning.
- Develop coordination between the teachers and parents.
- Provide equal support to child's education in school and home.
- Enhance parent involvement in the classroom.

The trainers then shared the strategies of the program. The trainer explained the following points in detail.

- Training of trainers in hundred lessons.
 - Start and timings of session.
 - Monthly stipend of trainers.
 - Admission of learners.
 - Technical assistance.
 - Monthly meeting.
 - Facilitator's guide.
 - Classroom supplies.
 - Pre and post inventories.
 - Home work
 - Open House.
 - Certificate distribution ceremony.
-

Activity

The trainer selected three digits from the hundred chart and asked the participants to guess their significance in her life. The participants shared their guesses with the trainer. The objective behind this activity was the recognition of the digits. After this activity the trainer shared the eight fundamental concepts which are the basis of Family Literacy Program (FLP).

- Each individual can learn.
- Every person learns in a different way.
- We learn something better when it is related to our love ones.
- CRI will help the learners to realize what the best way of learning was.
- People learn from each other when they work together
- We can make learning a joyful experience by taking keen interest.
- The more we learn the more we will be able to facilitate children in their learning.
- Positive emotional environment is essential for learning.

The trainer shared the case studies of the learners to show the impact and change in the lives after completing the session. (Annexure 3)

Activity

The participants were asked to write their views regarding the positive impact of FLP on parents, children, community and schools. Each group wrote a sentence on each segment and pasted that on the wall.

Story Telling

The trainer concluded the session by sharing of story *"I love you as much"*.

SESSION-III

Communicating with young Children

The trainer said that communicating positively with young children helps them to develop confidence, feeling of self worth and healthy relationship with others. Effective and positive communication between teachers and young children develops strong relationship between the two stakeholders. The teacher should be aware of her body language and affect. She should be a careful listener and observer, adept at providing appropriate feedback.

Activity

The trainer with the help of a facilitator presented a role play. The child wanted to share something with the teacher but the teacher refused to listen to her and asked

her not to disturb the whole class and do her work. Whenever the child wanted to ask any question the teacher discouraged her.

After presenting this scenario, the trainer asked for the feedback of the participants. The participants shared that:

- The child wanted teacher's attention.
- The child was intelligent.
- The behavior of the teacher was very harsh.
- The teacher should not discourage the child by passing negative remarks.

The trainer shared that when a child speaks to an adult he/she actually wants one of the following seven things.

- Seeking Attention
- Encouragement
- Answer to a question or wants information.
- Support
- Wants to do something.
- Assistance in doing something which he/she can not do independently.
- Wants to do something of his/her own choice.

The trainer shared that if teacher keeps these things in mind they can bring about positive change in children's attitude.

Activity

The trainer asked six participants to volunteer for the activity. The pairs of participants were made. They were asked to sit on the chairs in the opposite direction. A sketch was shared with one of the participant in each pair. The other participant had to guess what the sketch was. The participants with the sketch had to give clues and not details to the other partner. The participants could not guess the correct answer. The objective behind this activity was making the participants realize the importance of effective communication.



The trainer shared that teacher should use positive messages to bring change in the attitude of a child. However, if the child is involved in something which is dangerous then the teacher should give prompt direction. The trainer then shared few examples of positive messaging with participants. If a child is making mess in the classroom, the teacher could ask him let us collect the papers on the floor and put them in the dustbin. This is a positive way of conveying the message.

If a child comes neat and clean in the classroom, then the teacher could quote her name to set good example in the classroom. Similarly if a child comes late, the teacher could ask him to write the names of the late comer. This way he will start coming to school in time.

At the end of the session, the trainer shared that children learn criticism if they are being criticized all the time. They learn to fight if they are humiliated all the time. Similarly, if a child is embarrassed all the time, he thinks himself responsible for the mistakes. On the other hand, if a child is encouraged he becomes more confident.

DAY - V**Feedback of Participants**

17-21 July, 2006

Group- I

The participants shared that they liked the session of communicating with young children. They were unaware how the remarks passed by them could hurt the children. After this training they will try to bring maximum change in their attitude. The session included example from the classroom, role play and activity which made it more interesting and interactive.



They also liked the Morning Meeting's integration with different subjects.

Group -II

The participants shared they had attended a lot of trainings but this training was unique and more practical. They also appreciated the efforts of CRI team for their hard work and delivering the training in very organized manner.

24-28 July, 2006

Group- I

The participants shared that Morning Meeting conducted by the trainer was excellent. Similarly, they appreciated that the activities introduced during the session were very interesting and informative. The role of facilitator on each table was also appreciated.

Group- II

The participant shared that on the first day they had their reservation about the training as it was funded by USAID and they feared that American values and strategies will be shared during the training. But the training proved to be just the opposite. The child centered methodology was adopted according to the needs and requirement of the local teachers. They also ensured to implement the newly learnt techniques in the classrooms.

SESSION - I

Morning Challenge

The morning challenge based on the optical illusions was pasted on the wall. The participant had to guess the number of faces present in the picture. The winner of the challenge was given a token at the end of the day.



Morning Meeting

The trainer before starting the formal Morning Meeting shared its advantages with the participants. She said that the Morning Meeting is very useful tool to develop the speaking, listening, reading and writing skills of the children. It also helps in developing positive interaction between the teacher and the children. It provides opportunity for the children to know each other better and form strong classroom community.



The trainers also shared that if the classroom size is too big then the Morning Meeting could be conducted in the groups. Similarly, the four components of Morning Meeting are flexible and they could be interchanged.

The participants having five letters in their names were invited to participate in the Morning Meeting. The Morning Meeting started with singing the poem "Poorab ka Darwaza Khula".

Greetings

The participants introduced themselves to the person sitting next to her/him and shared their experience of the first day of school.

Sharing

Three participants were asked to share the new techniques they had learnt during the training and how they will implement these in the classrooms. Rest of the participants asked questions about the sharing.

Group Activity

The trainer shared that the group activity at the start of the session could be conducted with a larger group but gradually the children could be asked to perform different activities in smaller groups. Working in the groups will enable the children to cooperate with each other, solve the problems themselves and become life long learners.

The group activity was designed and integrated with the CRI material. The participants were divided into five smaller groups. Each group was given fake currency notes. The participants made a list of things they wanted to buy using the limited amount of Rs. 20

The trainer said that if the children of Grade I could not write the names of the things then they could draw the picture to show what things they would like to buy.

News & Announcement Chart

Mistakes were intentionally made in the news and announcement chart. The participants pointed out the mistakes and rectified them.

SESSION -II

Classroom Environment

The trainer started the session with sharing a case study based on a day in Hassan's life. Each participant was given a heart shape. The trainer narrated the case study to the participants and asked them to tear the heart whenever they feel that the boy was hurt.

The participants at the end of the case study shared that Hasan's heart was broken by the teacher, parents and class mates. The teacher did not like the flower made by Hasan because he had not followed the instruction of the teacher. No one noticed his new shirt. The puzzles given by the teacher were not age appropriate that's why he could not solve them. The teacher complained to his parents in front of him.



The trainer shared that both the physical and psychological environments are equally important and the teacher should try to take care of both. The trainer shared that the teacher should improve the physical environment of the class so that the children could come to the class happily and feel secure. The walls in the classroom should be visually rich and it should be a source of information with the children. The teachers should make use of the charts displayed on the walls during the lesson.

The trainer shared that the teachers should keep the following things in mind while displaying students' work on the walls.

- The work displayed on the wall should be at student level so they could see that easily.
- The ratio of student and teacher work should be 70: 30.
- Photos of children while doing work could also be displayed on the walls.
- The family photos of children.
- Display of children's creative writing.
- Educational posters, Birthday charts, poems, health and hygiene rules.
- Things donated by families.
- Classroom rules.
- Calendar of yearly activities.

Activity (*Showing the Interactive Video*)

The trainer before the start of the activity informed the participants to observe three things in the video:

- What was on the wall?
- Activity centers
- Teacher child interaction.

At the end of interactive video, the participants shared that:

- The interactive video helped them to understand how CRI's methodology is implemented in the classroom.
- The teacher child interaction was very good.
- The teacher was sitting on the rug with the children in the Morning Meeting.
- The teacher had provided opportunity for the children to perform on poems.
- The photographs of parent helping the teachers were also displayed on the walls.
- Activity centers were established in the class. Children were allowed to explore the material.
- Charts were displayed on the walls

The trainer shared that activity centers established in the CRI partner classrooms are based on the all the developmental domains. Block center helps in the development of the physical domain .It helps to develop the fine motor and gross motor skills. Art and Literacy centers cater to the needs of social and emotional domains. Math center helps in developing the cognitive domain. The trainer shared different styles of seating arrangements with the participants.

Activity

The participants were asked to design their own classroom based on the seating arrangements and activity corners. Each group displayed their work on the walls.

Visit of Honorable Guests

On the last day of the training, the Minister of State for Education Ms. Anisa Zeb Tahirkheli, Director General Federal Directorate of Education Brig(R) Maqsood-ul-Hassan and Mission Director USAID Mr. Jonathan Addleton visited the training hall. The Chief Executive CRI, Ms. Mehnaz Aziz introduced the guests to the participants.



Comments by DG (FDE)

The guests had an informal interaction with the trainees while they were doing book making activity. Expressing his views, Brigadier Maqsood-ul-Hassan said that although he has seen teachers attending trainings before but he saw such a large gathering for the first time. He said he would like to complement the teachers for the

devotion with which they are actively participating in group activities. He said he was really motivated and impressed by the performance of the teachers and encouraged them to continue their efforts in future.

Brigadier Maqsood-ul-Hassan hoped that the teachers will implement this training in their classrooms and their performance will be even better there. He requested the Minister to visit the schools after a few months to see the implementation work being carried out in classrooms.

Comments by Mission Director USAID

Mr. Jonathan Addleton shared with the participants that his wife is also an educationist in Scotland. He said that whatever he had seen during the session reminds him of his wife's classroom. He said that the commitment and dedication of participants is important for the children and indeed to Pakistan.

Comments by Minister of State for Education

The Minister of State for Education thanked Ms. Mehnaz Aziz for inviting her to have informal meeting with the teachers. She also appreciated the efforts of CRI in promoting public-private partnership in education sector. She shared that early years of education are very important as the child liking and disliking of education is developed during this period. She appreciated CRI in building the capacity of teachers and bringing positive changes in their teaching methodology.

She also emphasized on the role of PTAs for enhancing the learning outcomes of the children. She said that CRI methodology should be replicated in other provinces and districts as well. She also acknowledged the presence of Mr. Jonathan Addleton and appreciated the assistance of USAID in reforming the education sector in Pakistan.

Closing Ceremony

On the last day of training the participants were given evaluation forms to get their feedback about the quality of training. The Chief Executive CRI gave away the certificates to the participants at the completion of five days training.



Annex-1

Grade I (July 17 - 21, 2006)		
List of Participants (Group - I)		
S #	School	Name
1	FGBPS, Jhang Syedan, Islamabad	Babar Hussain
2	FGBPS, Jhang Syedan, Islamabad	Shahid Pervaiz
3	FGBPS, Jhang Syedan, Islamabad	Mian Muhammad
4		Muhammad Yunus Shad
5		Raja Muhammad Gulzar
6	FGGPS, Nilore, Islamabad	Saima Yaqoob
7	FGGPS, Nilore, Islamabad	Rizwana Jabeen
8	FGGS, Kijnah, Islamabad	Mussarat Shaheen
9	FGBMS, Khanna Nai Abadi, Islamabad	Muhammad Iqbal Awesi
10	FGBMS, Khanna Nai Abadi, Islamabad	Muhammad Ashraf
11	FGBJMS, Sihala, Islamabad	Muhammad Fazil Minhas
12	FGBJMS, Sihala, Islamabad	Ch. Muhammad Akram
13	FGGPS, Mughal, Islamabad	Sabiha Sultana
14	FGGPS, Mughal, Islamabad	Shahnaz Bibi
15	FGBPS, Boora Bangial, Islamabad	Muhammad Ramzan
16	FGBPS, Boora Bangial, Islamabad	Khalid Farooq Khan
17	FGBPS, Bokra, Islamabad	Khalid Saifullah
18	FGBPS, Bokra, Islamabad	Muhammad Tahir
19	FGBPS, Koral, Islamabad	Sikandar Mahmood
20	FGBPS, Koral, Islamabad	Hamid Mukhtar
21	FGBJMS, Tarli, Islamabad	Waqar Ahmed Maqsood
22	FGBJMS, Tarli, Islamabad	Abdul Majeed
23	FGJMS, Tarlai, Islamabad	Aslam Khan
24	FGGPS, Humak, Islamabad	Farzana Sadiq
25	FGGPS, Humak, Islamabad	Rizwana Tasnim
26	FGGPS, Alipur, Islamabad	Nighat Shaheen
27	FGGPS, Alipur, Islamabad	Tasneem Anwar
28	FGGMS, Rajwal Sehala, Islamabad	Yasmin Fatima
29	FGGMS, Rajwal Sehala, Islamabad	Zahida Saeed
30	FGBMS, Pehount, Islamabad	Amjad Mahmood
31	FGBMS, Pehount, Islamabad	Muhammad Roshan Iqbal
32	FGBPS, Mohrakalu, Islamabad	Abid Mehmood
33	FGBPS, Mohrakalu, Islamabad	Ashfaq Ahmad Kiani
34	FGGHS, Dhoke Gangal, Islamabad	Parvaiz Akhter
35	FGGHS, Dhoke Gangal, Islamabad	Ayesha Bibi
36	FGGHS, Dhoke Gangal, Islamabad	Syeda Khalida
37	FGBSS, Jagiot, Islamabad	Muhammad Ashraf
38	FGBSS, Jagiot, Islamabad	Ghulam Mustafa Qureshi
39	FGJMS, PWD Colony, Islamabad	Mobeen Tabassum
40	FGJMS, PWD Colony, Islamabad	Zanaib Shaheen

41	FGBPS, Khadrappier, Islamabad	Mehmood-ul-Hassan
42	FGBPS, Khadrappier, Islamabad	Muhammad Sardar
43	FGBPS, Dora Tarnol, Islamabad	Rafaqat-ur-Rehman
44	FGBPS, Dora Tarnol, Islamabad	Muhammad Sadiq
45	FGBJMS, Lohibher, Islamabad	Feroz Khan
46	FGGSS, Lohibher, Islamabad	Parveen Akhter
47	FGGSS, Lohibher, Islamabad	Shabidah Aziz
48	FGJMS, PTC Sihala, Islamabad	Nargis Shaheen
49	FGJMS, PTC Sihala, Islamabad	Munaza Gull
50	FGJMS, PTC Sihala, Islamabad	Iffat Jabeen
51	FGJMS, PTC Sihala, Islamabad	Tasneem Pervaiz
52	FGGPS, Miana Thub, Islamabad	Sumera Neelam
53	FGGPS, Miana Thub, Islamabad	Nyla Sadaf
54	FGGPS, Miana Thub, Islamabad	Farzana Akhter
55	FGBPS, Bhangril, Islamabad	Muhammad Nazir
56	FGBPS, Bhangril, Islamabad	Ghulam Yasin Awan
57	FGBPS, Lubana, Islamabad	Saeed Ahmad Tahir
58	FGBPS, Lubana, Islamabad	Muhammad Boota
59	FGGMS, New Shakrial, Islamabad	Samina Shaheen
60	FGGMS, New Shakrial, Islamabad	Kausar Parveen
61	FGGMS, New Shakrial, Islamabad	Tausif Asif
62	FGBSS, Jaba Taili, Islamabad	Syed Wasif Hussain Shah
63	FGBSS, Jaba Taili, Islamabad	Amir Afzal
64	FGPS, Ara, Islamabad	Ashfaq Rasool
65	FGPS, Ara, Islamabad	Ali Asghar
66	FGJMS, Sohan, Islamabad	Rizwana Kausar
67	FGJMS, Sohan, Islamabad	Robina Sadiq
68	FGJMS, Sohan, Islamabad	Farhana Aziz
69	FGGPS, Gangata Syedan, Islamabad	Alia Tanveer
70	FGGPS, Gangata Syedan, Islamabad	Samina Gul
71	FGGMS, Jaba Taili, Islamabad	Iffat Naveed
72	FGGMS, Jaba Taili, Islamabad	Rafat Zohra
73	FGBPS, Sohan, Islamabad	Ibrar Hussain
74	FGBPS, Sohan, Islamabad	Ghulam Muhammad Khan Niazi
75	FGJMS, Rawat, Islamabad	Perveen Fatima
76	FGJMS, Rawat, Islamabad	Saima kanwal Ijaz
77	FGGPS, Sihala Mirzian, Islamabad	Saeeda Bukhari
78	FGGPS, Sihala Mirzian, Islamabad	Nasim Akhtar
79	FGGMS, Mohri Rawat, Islamabad	Rifat Shaheen Shamee
80	FGGMS, Mohri Rawat, Islamabad	Mrs. Tanvir Kayani
81	FGJMS, Rawat, Islamabad	Nighat Shaheen
82	FGJMS, Rawat, Islamabad	Shahida Ayyub
83	FGGHS, Jagiot, Islamabad	Maqsoom Bibi
84	FGGSS, Jagiot, Islamabad	Lubna Bashir

85	FGGSS, Jagiot, Islamabad	Amtul Aziz
86	FGBPS, Sharifabad, Islamabad	Abdul Haq
87	FGBPS, Sharifabad, Islamabad	Habib Sultan
88	FGGPS, Alipur Frash, Islamabad	Jamila
89	FGGPS, Alipur Frash, Islamabad	Sarwat Shafiqa Afzaal
90	FGBJMS, Bhimber Trar, Islamabad	Ghulam Ahmad
91	FGBJMS, Bhimber Trar, Islamabad	Khurshid Ahmad Javed
92	FGGPS, Herno, Islamabad	Sabiha Mahmood Abbasi
93	FGGPS, Herno, Islamabad	Sarwat Sultana
94	FGBJMS, Humak, Islamabad	Waheed Ahmed
95	FGBJMS, Humak, Islamabad	Sultan Ahmad
96	FGBPS, Mughal, Islamabad	Tariq Mahmood
97	FGBPS, Mughal, Islamabad	Azhar Hussain
98	FGBPS, Koral, Islamabad	Ghulam Farid Minhas
99	FGGMS, Darkhala, Islamabad	Ghulam Sughra
100	FGGMS, Darkhala, Islamabad	Latif Khanum
101	FGGPS, Kijnah, Islamabad	Shahzada Begum
102	FGBJMS, Lohibher, Islamabad	Muhammad Maqsood

List of Participants (Group - II)

S #	School	Name
1	FGGSS, Shah Allah Ditta, Islamabad	Maria Irshad
2	FGGSS, Shah Allah Ditta, Islamabad	Bushra Sultana
3	FGBSS, Maria Akku (FA), Islamabad	Muhammad Sarwar Khan
4	FGGPS # 55, I-14, Islamabad	Zeenat Begum
5	FGGPS, Dhoke Paracha (FA), Islamabad	Sultana Mirza
6	FGPS, Dhoke Hashoo, Islamabad	Fehmida Akhtar
7	FGGMS, Dhoke Jouri, Islamabad	Zahida Jabeen
8	FGBPS, Seri Soral, Islamabad	Manzoor Hussain Mohsin
9	FGBPS, Shah Allah Ditta, Islamabad	Imtiaz Khan
10	FGGPS, Bekha Syedan, Islamabad	Shamim Kausar
11	FGBPS, Noon, Islamabad	Abdul Rashid
12	FGBPS, Pind Parian, Islamabad	Umar hayat Khan
13	FGBPS, Sarai Kharbuza, Islamabad	Muhammad Boota
14	FGBPS, Karamabad, Islamabad	Mehboob-ur-Rehman
15	FGBPS, Sheikhpur, Islamabad	Allah Yar Khan
16	FGBMS, Chellow, Islamabad	Hafiz Fazli Ghani
17	FGGMS, Badia Qadir Buksh, Islamabad	Mumtaz Akhtar
18	FGGMS, Golra, Islamabad	Kaniz Zahra Khan
19	FGGPS, Saria Madhu, Islamabad	Nighat Sultana
20	FGGPS, Pind Parian, Islamabad	Nasira Saddiqua
21	FGGS, Bhadana Kalan, Islamabad	Fakhar-ud-Nisa Kiani
22	FGGMS, Pind Paracha, Islamabad	Azra Nasrin
23	FGBPS, Sorain, Islamabad	Muhammad Azam
24	FGGHS, Sang Jani, Islamabad	Surriya Amjad

25	FGBSS, Naugazi, Islamabad	Muhammad Haroon
26	FGGPS, Sheikhpur Noon, Islamabad	Aasia Riaz
27	FGBPS, Johd, Islamabad	Ali Muhammad Shigri
28	FGBMS, Bhadana kalan, Islamabad	Niaz Ahmed
29	FGBPS, Dhreak Mohri, Islamabad	Mohammad Dawood
30	FGBMS, Maria Beri, Islamabad	Raja Zulfiqar Ali
31	FGBPS, Tamman, Islamabad	Malik Muhammad Riaz
32	FGBPS, Pind Hoon, Islamabad	Muhammad Shafique Mughal
33	FGBPS, Sang Jani	Malik Mahmood Khan
34	FGBMS, Dhoke Jouri, Islamabad	Muhammad Nazir Malik
35	FGBMS, Dhoke Parachi, Islamabad	Arshad Pervez
36	FGGMS, Naugazi, Islamabad	Sharina Suleman
37	FGGSS, Jhangi Syedan, Islamabad	Yasmin Jamil
38	FGBPS, Golra, Islamabad	Mohibullah
39	FGGPS, Sarai Kharbuza, Islamabad	Nasim Akbar
40	FGGMS, Maira Beri, Islamabad	Nasim Akhtar
41	FGGPS, Dhoke Suleman, Islamabad	Shahnaz Wali
42	FGGMS, Noon, Islamabad	Riffat Perveen
43	FGGMS, Noon, Islamabad	Yasmin Akhtar
44	FGMS, Dhoke Paracha, Islamabad	Khalid Khan
45	FGMS, Golra, Islamabad	Javeria Saleem
46	FGGMS, Maria Beri, Islamabad	Salima Nusrat
47	FGGPS, Sarai Kharbuza, Islamabad	Samina Naz
48	FGBMS, Bhadana kalan, Islamabad	Mubashar Hussain
49	FGGPS, Saria Madhu, Islamabad	Asia Bibi
50	FGPS, Dhoke Hashoo, Islamabad	Misbah Tauseef
51	FGBPS, Shaikhpur, Islamabad	Manzoor Ahmed
52	FGBPS, Pind Parian, Islamabad	Abdul Qayyum
53	FGBPS, Dhroke Mohri, Islamabad	Akhtar Rasul
54	FGBPS, Sang Jani, Islamabad	Syed Azhar Ali Shah Kazmi
55	FGGMS, Golra, Islamabad	Khalida Yasmin
56	FGBMS, Dhoke Jouri, Islamabad	Asad Afzal
57	FGBPS, Sorain, Islamabad	Attaullah Balouch
58	FGBMS, Maira Beri, Islamabad	Syed Sibtul Hussnain Shah
59	FGGHS, Jhangi Syedan, Islamabad	Nasreen Akhtar
60	FGGHS, Jhangi Syedan, Islamabad	Nighat Rasheed
61	FGSS, Naugazi, Islamabad	Aftab Ahmad Khan
62	FGGPS, Sheikhpur Noon, Islamabad	Sadaqat Syrriya
63	FGGPS, Sheikhpur Noon, Islamabad	Yasmeen Ameen
64	FGBPS, Tarnol, Islamabad	Abid Hussain
65	FGBPS, Golra, Islamabad	Rashid Ahmed
66	FGGSS, Badana Kalan, Islamabad	Saeeda Ali
67	FGGMS, Pind Paracha, Islamabad	Sofia Begum
68	FGGPS # 55, I-14, Islamabad	Rizwana Bashir
69	FGBPS, Shah Allah Dita, Islamabad	Muhammad Hasnain Adil

70	FGBMS, Chellow, Islamabad	Muneer Ahmed
71	FGBPS, Tamman, Islamabad	Sadaqat Hussain
72	FGBPS, Pind Hoon, Islamabad	Sajid Iqbal
73	FGBPS, Karamabad, Islamabad	Anwar Mehboob
74	FGBPS, Sarai Kharbuza, Islamabad	Muhammad Shafiq
75	FGBPS, Noon, Islamabad	Asif Siddiqui
76	FGGPS, Bekha Syedan, Islamabad	Tanveer Akhtar
77	FGBPS, Seri Soral, Islamabad	Arshad Mahmood
78	FGBSS, Maira Akku, Islamabad	Muhammad Aslam Javaid
79	FGGPS, Dhoke Suleman, Islamabad	Badar-un-Nisa
80	FGGPS, Pind Parian, Islamabad	Salma Naheed
81	FGGMS, Dhreak Mohri, Islamabad	Riffat Jabeen
82	FGGMS, Dhreak Mohri, Islamabad	Ghazala Sajid
83	FGGMS, Dhoke Jouri, Islamabad	Saja Gul
84	FGGMS, Naugazi, Islamabad	Farhat Yasmin
85	FGGPS, Dhoke Paracha (FA), Islamabad	Naseb-un-Nasi
86	FGGMS, Badia Qadir Buksh, Islamabad	Fozia Iqbal
87	FGGHS, Sang Jani, Islamabad	Salma Jabeen

Grade I (July 24 - 28, 2006)

List of Participants (Group - I)

S #	Schools	Names
1	FGJMBS, F-8/3, Islamabad	Najma Ahmad
2	FGJMBS, F-8/3, Islamabad	Mumtaz Begum
3	FGJMBS, F-8/3, Islamabad	Rahila Akhter
4	FGJMS # 1, G-7/2, Islamabad	Zamir Kausar
5	FGJMS # 1, G-7/2, Islamabad	Farzana Khatoon
6	FGJMS # 1, G-7/2, Islamabad	Kausar Parveen
7	FGJMS # 1, G-7/2, Islamabad	Parveen Latif
8	FGJMS # 19, G-8/1, Islamabad	Sabiha Khanam
9	FGJMS # 19, G-8/1, Islamabad	Humera Rauf
10	FGJMS # 19, G-8/1, Islamabad	Naveeda Kouser
11	FGJMS # 3, E-8, Islamabad	Zahida Beg
12	FGJMS # 3, E-8, Islamabad	Farhat Hameed
13	FGJMS # 3, E-8, Islamabad	Shamim Akhtar
14	FGJMS # 3, E-8, Islamabad	Adib-un-Nisa
15	FGJMS # 30, F-8/2, Islamabad	Salma Javaid
16	FGJMS # 30, F-8/2, Islamabad	Kausar Parveen
17	FGJMS # 32, E-8, Islamabad	Zahida Parveen
18	FGJMS # 32, E-8, Islamabad	Samina Hanif
19	FGJMS # 32, E-8, Islamabad	Aziz-un-Nisa
20	FGJMS # 32, E-8, Islamabad	Azmat Firdous
21	FGJMS # 37, E-7, Islamabad	Sarwat Zahida
22	FGJMS # 37, E-7, Islamabad	Khushnud Kausar
23	FGJMS # 54, E-9, Islamabad	Safia Begum

24	FGJMS # 54, E-9, Islamabad	Azra Tariq
25	FGJMS # 54, E-9, Islamabad	Sara Fatima
26	FGJMS # 54, E-9, Islamabad	Tanveer Kousar
27	FGJMS # 54, E-9, Islamabad	Sadia Iftikhar
28	FGJMS # 7, G-7/3-3, Islamabad	Tasneem Kausar
29	FGJMS # 7, G-7/3-3, Islamabad	Josephine
30	FGJMS # 7, G-7/3-3, Islamabad	Adeba Begum
31	FGJMS # 7, G-7/3-3, Islamabad	Zaib-un-Nisa
32	FGJMS # 9, F-6/3, Islamabad	Shamim Akhter Malik
33	FGJMS # 9, F-6/3, Islamabad	Shaista Dilshad
34	FGJMS # 9, F-6/3, Islamabad	Aziza Bano
35	FGJMS # 9, F-6/3, Islamabad	Mariam Tahira
36	FGJMS, F-10/1, Islamabad	Farzana Naheed
37	FGJMS, F-6/1, Islamabad	Shmim Akhter Shah
38	FGJMS, F-6/1, Islamabad	Rubina Kouser
39	FGJMS, F-6/1, Islamabad	Zohra Jabeen
40	FGJMS, F-6/1, Islamabad	Saima Rasool
41	FGJMS, F-6/1, Islamabad	Nasim Akhtar
42	FGJMS, F-7/2, Islamabad	Saeeda Khanum
43	FGJMS, F-7/2, Islamabad	Azra Javed
44	FGJMS, F-7/2, Islamabad	Raisa Safdar
45	FGJMS, G-7/1, Islamabad	Kausar Perveen
46	FGJMS, G-7/1, Islamabad	Yamina Ashfaq
47	FGJMS, G-7/1, Islamabad	Shahida Yousaf
48	FGJMS, G-7/1, Islamabad	Khalida Khanam
49	FGJMS, G-7/1, Islamabad	Safina Muzafar Awan
50	FGJMS, G-7/1, Islamabad	Taj Bibi
51	FGJMS, G-7/1, Islamabad	Rubina Saeed
52	FGJMS, G-7/2, Islamabad	Irshad Begum
53	FGJMS, G-7/2, Islamabad	Anjum Shabeena
54	FGJMS, G-7/2, Islamabad	Shaheen Saeed
55	FGJMS, G-7/2, Islamabad	Fasahat Mohsin
56	FGJMS, G-7/2, Islamabad	Neelam Nahed
57	FGJMS, G-7/3-4, Islamabad	Ismat Bano
58	FGJMS, G-7/3-4, Islamabad	Shamim Akhtar
59	FGJMS, G-7/3-4, Islamabad	Azra Perveen
60	FGJMS, G-7/3-4, Islamabad	Rabia Kausar
61	FGJMS, G-7/3-4, Islamabad	Rubina Kausar
62	FGJMS, G-7/4, Islamabad	Farida Tanveer
63	FGJMS, G-7/4, Islamabad	Sofia Azam
64	FGJMS, G-7/4, Islamabad	Zareena Begum
65	FGJMS, G-7/4, Islamabad	Rabia Nawaz
66	FGJMS, G-7/4, Islamabad	Fahmida Khanam
67	FGJMS, PIMS, G-8/3, Islamabad	Binte Rasool
68	FGJMS, PIMS, G-8/3, Islamabad	Munaza Shahzadi

69	FGPMS, F-6/1, Islamabad	Sadia Sajid
70	ICG, F-6/2, Islamabad	Samina Malahat Zaidi
71	ICG, F-6/2, Islamabad	Zohara Jabeen
72	ICG, F-6/2, Islamabad	Asma Hanif
73	ICG, F-6/2, Islamabad	Arooj Jahangir
74	IMCB, I-10/1, Islamabad	Azra Shahid
75	IMCB, I-10/1, Islamabad	Kausar Parveen
76	IMCB, I-10/1, Islamabad	Khalida Gulzar
77	IMCB, I-10/1, Islamabad	Sajida Perveen
78	IMCB, I-10/1, Islamabad	Kiran Mukhtar
79	IMCB, I-8/3, Islamabad	Zeba Shahid
80	IMCB, I-8/3, Islamabad	Rukhsana Ahmed
81	IMCG, F-8/1, Islamabad	Emrana Shafiq
82	IMCG, F-8/1, Islamabad	Fozia Rahman
83	IMCG, F-8/1, Islamabad	Tahira Bibi
84	IMCG, G-10/2, Islamabad	Nadia Amir
85	IMCG, G-10/2, Islamabad	Shagufta Hamid
86	IMCG, I-10/4, Islamabad	Rubina Arif Sheikh
87	IMCG, I-10/4, Islamabad	Naveeda Tahira
88	IMCG, G-10/2, Islamabad	Nasreen Akhtar Rashid
89	IMCG, I-10/4, Islamabad	Baitullah Miraj
90	FGJMS, F-10/1, Islamabad	Tahira Parveen
91	IMCB, I-8/3, Islamabad	Abida Tariq
92	IMCG, I-10/4, Islamabad	Shaheen Rafique
93	FGGSS, G-10/3, Islamabad	Safia Akhtar

List of Participants (Group - II)

S #	Schools	Names
1	FGJMS # 1, G-6/1-4, Islamabad	Ghazala Bashir Khan
2	FGJMS # 1, G-6/1-4, Islamabad	Naveeda Arshad
3	FGJMS # 1, G-6/1-4, Islamabad	Farhana Qureshi
4	FGJMS # 1, G-6/1-4, Islamabad	Lubna Chanzeb
5	FGJMS # 24, G-9/2, Islamabad	Nuzhat Zaman
6	FGJMS # 24, G-9/2, Islamabad	Raouia Begum
7	FGJMS # 24, G-9/2, Islamabad	Rashida Bibi
8	FGJMS # 24, G-9/2, Islamabad	Shahida Malik
9	FGJMS # 29, Islamabad	Kausar Rana
10	FGJMS # 29, Islamabad	Rukhsana Raja
11	FGJMS # 29, Islamabad	Safina Bibi
12	FGJMS # 31, Islamabad	Rafia Minhas
13	FGJMS # 34, G-8/2, Islamabad	Sarwat Khalid Qureshi
14	FGJMS # 34, G-8/2, Islamabad	Iffat Ashraf
15	FGJMS # 36, G-9/2, Islamabad	Sajida Jawaid
16	FGJMS # 36, G-9/2, Islamabad	Kaniz Fatimah
17	FGJMS # 36, G-9/2, Islamabad	Fehmida Khanum

18	FGJMS # 40, I-10/1, Islamabad	Sami-un-Nisa
19	FGJMS # 40, I-10/1, Islamabad	Bushra Nazneen
20	FGJMS # 40, I-10/1, Islamabad	Safia Shaheen
21	FGJMS # 40, I-10/1, Islamabad	Robina Aziz
22	FGJMS # 40, I-10/1, Islamabad	Tanweer-un-Nisa Bokhari
23	FGJMS # 40, I-10/1, Islamabad	Perveen Zia
24	FGJMS # 43, G-10/4, Islamabad	Musarut Jamil
25	FGJMS # 43, G-10/4, Islamabad	Shamshad Arif
26	FGJMS # 44, G-8/4, Islamabad	Saleha Jamal
27	FGJMS # 44, G-8/4, Islamabad	Rubina Bibi
28	FGJMS # 50, I-9/4, Islamabad	Anjum Jamal
29	FGJMS # 50, I-9/4, Islamabad	Nasreen Kausar
30	FGJMS # 50, I-9/4, Islamabad	Najm-un-Nisa
31	FGJMS # 51, G-10/2, Islamabad	Riffat Perveen
32	FGJMS # 51, G-10/2, Islamabad	Imtiaz Akhtar
33	FGJMS, AIOU, H-8, Islamabad	Abdia Mazhar Gondal
34	FGJMS, AIOU, H-8, Islamabad	Parveen Kousar
35	FGJMS, F-10/2, Islamabad	Rakhshanda Asghar
36	FGJMS, F-10/2, Islamabad	Zarrin Zaheer
37	FGJMS, F-10/4, Islamabad	Shakira Khurshid
38	FGJMS, F-10/4, Islamabad	Rizwana Tariq
39	FGJMS, G-10/1, Islamabad	Khalida Parveen
40	FGJMS, G-10/1, Islamabad	Rubina Iqar
41	FGJMS, G-10/1, Islamabad	Shazia Bano
42	FGJMS, G-6/1-2, Islamabad	Mumtaz Babur
43	FGJMS, G-6/1-2, Islamabad	Rukhsana Naheed
44	FGJMS, G-6/1-2, Islamabad	Rukhsana Jabeen
45	FGJMS, G-8/2, Islamabad	Nuzhat Ayesha
46	FGJMS, G-8/2, Islamabad	Kulsoom Kausar
47	FGJMS, G-9/3, Islamabad	Nuzhat Zehra
48	FGJMS, G-9/3, Islamabad	Imtiaz Begum
49	FGJMS, G-9/4, Islamabad	Suraiya Khatoon
50	FGJMS, G-9/4, Islamabad	Naeema Akhter
51	FGJMS, I-10/2, Islamabad	Noshaba Bashir
52	FGJMS, I-10/2, Islamabad	Ruqia Khanam Niazi
53	FGJMS, I-10/2, Islamabad	Khalida Parveen
54	FGJMS, I-10/2, Islamabad	Parveen Akhter
55	FGJMS, I-10/2, Islamabad	Attia Zahra
56	FGJMS, I-9/1, Islamabad	Nasim Akhtar
57	FGJMS, I-9/1, Islamabad	Zahida Kamal
58	FGJMS, I-9/1, Islamabad	Rukhsana Shah
59	FGJMS, I-9/4, Islamabad	Tahira Haq
60	FGJMS, I-9/4, Islamabad	Abida Perveen
61	FGJMS, I-9/4, Islamabad	Shahnaz Akhtar
62	FGJMS, I-9/4, Islamabad	Abida Bibi

63	FGPS # 36, G-9/2, Islamabad	Nusrat Nazakat
64	FGPS # 36, G-9/2, Islamabad	Nusrat Jan
65	FGPS # 36, G-9/2, Islamabad	Tanvee Kausar
66	IMCB, F-10/3, Islamabad	Dilara Sahibzada
67	IMCB, F-10/3, Islamabad	Abida Parveen
68	IMCB, F-10/3, Islamabad	Sumaira Kousar
69	IMCB, F-11/1, Islamabad	Aneesa Muzaffar
70	IMCB, F-11/1, Islamabad	Shakila Bibi
71	IMCB, F-11/1, Islamabad	Ayesha Khan
72	IMCB, F-11/3, Islamabad	Farah Naz Qasmi
73	IMCB, F-11/3, Islamabad	Samina Naz
74	IMCB, F-11/3, Islamabad	Shahnaz Nawaz
75	IMCB, G-10/4, Islamabad	Talat Anjum
76	IMCB, G-10/4, Islamabad	Shamila Shoukat
77	IMCB, G-11/1, Islamabad	Shafqat Zaidi
78	IMCB, G-11/1, Islamabad	Lubna Aziz
79	ICB, G-6/3, Islamabad	Faridah Khan
80	ICB, G-6/3, Islamabad	Asma Nawaz
81	ICB, G-6/3, Islamabad	Bushra Sohail
82	ICB, G-6/3, Islamabad	Samina Akram
83	IMCB, G-10/4, Islamabad	Qaisra Amir Abbasi
84	IMCB, G-10/4, Islamabad	Samina Imran
85	IMCB, G-10/4, Islamabad	Rehana Shafique
86	IMCB, G-10/4, Islamabad	Rabinda Ramzan
87	FGJMS, I-10/2, Islamabad	Mussarat Jabeen
88	FGJMS, I-9/4, Islamabad	Nayyer Jabeen
89	ICB, G-6/3, Islamabad	Samina Naz
90	FGJMS # 29, I-9/4, Islamabad	Gul-e-Nasreen

Annex-II

**Agenda for Five Day Interactive Teachers Training Workshop
Grade-I (Group - I)
Timings: 08.30 a.m. to 04.00 p.m.**

Monday	Content	Responsibilities
08.30a.m. - 09.30 a.m.	Registration	Abid/Shabana + all MTT's of the group
09.30 a.m. - 10.30 a.m.	Opening Activities	Tasneem
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Overview and Philosophy	Saira
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Building Classroom Community	Samina
Tuesday		
09.00a.m. - 09.15 a.m.	Reflections	Saira
09.15 a.m.-10.30 a.m.	Morning Meeting	Tasneem
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Language Arts	Humaira
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Book making	Humaira
Wednesday		
09.00 a.m. - 09.15 a.m.	Reflections	Saira
09.15 a.m. - 10.00 a.m.	Morning Meeting	Tayyaba/ Tasneem
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m.-12.00 p.m.	Parent Involvement	Humaira
12.00 p.m. - 01.00 p.m.	Math	Samina
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Work Stations of Math	Samina/Tayyaba/ Shazia/Uzma/Shabana/A bid/Zara
Thursday		
09.00 a.m. - 09.15 a.m.	Reflections	Samina
09.15 a.m. - 10.30 a.m.	Morning Meeting	Shazia/ Tasneem
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Communicating with Young Children	Saira
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Family Literacy	Shabana
Friday		
09.00 a.m. - 09.15 a.m.	Reflections	Humaira
09.15 a.m. - 10.30 a.m.	Morning Meeting	Uzma/Tasneem
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Classroom Environment	Saira
01.00 p.m. - 02.30 p.m.	Lunch	
02.30 p.m. - 03.00 p.m.	Evaluation	Tasneem
03.00 p.m. - 04.00 p.m.	Closing	

**Agenda for Five Day Interactive Teachers Training Workshop
Grade-I (Group - II)
Timings: 08.30 a.m. to 04.00 p.m.**

Monday	Content	Responsibilities
08.30a.m. - 09.30 a.m.	Registration	Saima/ Ayesha + all MTT's of the group
09.30 a.m. - 10.30 a.m.	Opening Activities	Fakhira
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Overview and Philosophy	Sadia
01.00p.m. - 02.00 p.m.	Lunch	
02.00p.m. - 04.00 p.m.	Building Classroom Community	Nazakat
Tuesday		
09.00 a.m. - 09.15 a.m.	Reflections	Sadia
09.15a.m. - 10.30 a.m.	Morning Meeting	Fakhira
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Parent Involvement	Nazakat
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Communicating with Young Children	Sadia
Wednesday		
09.00 a.m. - 09.15 a.m.	Reflections	Sadia
09.15a.m. - 10.30 a.m.	Morning Meeting	Sabahat/ Fakhira
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.	Language Arts	Nazakat
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Book making	Nazakat
Thursday		
09.00 a.m. - 09.15 a.m.	Reflections	Fakhira
09.15a.m. - 10.00 a.m.	Morning Meeting	Munazza/ Nazakat
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 12.00 p.m.	Family Literacy	Saima
12.00 p.m.- 01.00 p.m.	Math	Sadia
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Work Stations of Math	Sadia/Sabahat/Munnaza/Sa ira Qaiser/Maryam/ Hina Ayesha/Saima
Friday		
09.00 a.m. - 09.15 a.m.	Reflections	Sadia
09.15a.m. - 09.30 a.m.	Morning Meeting	Maryam/Nazakat
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Classroom Environment	Fakhira
01.00 p.m. - 02.30 p.m.	Lunch	
02.30p.m. - 03.00 p.m.	Evaluation	Nazakat

REPORT ON

Interactive Teaching & Learning Methodologies Workshop for Teachers of Grade II



July 31- August 4, 2006
&
August 7- August 11, 2006

ORGANIZED BY:



CHILDREN'S RESOURCES INTERNATIONAL,
PAKISTAN (GUARANTEE) LIMITED
With the funding support from USAID



ACRONYMS

B. Ed	Bachelors in Education
CRI - Pakistan	Children's Resources International, Pakistan (Guarantee) Ltd.
FDE	Federal Directorate of Education
FLP	Family Literacy Program
HEC	Higher Education Commission
ICT	Islamabad Capital Territory
M. Ed	Masters in Education
MTT's	Master Teacher Trainers
USAID	United States Agency for International Development.

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INTRODUCTION

Children's Resources International Pakistan (Guarantee) Limited is a not for profit education institution implementing child-centered Interactive Teaching and Learning Methodologies Program in collaboration with the government in Rawalpindi City District, Karachi City District and entire school district of Islamabad Capital Territory.

Starting in 2002 from over 100 public schools, CRI teaching methodology with the funding support of USAID has improved performance of children in partner schools making them confident and developing their critical thinking skills. The success of the pilot phase of the program has resulted in the expansion of the program to all the Federal Directorate of Education Schools in Islamabad Capital territory (rural and urban). The program expansion in the next three years would benefit approximately 200,000 students in over 3,000 class rooms.

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. In the last three years more than 25, 000 children have benefited in more than 700 classrooms equipped with active learning material provided by CRI. Under program expansion CRI will take interactive methodologies to Grade VIII.

CRI's program believes in holistic approach and includes all the stakeholders in the learning process of a child. The parents are encouraged to participate in school based activities. CRI's intergenerational Family Literacy Program is working with the aim to teach non-literate parents basic literacy and math skills in partner schools and to involve them in their child's learning thus helping improve the adult literacy rate. To date more than 3,000 parents have benefited from the parenting sessions conducted after school, twice a week for one and a half hour. With the expansion of the Family Literacy program over 5,000 more parents would benefit in the next three years.

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.

CRI has also successfully introduced specialized faculty courses on interactive teaching and learning methodologies to more than 90 faculty members in 40 public universities of Pakistan. These courses have been incorporated as reference material in course outline of B.Ed and M. Ed curriculum being revamped by Higher Education Commission.

CRI's methodology books, *Creating Child-Centered Classrooms* for ages 3-5 Year olds 6-7 years old and 8-10 have been translated, adapted and printed in Urdu, to facilitate the implementation of the CRI Program in partner classrooms. These books are a written resource for the teachers as well as a practical Basic Education guide and have been distributed among partner school teachers.

CRI's efforts reflect on its commitment to support Government of Pakistan's Education Sector Reform Agenda. 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 Pakistan is earnestly making efforts to provide the best possible learning opportunities to all the children in an effort to achieve learning expertise, knowledge, skills and the values necessary to prepare teachers and children of Pakistan for the challenges of the 21st century.

About Grade II Training

CRI Pakistan with the funding support of USAID under program expansion organized series of training workshops on interactive teaching and learning methodologies for teachers of grade I and II and their heads in Islamabad Capital Territory. In the first phase 372 teachers of Grade I from 140 public schools situated in Nilore, Ternaull, Sihala sectors and Islamabad urban were trained in interactive teaching and learning methodologies through four trainings specifically designed for them.

In the second phase of the trainings 374 teachers of grade II of the same schools were trained in interactive methodologies. Since the number of Grade II teachers was large they were divided into four groups. The five day training of the first two groups was conducted from July 31, 2006 to August 4, 2006. While the training for the other two groups was held from August 7, 2006 to August 11, 2006.

The inclusion of theoretical knowledge as well as practical activities made the training sessions more interactive and provided hands on experiences to the participants for understanding of various concepts. The activities introduced during the sessions were designed and integrated with the curriculum of Grade-II. Six teachers from Army Special Education Academy also attended this training. These five days trainings were designed by incorporating the key components of child centered methodology namely overview and philosophy, cooperative learning, morning meeting, parent involvement, book making, family literacy, math and science. The activities introduced during the sessions were designed and integrated with the curriculum of Grade - II. The participants took keen interest in the activities and ensured that they would initiate these activities in their respective classrooms.

ABOUT THE WORKSHOPS

Venue:	Hotel Holiday Inn Islamabad
Duration of four trainings:	Five Days Each July31-August 4, 2006 (Group - I & II) August 7-August 11, 2006 (Group - I & II)
Number of Participants:	The total of 374 including 211 class teachers 120 heads, 35 subject teacher 2 deputy heads and 6 teachers from Army Special Education Academy participated in four trainings.
Names of Trainers	Fakhira Najeeb Nazakat Bibi Samina Anjum Humaira Naseer Tasneem Sarwar Uzma Batool Munazza Imran Shazia Abbasi Tayyaba Ali Maryam Shah Shabana Akram Saima Qadeer Sadia Shakeel (Karachi Office) Saira Mubarak (Karachi Office)
Note Taking	Fasiha Batool
Facilitators	Abid Hussain, Hamidullah, Ayesha Khan, Hina Kokab, Sarah Qaiser

WORKSHOP OBJECTIVES

- Train teachers in child centered interactive teaching and learning methodologies by introducing activity based learning.
 - Encourage the teachers to involve families and communities in learning process.
 - Inculcate democratic attitude towards learners.
 - Utilization of manipulative and indigenous material to teach different concepts of mathematics and science.
-

DAY - 1**Registration of the Participants**

The first day of the training started with the registration of the participants which was followed by the inaugural ceremony.

Inaugural Session

Chairman Senate, Mr. Mohammadmian Soomro was the chief guest. The other guests on the panel included Ms. Anisa Zeb Tahirkheli Minister of State for Education, Mr. Jonathan Addleton Mission Director, USAID, Prof. Mohammad Rafiq Tahir, Director Training, FDE, Ms. Mehnaz Aziz Chief Executive, CRI Pakistan were also present on the occasion.

The Chief Executive CRI thanked the guests on the panel for taking out time from their busy schedule to attend the inaugural ceremony. She also welcomed the teachers of Grade-II in the five days training in child centered methodology on interactive teaching and learning methodologies.



In her opening remarks, the Chief Executive said, "Today has historical significance as CRI's program which was started as a pilot program is now expanding in all federal government schools in ICT. This methodology became so popular with the parents that they started to push the Federal Directorate of Education (FDE) to expand this program".

Ms. Mehnaz Aziz said that CRI during the expansion phase will work hand in hand with FDE and the Ministry of Education with the support of USAID. She further emphasized that the public-private partnership in the next three years is aimed at improving the quality of education through teachers' trainings for the benefit of approximately 200,000 children in over 3,000 classrooms in Islamabad, Rawalpindi and Karachi.

The Chief Executive stated that CRI courses have been incorporated as reference material in course outline of B.Ed and M.Ed curriculum being revamped by the Higher Education Commission (HEC).

Ms. Mehnaz expressed gratitude to all those who have been there to complement and support CRI activities. She said that the teachers who have received training can act as resource persons and take this training to other areas and districts of the country

Prof. Rafiq Tahir, Director Training FDE in his training said that three years back, FDE joined hands with CRI to introduce latest teaching methods in schools by training teachers in child centered interactive methodologies. After one year attitudinal change was noticed in teachers and their capacities were enhanced. The teachers, students and parents were all very happy; mothers started visiting schools and students became more confident learners.

Prof. Rafiq Tahir further stated that CRI methodology is applicable everywhere as it is easy and practical. He requested the teachers and heads present at the workshop to follow this methodology with commitment and dedication.

Mr. Jonathan Addleton while addressing the teachers said that he was happy to be present on this occasion and that USAID was proud to partner with CRI Pakistan. He said that nothing is more important than education for children. He added he was thankful to all the teachers present at the workshop and opined that this was a big challenge for them. He encouraged the teachers to bring out the creativity and innovation hidden in them and urged them to spread this training in their schools and train thousands of children which will help build a better future for Pakistan. Mr. Jonathan Addleton thanked Prof. Rafiq Tahir, Brigadier Maqsood-ul-Hassan Director General, FDE, and Mr. Mohammadmian Soomro (Chairman Senate) for their interest in public-private partnership in education.

Ms. Anisa Zeb Tahirkheli Minister of State for Education in her address appreciated the expansion of CRI program. She lauded the efforts of Mr. Mian Mohammad Soomro in patronizing education for the advancement and progress of the nation. She also congratulated the CRI team especially Ms. Mehnaz Aziz for coming up to the expectations of the parents in the Islamabad district.

Ms. Anisa Zeb said that the Prime Minister has ordered that Islamabad should be made a model district in terms of education. She shared with the participants that she has requested Ms. Mehnaz Aziz to give them a logical framework for spreading this training in other provinces. She added that the government does not need a narrow approach to education. The priority is to make children life-long learners and this can be done by increasing their curiosity through interactive learning methodologies of CRI which have been tested and approved.

She encouraged the teachers to benefit to the maximum from this training. She assured them that she will visit their schools to see them applying the content of this training in their classrooms.

Mr. Mian Mohammad Soomro in his inaugural address said that it is encouraging to see a considerable number of women at the workshop. He thanked Ms. Mehnaz Aziz for inviting him to the inaugural.

Expressing his views about the training workshop he said that interacting with each other is human nature and is the biggest source of education. The more you interact

with each other the more you learn. He added that in this age of technology we should make use of all tools that are available as a source of learning methodology. He further emphasized that education is important but quality education is more important.

Mr. Mian Mohammad Soomro said that moral education is also important for children. They should also be taught discipline, tolerance and other moral values. Classroom environment and classroom size is important for both the teachers and the students. This will provide motivation for the teachers and the students will be happy to study in such classes. Mr. Mian Mohammad Soomro further added that it is important to motivate teachers by raising their salaries and by giving them a respectable status in the society. The society should realize their place and treat them in the most respectable way.

Mr. Mian Mohammed Soomro thanked CRI for serving the nation and said that this training should spread to other provinces as well. He invited CRI to train the teachers in his constituency. He also thanked USAID and FDE for their efforts in reforming the education sector.

SESSION - II

Name Tags & Sharing of Agenda

After the inaugural ceremony, the formal training session was started with the name tag activity. The participants were asked to write their names on the name tags so that they could be recognized easily. The trainer then shared the agenda of the day with the participants.

Overview and Philosophy

The trainer 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, social 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.



The trainer 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 trainer said that a child can not possess the above mentioned qualities until he/she has been provided environment conducive for active learning. The trainer 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 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

Activity

The participants were asked to close their eyes for two minutes and imagine that they were in a very beautiful garden. The red roses blossomed every where. They were asked to imagine their classroom across the garden. The participants were then asked to draw the picture of their classroom and write two sentences about it. The participants created very colorful classrooms and pasted their work on the walls. The activity was based on individualization as each individual's work was unique and completely different from others.



Group Activity

The trainer introduced a group activity to the participants. 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 harsh tone.



At the last stage, the participants were allowed to touch the items and discuss 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 then made a comparison between the traditional 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- III

Cooperative Learning

The training rules and groups of participants were formed at the beginning of the session.

Training Rules

The following training rules were set for the organized proceedings of training:

- No Noise Rule. Every participant will use the hand signal to gain the attention of the group.
 - The participants and trainers will use three inches voice.
 - Mobile phones will be set on silent mode.
 - Tell seven then me. It means that the participants will discuss things in group and then share it with the trainer.
-

Group Formation

The participants were asked to line up in u shape according to the height. The participants called digits from 1-12. Twelve groups consisting of eight members were formed.

The trainer stated that the group formation is essential component of cooperative learning. Cooperative learning provides students the opportunity to achieve higher levels of understanding and develop interpersonal skills needed to maintain collaborative relationship with the peers.

Story Telling

The trainer narrated a story "Swimmy" to the participants. The story was based on the importance of group work. The trainer at the end of the story shared how small fishes by working together had saved themselves from the big fish. The trainer also stated that the teachers should provide opportunities to the children to work together for collaborative learning.



Activity

Individual task cards were distributed in the groups. Each person was supposed to act according to the given task. The key person in the group had to complete the task while the others had to facilitate or restrict her. At the end of this activity the participant shared that she could not complete the task because the group members were interrupting her again and again. The trainer then shared that in the same manner if children when working together are not given clear instructions end up in unproductive results.

Assigning Jobs

The trainer shared that by assigning jobs the children could work cooperatively in more organized manner. The following table jobs were shared with the participants.

- Material collector
- Presenter
- Table manager
- Work displayer
- Recorder
- Handout collector
- Time keeper
- Facilitator.

The participants distributed above mentioned jobs among themselves after mutual consultation. One representative from each group pasted the names of persons responsible for each job on the job chart.

Island Activity

The lights in the training hall were switched off. The trainer asked the participants to imagine that they were going on the holidays. The plane on which they were traveling had technical problem. There was not any other option but to jump out of the plane using the parachutes. They all landed on nowhere land.



The trainer asked the participants to name the island, make a logo or flag for their imaginary island, assign responsibilities and set rules to live on the island. The reporter in each group gave presentation on group work at the completion of the activity. The objective behind undertaking this activity was to make the participants realize how they could encourage the children to name their groups and set rules for the classroom and assign jobs to avoid disciplinary problems in the class.

Problem Solving Activity

The trainer shared the figure of a square with the participants. The participants were asked to find as many squares as they could in the figure. They were told to work entirely alone. At the end of this activity participants shared different number of squares.

In the second stage of the activity, the participants were asked to perform the same activity cooperatively. They were allowed to work with their team members. At the end of this activity the result was greater numbers of squares then the individual problem solving activity. The trainer concluded the session on this activity by sharing that when we work cooperatively we get improved results.

SESSION- I

The trainer asked the recorder in each group to calculate the teaching experience of each member. The trainer summed up the experience of each group including CRI team and stated that this training was two way learning opportunity. The trainer stressed that all of us should interact with each other to learn from each other's experiences.

The trainer then shared the parking lot with the participants. The trainer informed them to paste their concerns and suggestions about the training on this chart on daily basis. She also explained that their suggestions will be incorporated in the forthcoming sessions and their concerns will be responded appropriately in the opening session on daily basis.

The participants were also asked to make reflection journals to share their feedback on the training. They were also asked to make a journal on the shapes of moon.

Morning Challenge

A Family chart was pasted on the wall. The participants pasted the number of their family members on the chart. A graph was generated on the basis of this information shared by the participants.



SESSION - II

Morning Meeting

The trainer started the session by sharing that Morning Meeting creates a positive climate for learning, reinforces academic and social skills and gives children daily practices in respectful communication. The trainer then identified the following skills which are developed as a result of regular Morning Meeting.

- Critical thinking skills
- Communication skills
- Social skills.
- Academic Skills.



The trainer explained that Morning Meeting set positive tone in the classroom and results in democratic behavior and attitudes. The trainer shared the four components of Morning Meeting in detail:

Greeting

Greeting sets a positive tone for the classroom and the day. Greeting helps children learn and use each other's names. It gives children a chance to practice the art of offering hospitality.

The trainer shared that while conducting greeting component, the participants should shake hand and establish eye contact with the person sitting next to him/her. The trainer also shared examples how different subjects could be incorporated in the greeting.

Sharing

The trainer explained that sharing helps develop the skills of caring communication and involvement with one another. It encourages habits of inquiry and thought, important for cognitive growth. Sharing provides practice in speaking to a group in a strong and individual voice. It also strengthens vocabulary development.

The trainer stated that sharing component of Morning Meeting should be open ended. The children should be allowed to share any event, interesting incident, story, toys, presents etc. The teacher should encourage the children to ask three questions about the sharing.

Group Activity

The trainer explained that both large group activities and small group activities could be introduced to the children. However, the teachers should try to relate these activities with the syllabus of Grade- II.

News & Announcement Chart

The trainer said that News and Announcements Chart is a written communication from the teacher which outlines the academic day ahead. It could be written both in English and Urdu.

Two participants from each group were invited to participate in the Morning Meeting. The rest of the participants observed the Morning Meeting in the outer circle.

Greeting

The participants introduced themselves and shared one good thing they will do if become a King or a Queen for one day. The trainer stated this kind of activities help the teacher to understand the individual interests of the children and designing activities accordingly.

Sharing

Three participants shared their personal experiences with the group. The rest of the participants asked three questions about each sharing.

News & Announcement Chart

The trainer shared that the four components of Morning Meeting are flexible and could be interchanged. The participants corrected the mistakes in news and announcement chart. The trainer shared that children feel very happy when they made correction in teacher's work.

Group Activity

The trainer shared "Peace book" with the participants. The participants were then asked to share their views about peace on a piece of paper. They could draw anything which symbolizes peace. The individual work of the participants was put together to give it the shape of a peace book.

SESSION-II

Parent Involvement

The trainer started the session by sharing the story "Chrysanthemum". After sharing the story, the trainer asked for participant's feedback how Chrysanthemum's parents and teacher supported her. The participants shared that they had provided emotional support encouraged her, built her confidence and motivated her.



The participants were then asked to share their point of view whether the parents should come to the school or not. Some of the participants shared that parents do not spare time to come to school when called by the teachers. The others were of the view that parents should not come into the classroom otherwise it will cause disciplinary problem. Another point of view shared by the participants was that uneducated parents could not be helpful instead they will start arguments with the teacher regarding the performance of their children.

The trainer said that children spend more time at home and parents know their children better. Therefore if parents will be invited in the classroom, it will be convenient for the teachers to identify the strengths and weaknesses of a child. Similarly, the non-literate people could also be helpful. They can share skills with the children.

The trainer then highlighted the three tenets of CRI methodology namely school, teacher and family. The trainer shared that all three components play vital role in students learning and there should be positive connection between them. The trainer

also shared that most of us live in joint family system therefore; if the parents could not spare time then other family members could be involved in the classroom activities.

Family Tree

The participants were asked to write the problems they might face by involving parents on yellow leaves. The solution to these problems was written on the green leaves. The ways, in which the teachers will benefit from families, were written on flowers. The participants pasted these leaves and flowers on different parts of family tree.



SESSION - III

Hands on Math

The trainer explained that math is present everywhere around us. The trainer stated that the Morning Challenge was also based on mathematical concept. The trainer explained that the teachers should not confine to text books but include examples from the daily life while teaching math. The trainer then asked the participants to share which mathematical concepts could be taught to the children with the help of 100 charts.

The participants shared that they could teach counting, ascending order, descending order, even numbers, odd numbers, backward counting, forward counting addition, subtraction and skip counting by using 100 chart. The participants were then asked to practice the above mentioned concepts with the help of hundred charts in groups.

Telling the Time

The participants were given round cards and butterfly pins. The participants performed this activity in pairs and showed different times on the clock.

Exploration of Material

The participants were asked to clear their table. They were given math material for exploration. The participants used inch cubes, pattern blocks and tooth picks for different mathematical concepts such as shapes, graphs and measurements.



Monster Squeeze

The participants on each table were given number line. One of the participants had to think about a number and the rest of the group member asked questions to guess the answer. The participants asked whether this number was even or odd. Greater

then or smaller than hundred? Does it fall between the 60 and 90? Is it divisible by five? etc. The trainer at the end of this activity shared that by introducing this activity in the class, the children could easily learn even numbers, odd numbers, multiplication the concept of greater and smaller.

Math Stations

Station-I: *Fractions*

The participants in pairs used pattern blocks to compare the large and small fractions. The participants were asked to pick one yellow hexagon two red trapezoid, three blue parallelogram and six green triangles and make red, green and blue hexagons. They then separated one red trapezoid one parallelogram and one triangle to form $1/2$, $1/3$, $1/6$ fractions. They repeated the same activity by folding paper, coloring and compared the large and small fractions.

Station-II: *Multiplication*

The participants took the inch cubes and divided the inch cubes in the grouping of two. The participants recorded their finding in the schedule and formed the table of two.

Station-III: *Addition & Subtraction*

The participants in each group were further divided into three groups .Each group was given one addition and one subtraction sum. The first group by using the straws added and subtracted the units. The second group made straw bundles of tens and added and subtracted the tens. The last group made the bundles of hundred straws and added and subtracted hundreds in the given sums.

Station - IV: *Geometrical Shapes*

The participants with the help of geo board and rubber bands formed different geometrical shapes and noted down their findings about their sides and vertices in the given worksheet.

Station - V: *Measurement*

The participants by using the measuring tape measured the length and width of basket, file cover, pencil and writing pad in centimeters. They noted down these measurements in the worksheet.

Station-VI: *Puzzles*

The participants in pairs solved several puzzles based on the mathematical concepts.

REFLECTIONS

(July 31- August 04)

Group - I

The participants in this group shared that new teaching techniques are being introduced in the training. Therefore, the teachers should be flexible and ready to change their traditional way of teaching. They appreciated the activities introduced in the math stations. These activities will help the teachers to remove the fear in children about math. The participants also shared that the training venue is appropriate because public transport is easily available. Another participant shared that it is the responsibility of the teachers to provide conducive environment to children and make learning a joyful experience for them.



Group - II

The participants shared that trainer persuaded us to involve parents in the school based activities. The strategies shared in the handout will be very useful in enhancing parental involvement. The math session was very interactive. The teachers have been given a lot of ideas for introducing activities in the classroom.

(August 7- August 11)

Group - I

The participants in this group appreciated the effort of CRI team. They shared that they were unaware of Morning Meeting technique. They found it very useful in enhancing the communication skills and confidence of the children. They also appreciated the ways different subjects were integrated in the Morning Meeting. The participants shared that it would be helpful for them to implement this training in the classroom if they are provided on job assistance by CRI staff.

Group - II

The participants shared that they liked the parent involvement session most. The children do not complete their home work therefore it is necessary to develop positive interaction with the parents. The participants also shared that the strategies for involving families are very informative. They ensured that they will consult these activities for enhancing parent's involvement in the schools. The participants also shared that the activities introduced during the sessions made them more interesting and interactive.

SESSION-II

Morning Meeting

The trainer shared that Morning Meeting is a particular and deliberate way to begin the day by building a community of caring and motivated learners. Two participants from each group were invited to participate in the Morning Meeting.



Greeting

The trainer started greeting by telling her name to the person sitting next to her and also shared a noun starting with the first alphabet of her name. The rest of the people introduced themselves in the same manner. The trainer said that this is how the nouns, adjectives and verbs etc could be taught to the children.

Sharing

Three participants shared important events in their lives .Rest of the participants asked three questions about each sharing.

Group Activity

The trainer shared a scenario where the grandmother was going to England. The participants had to help her in packing .Each participant mentioned one thing that should be kept in the bag. This activity was based on the listening and memorization skills as each participant in addition to the item put by him/her repeated the items mentioned by other participants.

News & Announcement Chart

Mistakes were intentionally made in the news and announcement chart. The participants rectified these mistakes.

SESSION -II

Language Art

The session started with an interesting activity. The trainer showed four signs to the participants and asked them to make a short story. Two participants shared their stories with the whole group.

The trainer then explained the following four language skills in detail.

- Listening
-

- Speaking
- Reading
- Writing

The trainer shared that all these four skills are interrelated and interlinked. She shared the following reading techniques with the participants.

- Reading Aloud
- Shared Reading
- Guided Reading
- Silent or Independent Reading

The trainer then shared the reading, writing and speaking goals of CRI program from the methodology book.

For reading the children will:

- Choose reading material that reflects their interests and abilities.
- Recognize the value of reading in their life.
- Use new vocabulary.
- Make comparison between situation in literature and real life.

In writing the children will:

- Use punctuation and capitalization appropriately.
- Spell commonly used words.
- Attempt to express their ideas on paper completely.
- Revise written work to the satisfactory level of quality.
- Write stories, notes, letters poems signs, lists and labels.

In speaking and listening, the children will

- Use appropriate vocabulary.
- Rely on language to resolve conflicts and solve problems

The trainer shared that teachers while designing the reading and writing activities should consult the above mentioned goals. The trainer selected a theme, “My school” and asked the participants to tell one word or thing about school. The participants shared room, play ground, trees, furniture, door, window, blackboard etc. The trainer stated that this is how the teachers could involve the children in the brain storming activity and enhance their vocabulary and creativity.

The participants were asked to perform on the following tasks based on the Urdu syllabus of G-II.

- The participants made word wall from the story “Humaray Dost Janwar”.
-

- The participants presented role play on the lesson “Paishay”.
- After reading the lesson “Eid”, the participants made an Eid card and collective book on Eid.
- The words of poem “Jugnoo” were separately written on the cards. The participants by joining these words made a poem.
- The participants made a list of words by using the newspaper clippings.
- This group converted the story “KOO KOO” into a poem.
- The participants made the mask of earth and four seasons.
- The participants made a mural on the lesson “Mera Baghicha”

At the end of this activity the participants gave presentation on their work. The trainer said that all these tasks were based on reading and writing skills. These simple activities could be very helpful in enhancing the reading and writing skills of the children.

Energizer

The CRI team performed an energizer “If you are happy and you know it” for transition from one session to another.



SESSION-III

Book Making

The trainer shared that the book making brings together the language process in a natural way, combining writing, reading and hands on activity. However, the teacher while introducing this activity in the classroom should keep the age of children, their exposure to books and availability of material in mind. The trainer also stated the teachers could organize the book exhibition in the class. The children will get appreciation from their classmates and try to be more creative than before. The trainers showed the sample of books, posters and book marks made by the children in different partner schools.

The trainer asked the participants to share different types of books. The participants shared the following types of books with the whole group:

- Religious
 - Fiction
 - Poetry
 - Novels
 - Stories
 - General knowledge
 - Cooking
 - Palmistry
 - Computer
 - Fashion
-

The trainer shared that while making books the teachers should keep the following things in mind.

- Children's interest.
- Age of children
- Illustration.
- Title of the book.
- Title Page.
- The book should not be too lengthy.
- Use simple words.
- Author's Name

The trainer shared the following suggested list of books with the participants:

- Joke books.
- Riddle Books.
- Songs Book.
- Cook Book.
- Journals.
- Scrap Books.
- Autograph books.
- Information Books.
- Story Books.

Activity

All participants were asked to make individual books. They were provided enough material to be used for this activity. The participants prepared very colorful books and one representative from each group sat on the Author's Chair and shared the books made by the group members.



DAY - 4**REFLECTIONS****(July 31- August 4)****Group-I**

The participants were invited to sit on the Author's chair and share their reflection about the training. The participants shared that the activity introduced in the Morning Meeting could be very helpful in vocabulary development of children. The participants also liked the strategies for enhancing the reading and writing skills. They shared that they had made the books for the first time and realized that everyone could be a writer. The participants ensured to replicate the newly learnt techniques in the classroom.

Group-II

The participants shared that there has been no change in the teaching methodology since she has joined as a teacher. But this training is very different. The participant shared that sometimes she was very harsh with the children and use to give corporal punishment but after this training she has realized that how teacher's harsh behavior could stop the learning process. Another participant shared that this training is very unique in a sense that different activities are integrated with the syllabus. The participants shared that they will try their maximum to implement the training in their classroom.

(August 7- August 11)**Group-I**

The participants in this group shared that different ways of conducting Morning Meeting were very interesting. The activities introduced in the session will help the teachers to become more creative and innovative. They would be able to design activities themselves. The participants shared that the master teacher trainers provided facilitation on each table and responded to the questions about their queries regarding the methodology.

Group-II

The participants in this group liked the activities based on the syllabus of grade- II. The participants shared that they used to teach the lesson from the books. But in language and art session they have been told how they could use different techniques for the same lesson and could enhance the creativity and writing skills of the children.

Morning Challenge

A picture of an Australian bird was pasted on the wall. The participants had to guess what kind of object it was and put their names along with the answer in the jar.

Morning Meeting

One volunteer from each group was invited to participate in the Morning Meeting.

Greeting

The trainer introduced herself to the participants and shared that her favorite number is 99. She shared, "I like this numbers because there are 99 names of Allah. The participants were asked to introduce themselves in the same way. The participants shared dates of different event such as 14 August, 25th December, 9th Nov, number 1, 786, 30. The trainer said that these dates could be related with different subjects such as Islamic studies, social studies and math.



Sharing

A participant shared a dream with the group. The participants asked questions about the dream.

Group Activity

The participants wished happy birthday to all participants who were born in the month of August. The participants had to plan a birthday party. Small cards with different illustration of menu for the party were shared with the participants. The participants had to make the list according to the number of guests and tell whether the numbers of items were greater or smaller then the number of guests.

News & Announcement Chart

The news and announcement chart was read by the trainer followed by the participants.

SESSION - II

Hands on Science

The trainer started the session by asking the participants to share the games they used to play in their childhood. The participants shared that they used to play Guli Danda, Pithu Gram, Marbles, and hide and seek, and paper boats. The trainer shared that there were few games which were based on scientific rules such as whistling, measuring things etc.

The trainer then shared the objectives for science with the participants.

- Recognize patterns in the natural world.
- Make generalization about how changes occur in nature.
- Apply scientific facts and thinking to solve problems.
- Ask questions and be diligent in getting answer.
- Recognize a variety of ways to reach solution.
- Apply science process skills: observing, sorting, measuring, thinking, predicting and communicating.

Activity

The trainer then introduced bubble making activity. The participants were given straws, glycerin, soap diluted water, wires, paints etc. They were asked to make bubbles using all the material and shared their findings at the end of the activity. The participants shared that the bubbles reflected seven colors. By adding the glycerin the size of the bubble enlarged as the water became thick. By adding paint in the water the color of the bubbles changed. The activity was based on observation and experimentation.



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 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. The trainer also shared that the teacher should encourage asking open ended questions. The trainer shared the following examples of open ended questions with the participants:

- What can you tell me about it?
 - What does it feel like?
 - What material did you use?
 - What will you do next after you finish that?
 - What might you try instead?
-

Science Stations

Station - I

The participants were asked to make a project on different shapes of moon. They were also asked to write three open ended question about the project.

Station - II

The participants were given material and were asked to make aquarium. They were also asked to make three open ended questions.



Station - III

This group was provided leaves of different plants. They had to separate the leave according to the color, structure and shape. They were supposed to make three open ended questions about the leaves.



Station -IV

The participants had to differentiate between the loud and soft sounds. The participants had to explain the reason why few things produce loud sound while other produce light sounds. They had to make three open ended questions about the activity.

Station - V

The participants were asked to make different shadows by using torch. They were asked to show different parts of the days by making shadows. The participants were asked to make three open ended questions on the topic.

Station - VI

This group was asked to make the models of useful animals and make three open ended questions about them.

Each group gave presentation on their group work and shared three open ended questions with the whole group.

SESSION - III

Family Literacy

An estimation jar containing colorful button was rotated in the groups. Each participant had to guess the number of buttons and write their names and estimate



on a piece of paper. The trainer then shared that CRI program has three main components:

- Basic Education
- Parents Involvement
- Family Literacy Program

Group Activity

The trainer asked the participants in groups how family members support the children in developmental domains such as Emotional Development, Social Development, Psychological Development, and Physical Development.

The participants shared that in emotional development the children get support from the family by learning patience, love and affection, fear, appreciation respect for each other and sacrifice. In the social development the children learn from their family members how to help each other, competition, communication, justice, patriotism, responsibility and become good citizen. In Psychological domain the children learn moral values, respect, observing religion, telling the truth from the adults at home.

In physical development the parents provide good diet, recreation opportunities health and other basic facilities.

The trainer stated that the family Literacy Program aims at the development of all domains. The trainer asked the participants to share what role our parents, grand parents and family members play in the up bringing of a child. The trainer discussed that inter generational learning focuses on the ways in which parents and other family members contribute to or affect children's academic performance, school attendance, discipline and valuing of schooling and education. Children learn their parent's beliefs, values and attitude through both direct teaching and indirect observation. The trainer also shared that the research has shown that grand parents are increasingly the source of support for the children. The intergenerational learning process also fulfils the individual needs and helps in building strong bond between the families.



The trainer then shared the following objectives of Family Literacy Program with the participants:

- Literate the parents and enable them to facilitate their children in their learning.
 - Develop coordination between the teachers and parents.
 - Provide equal support to child's education in school and home.
 - Enhance parent involvement in the classroom.
-

Activity

The name of an object was pasted on the back of a volunteer. The rest of the participants were asked not to tell what was written on his back. However they could give him ten clues. The participants had to guess the answer. The same kind of activity was repeated with another participant. The trained said that this kind of activities develops the thinking skills of the children and by asking question the shyness of the children is removed.

The trainers then shared the strategies of the Family Literacy Program. The trainer explained the following points in detail:

- Training of trainers in hundred lessons.
- Start and timings of session.
- Monthly stipend of trainers.
- Admission of learners.
- Technical assistance.
- Monthly meeting.
- Facilitator's guide.
- Classroom supplies.
- Pre and post inventories.
- Home work
- Open House.
- Certificate distribution ceremony

Activity (*Making Shapes*)

The participants were given plain pages. They were asked to draw a square .Color that square in red color. Make two circles, one on the top right corner and other on the top left corner. Color the right circle purple and left green. Make two yellow triangles, one in the right bottom corner and other on the left bottom corner. In right triangle make a face and in left triangle make a flower. At the end of this activity, the trainer shared that this activity was based on the listening skills. She also shared that with the help of this activity the teachers could informally teach shapes, colors, directions.

Activity (*Aero Plane*)

The participants were given A- 4 size papers. They were asked to write down their concerns about the program and make an aero plane of this paper. The participants flew the aero planes. The participants were then asked to pick the aero planes and share the concerns written on it. Three participants shared concerns regarding the Family Literacy Program. The trainer responded appropriately to the concerns of participants.



Story Telling

The session was concluded on the sharing the story "I love you as much" After this stories the result of estimation jar was shared with the participants. The winner of the challenge was given a token.

REFLECTION

(July 31 - August 4)

Group-I

The participants shared that the Morning Meeting session was very interesting. They also liked the stations of science because the activities introduced in science station were related with the syllabus. The teachers shared that they will try to introduce at least one activity in science on weekly basis so that children learn by doing.

Group-II

The participants in the group shared that the orientation about Family Literacy Program was very informative. The participants shared that educating the parents will indirectly improve the children outcomes and it will also help in improving positive connection between the school and home. They liked the overall methodology of the training.

(August 7- August 11)

Group-I

The participants appreciated the hard work of CRI team. The participants shared that they had learnt a lot from the science stations. The participants said that the idea of morning challenge was completely new to them. The participants also shared their observation about the shapes of moon. The participant expressed that teaching is the profession of Prophets therefore we should do full justice to our profession and transfer the knowledge to next generation honestly.

Group-II

The participants in this group shared that the training was very interesting and informative. The participants shared that assistance will be required from the master teacher trainers for the proper implementation of the training.

Morning Meeting

Alphabets tags were randomly pasted behind the participant's seats. The participants with these tags were invited to participate in the Morning Meeting. These tags collectively formed the word Morning Meeting.



Greeting

The trainer started the greeting component by sharing her name with the participant sitting next to her. She also said that her favorite hobby is painting. The participants

also introduced themselves in the same manner. The trainer said that this kind of activity provide opportunity for the teachers to know the interests of children better.

Sharing

The participants shared the memorable incidents of their lives. The rest of the participants raised hands to ask questions. The participants who did sharing selected the people for asking questions.

Group Activity

The participants were further divided into four smaller groups. Each group was given a basket with some material in it. It had the cutting of different shapes on colorful glaze paper. The participants were supposed to paste these shapes on the chart paper to make different patterns and motifs.

News & Announcement Chart

Daily schedule was shared with the participants in the news and announcement chart. The participant read the information after the trainer.

SESSION- II

Classroom Environment

The trainer started the session with sharing a case study based on a day in Hassan's life. Each participants was given a heart shape .The trainer narrated the case study to the participants and asked them to tear the heart whenever they feel that the boy was hurt.



The participants at the end of the case study shared that Hasan's heart was broken by the teacher, parents and class mates. The teacher did not like the flower made by Hasan because he had not follow the teacher's instruction. No one noticed his new shirt. The puzzles given by the teacher were not age appropriate that's why he could not solve it. The teacher complained to his parents in front of him.

The trainer shared that both the physical and psychological environments are equally important and teacher should try to take care of both. The trainer shared that the teacher should improve the physical environment of the class so that the children could come to the class happily and feel secure. The walls in the classroom should be visually rich and it should be source of information with the children. The teachers should make use of the charts displayed on the walls during the lesson.

The trainer shared that the teachers should keep the following things in mind while displaying students work on the walls.

- The work displayed on the wall should be at student level so they could see that easily.
- The ratio of student and teacher work should be 70: 30.
- Photos of children while doing work could also be displayed on the walls.
- The family photos of children.
- Display of children's creative writing.
- Educational posters, Birthday charts, poems health and hygiene rules.
- Things donated by families.
- Classroom rules.
- Calendar of yearly activities.

Showing the Interactive Video

The trainer before the start of the activity informed the participants to observe three things in the video:

- What was on the wall?
- Activity centers
- Teacher child interaction.

At the end of interactive video, the participants shared that:

- The interactive video helped them to understand how CRI's methodology is implemented in the classroom.
- The teacher child interaction was very good.
- The teacher was sitting on the floor with the children in Morning Meeting.
- The teacher had provided opportunity for the children to perform on poems.
- The photographs of parent helping the teachers were also displayed on the walls.
- Activity centers were established in the class. Children were allowed to explore the material.
- Charts were displayed on the walls

The trainer shared that activity centers established in the CRI partner classrooms are based on the all the developmental domains. Block center helps in the development of the physical domain .It helps to develop the fine motor and gross motor skills. Art literacy and center caters to the needs of social and emotional domains. Math center helps in developing the cognitive domain. The trainer shared different styles of seating arrangement with the participants.

The participants were asked to design their own classroom based on the seating arrangements and activity corners. Each group displayed their work on the walls.

Closing Ceremony

On the last day of training the participants were handed in evaluation forms to get their feedback about the quality of training. The Chief Executive CRI gave away the certificates to the participants at the completion of five days training.



Annex-I

Agenda for Five Day Interactive Teachers Training Workshop
Grade-II, Group - I
 (31 July – 4 August, 2006)

Monday	Content	Responsibilities
08.30 a.m. - 09.15 a.m.	Registration	Abid/Shabana + all MTT's of the group
09.15 a.m. - 09.30 a.m.	Participants to be seated	
09.30 a.m. - 10.30 a.m.	Inaugural Ceremony	Stage Secretary, Ms. Shazia; Press, Ms. Seema Zia; Overall, Mr. Afzaal/ Mr. Farid/Mr. Zubair
10.30 a.m. - 11.00 a.m.	Tea	Mr. Afzaal & Team
11.00 a.m. - 11.15 a.m.	Name Tags/Sharing of Agenda	Saira
11.15 a.m. - 01.00 p.m.	Overview and Philosophy	
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Cooperative Learning	Tasneem
Tuesday		
09.00 a.m. - 09.15 a.m.	Reflections	Samina
09.15 a.m. - 10.30 a.m.	Morning Meeting	Humaira
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Language Arts	Saira
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Book making	Saira
Wednesday		
09.00 a.m. - 09.15 a.m.	Reflections	Saira
09.15 a.m. - 10.00 a.m.	Morning Meeting	Tayyaba/Samina
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 12.00 p.m.	Parent Involvement	Tasneem
12.00 p.m. - 01.00 p.m.	Math	Humaira
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Work Stations of Math	Humaira/Tayyaba/Shazia/ Uzma/Shabana/Abid/Zara
Thursday		
09.00 a.m. - 09.15 a.m.	Reflections	Saira
09.15 a.m. - 10.30 a.m.	Morning Meeting	Shazia/Tasneem
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Family Literacy	Shabana
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Science	Samina
Friday		
09.00 a.m. - 09.15 a.m.	Reflections	Tasneem
09.15 a.m. - 10.30 a.m.	Morning Meeting	Uzma/Humaira
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Classroom Environment	Fakhira
01.00 p.m. - 02.30 p.m.	Lunch	
02.30 p.m. - 03.00 p.m.	Evaluation	Samina
03.00 p.m. - 04.00 p.m.	Closing	

Agenda for Five Day Interactive Teachers Training Workshop
Grade-II Group - II
 (31 July - 4 August, 2006)

Monday	Content	Responsibilities
08.30 a.m. - 09.15 a.m.	Registration	Saima/Ayesha + all MTT's of the group
09.15 a.m. - 09.30 a.m.	Guests to be seated	
09.30 a.m. - 10.30 a.m.	Inaugural Ceremony	Stage Secretary, Ms. Shazia; Press, Ms. Seema Zia; Overall, Mr. Afzaal/ Mr. Farid/Mr. Zubair
10.30 a.m. - 11.00 a.m.	Tea	Mr. Afzaal & Team
11.00 a.m. - 11.15 a.m.	Name Tags/Sharing of Agenda	Sadia
11.15 a.m. - 01.00 p.m.	Overview and Philosophy	
01.00p.m. - 02.00 p.m.	Lunch	
02.00p.m. - 04.00 p.m.	Cooperative Learning	Fakhira
Tuesday		
09.00 a.m. - 09.15 a.m.	Reflections	Nazakat
09.15 a.m. - 10.00 a.m.	Morning Meeting	Fakhira
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 12.00 p.m.	Parent Involvement	Nazakat
12.00 p.m. - 01.00 p.m.	Math	Sadia
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Work Stations of Math	Sadia /Sabahat/Munnaza/ Maryam/Ayesha/Saima/Hina
Wednesday		
09.00 a.m. - 09.15 a.m.	Reflections	Sadia
09.15 a.m. - 10.30 a.m.	Morning Meeting	Sabahat/Fakhira
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Language Arts	Nazakat
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Book making	Nazakat
Thursday		
09.00 a.m. - 09.15 a.m.	Reflections	Sadia
09.15 a.m. - 10.30 a.m.	Morning Meeting	Munazza/Fakhira
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Science	Nazakat
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Family Literacy	Saima
Friday		
09.00 a.m. - 09.15 a.m.	Reflections	Fakhira
09.15 a.m. - 10.30 a.m.	Morning Meeting	Maryam/Nazakat
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Classroom Environment	Fakhira
01.00 p.m. - 02.30 p.m.	Lunch	
02.30p.m. - 03.00 p.m.	Evaluation	Nazakat
03.00 p.m. - 04.00 p.m.	Closing	

Agenda for Five Day Interactive Teachers Training Workshop**Grade-II Group - I****Timings:** 08.30 a.m. to 04.00 p.m.**Venue:** Holiday Inn Hotel, Islamabad

7 - 11 August, 2006

Monday	Content	Responsibilities
08.30 a.m. - 09.30 a.m.	Registration	Abid/Shabana + all MTT's of the group
09.30 a.m. - 10.30 a.m.	Opening Activities	Saira
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Overview and Philosophy	Saira
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Cooperative Learning	Tasneem
Tuesday		
09.00 a.m. - 09.15 a.m.	Reflections	Samina
09.15 a.m. - 10.30 a.m.	Morning Meeting	Humaira
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Language Arts	Saira
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Book making	Saira
Wednesday		
09.00 a.m. - 09.15 a.m.	Reflections	Saira
09.15 a.m. - 10.30 a.m.	Morning Meeting	Tayyaba/Samina
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 12.00 p.m.	Family Literacy	Shabana
12.00 p.m. - 01.00 p.m.	Math	Humaira
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Work Stations of Math	Humaira/Tayyaba/Shazia/ Uzma/Shabana/Abid/Zara
Thursday		
09.00 a.m. - 09.15 a.m.	Reflections	Saira
09.15 a.m. - 10.30 a.m.	Morning Meeting	Shazia/Tasneem
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Parent Involvement	Tasneem
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Science	Samina
Friday		
09.00 a.m. - 09.15 a.m.	Reflections	Tasneem
09.15 a.m. - 10.30 a.m.	Morning Meeting	Uzma/Humaira
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Classroom Environment	Saira
01.00 p.m. - 02.30 p.m.	Lunch	
02.30 p.m. - 03.00 p.m.	Evaluation	Saira/Shabana
03.00 p.m. - 04.00 p.m.	Closing	

Agenda for Five Day Interactive Teachers Training Workshop

Grade-II (Group - II)

Timings: 08.30 a.m. to 04.00 p.m.

Venue: Holiday Inn Hotel, Islamabad

7 - 11 August, 2006

Monday	Content	Responsibilities
08.30 a.m. - 09.30 a.m.	Registration	Saima/Ayesha + all MTT's of the group
09.30 a.m. - 10.30 a.m.	Opening Activities	Saima
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Overview and Philosophy	Sadia
01.00p.m. - 02.00 p.m.	Lunch	
02.00p.m. - 04.00 p.m.	Cooperative Learning	Fakhira
Tuesday		
09.00 a.m. - 09.15 a.m.	Reflections	Nazakat
09.15 a.m. - 10.00 a.m.	Morning Meeting	Fakhira
10.00 a.m. - 10.30 a.m.	Tea	
10.30 a.m. - 12.00 p.m.	Parent Involvement	Nazakat
12.00 p.m. - 01.00 p.m.	Math	Sadia
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Work Stations of Math	Sadia /Sabahat/Munnaza/ Maryam/Ayesha/Saima/Hina
Wednesday		
09.00 a.m. - 09.15 a.m.	Reflections	Sadia
09.15 a.m. - 10.30 a.m.	Morning Meeting	Sabahat/Fakhira
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Language Arts	Nazakat
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Book making	Nazakat
Thursday		
09.00 a.m. - 09.15 a.m.	Reflections	Sadia
09.15 a.m. - 10.30 a.m.	Morning Meeting	Munazza/Fakhira
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Science	Nazakat
01.00 p.m. - 02.00 p.m.	Lunch	
02.00 p.m. - 04.00 p.m.	Family Literacy	Saima
Friday		
09.00 a.m. - 09.15 a.m.	Reflections	Fakhira
09.15 a.m. - 10.30 a.m.	Morning Meeting	Maryam/Nazakat
10.30 a.m. - 11.00 a.m.	Tea	
11.00 a.m. - 01.00 p.m.	Classroom Environment	Fakhira
01.00 p.m. - 02.30 p.m.	Lunch	
02.30p.m. - 03.00 p.m.	Evaluation	Saima/Sadia
03.00 p.m. - 04.00 p.m.	Closing	

Annex-II

Grade II (July 31 - August 04, 2006)		
List of Participants (Group - I)		
S #	School	Name
1	FGBMS, Bhadana Kalan, Islamabad	Niaz Ahmed
2	FGBMS, Bhadana Kalan, Islamabad	Ulfat Mahmood
3	FGBMS, Bhadana Kalan, Islamabad	Naveed Iqbal
4	FGBMS, Chellow, Islamabad	Hafiz Fazli Ghani
5	FGBMS, Chellow, Islamabad	Muhammad Ismail
6	FGBMS, Dhoke Jouri, Islamabad	Muhammad Nazir Malik
7	FGBMS, Dhoke Juri, Islamabad	Ghulam Muhammad Aajiz
8	FGBMS, Dhoke Paracha, Islamabad	Arshad Pervez
9	FGBMS, Dhoke Paracha, Islamabad	Meher Khan
10	FGBMS, Maira Beri, Islamabad	Raja Zulfiqar Ali
11	FGBPS, Dherak Mohri, Islamabad	Muhammad Dawood
12	FGBPS, Dherak Mohri, Islamabad	Zahid Ali
13	FGBPS, Golra, Islamabad	Mohibullah
14	FGBPS, Golra, Islamabad	Hameed Ullah Khan
15	FGBPS, Golra, Islamabad	Rashid Ahmed
16	FGBPS, Johd, Islamabad	Ali Muhammad Shigri
17	FGBPS, Johd, Islamabad	Muhammad Iqbal Saeed
18	FGBPS, Karamabad, Islamabad	Mehboob-ur-Rehman
19	FGBPS, Karamabad, Islamabad	Khurshid Ajmal
20	FGBPS, Noon, Islamabad	Abdul Rashid
21	FGBPS, Noon, Islamabad	Mukhtar Ahmed
22	FGBPS, Pind Hoon, Islamabad	Muhammad Shafique Mughal
23	FGBPS, Pind Hoon, Islamabad	Anzar Ali
24	FGBPS, Pind Parian, Islamabad	Umer Hayat Khan
25	FGBPS, Pind Parian, Islamabad	Muhammad Ashraf
26	FGBPS, Sang Jani, Islamabad	Malik Mahmood Khan
27	FGBPS, Sang Jani, Islamabad	Syed Azhar Ali Shah Kazmi
28	FGBPS, Sang Jani, Islamabad	Syed Sibat-ul-Hassan Shah
29	FGBPS, Sarai Khurbooza, Islamabad	Muhammad Boota
30	FGBPS, Sarai Khurbooza, Islamabad	Naseer Ahmed
31	FGBPS, Seri Saral, Islamabad	Muhammad Hanif
32	FGBPS, Seri Saral, Islamabad	Ahmed Khan Chandio
33	FGBPS, Shah Allah Ditta, Islamabad	Imtiaz Khan
34	FGBPS, Shah Allah Ditta, Islamabad	Muhammad Ishaq
35	FGBPS, Shakpur, Islamabad	Tahir Mahmood
36	FGBPS, Sheikhpur Noon, Islamabad	Muhammad Irfan Siddique
37	FGBPS, Sheikhpur Noon, Islamabad	Allah Yar Khan
38	FGBPS, Sorian, Islamabad	Muhammad Azam
39	FGBPS, Sorian, Islamabad	Muhammad Imran Mukhtar
40	FGBPS, Tamman, Islamabad	Malik Muhammad Riaz
41	FGBPS, Tamman, Islamabad	Aman Ullah
42	FGBSS, I-14, Islamabad	Ihsan Elahi
43	FGBSS, Maira Akku, Islamabad	Muhammad Sarwar Khan
44	FGBSS, Maira Akku, Islamabad	Muhammad Iqbal Khan
45	FGBSS, Naugazi, Islamabad	Muhammad Haroon
46	FGBSS, Naugazi, Islamabad	Nazakat Ali Khan

47	FGGHS, Sang Jani, Islamabad	Surriya Amjad
48	FGGHS, Sang Jani, Islamabad	Bhag Bhari
49	FGGHSS, Jhangi Syedan, Islamabad	Touqeer Kazami
50	FGGMS, Badia Qadir Bukhsh, Islamabad	Mumtaz Akhtar
51	FGGMS, Badia Qadir Bukhsh, Islamabad	Safia Hameed
52	FGGMS, Dherak Mohri, Islamabad	Fozia Ishaq
53	FGGMS, Dherak Mohri, Islamabad	Nasreen Asim
54	FGGMS, Dhoke Jouri, Islamabad	Zahida Jabeen
55	FGGMS, Dhoke Jouri, Islamabad	Farida Begum
56	FGGMS, Golra, Islamabad	Kaniz Zahra Khan
57	FGGMS, Golra, Islamabad	Mahjabeen Aslam
58	FGGMS, Maira Ber, Islamabad	Nasim Akhtar
59	FGGMS, Naugazi, Islamabad	Sharina Suleman
60	FGGMS, Naugazi, Islamabad	Mumtaz Bano
61	FGGMS, Noon, Islamabad	Riffat Perveen
62	FGGMS, Noon, Islamabad	Tayyaba Kausar
63	FGGMS, Pind Paracha, Islamabad	Azra Nasrin
64	FGGMS, Pind Paracha, Islamabad	Sobia Sadaqat
65	FGGPS # 55, I-14, Islamabad	Rizwana Abdul Ghani
66	FGGPS # 55, I-14, Islamabad	Zeenat Begum
67	FGGPS, Bekha Syedan, Islamabad	Shamim Kousar
68	FGGPS, Dhoke Hashoo, Islamabad	Fehmida Akhter
69	FGGPS, Dhoke Hashoo, Islamabad	Kousar Hayat
70	FGGPS, Dhoke Paracha, Islamabad	Sultana Mirza
71	FGGPS, Dhoke Paracha, Islamabad	Ruqia Aziz
72	FGGPS, Dhoke Paracha, Islamabad	Ishrat Perveen
73	FGGPS, Dhoke Suleman, Islamabad	Shahnaz Wali
74	FGGPS, Dhoke Suleman, Islamabad	Munazzah Zulfiqar
75	FGGPS, Pind Parian, Islamabad	Nasira Saddiqua
76	FGGPS, Pind Parian, Islamabad	Ghazala Tahir
77	FGGPS, Sarai Khurbooza, Islamabad	Bashiran
78	FGGPS, Sarai Khurbooza, Islamabad	Nighat Yasmeen
79	FGGPS, Saria Madhu, Islamabad	Nighat Sultana
80	FGGPS, Saria Madhu, Islamabad	Sarwat Ayaz Khattak
81	FGGPS, Sheikhpur Noon, Islamabad	Yasmeen Ameen
82	FGGPS, Sheikhpur Noon, Islamabad	Naseem Akhtar
83	FGGSS, Bhadana Kalan, Islamabad	Fakhar-un-Nisa Kiani
84	FGGSS, Bhadana Kalan, Islamabad	Shahida Perveen
85	FGGSS, Golra, Islamabad	Tahira
86	FGGSS, Jhangi Syedan, Islamabad	Tauqir Jamshed
87	FGGSS, Jhangi Syedan, Islamabad	Humaira Zulqarnain
88	FGGSS, Shah Allah Ditta, Islamabad	Qurra-tul-Ain
89	FGMMS, Mera Bari, Islamabad	Saima Afridi
90	FGMS, Mari Bari, Islamabad	Syed Sibbat-ul-Hasnain
91	FGPPS, Bekha Syedan, Islamabad	Shagufta Iqbal
92	FGGSS, Golra, Islamabad	Riffat Jabeen
93	FGBPS, Dora, Islamabad	Muhammad Sadiq
94	FGBPS, Dora, Islamabad	Arif Mahmood
95	FGBPS, Dhoke Lubana, Islamabad	Muhammad Boota
96	FGBPS, Dhoke Lubana, Islamabad	Saeed Ahmad Tahir
97	FGBPS, Bokra, Islamabad	Bashir Ahmad
98	FGBPS, Bokra, Islamabad	Muhammad Tahir

(Group - II)		
S #	School	Name
1	FGBJMS, Bhimber Trar, Islamabad	Khurshid Ahmad Javed
2	FGBJMS, Bhimber Trar, Islamabad	Naeem Ullah Khattak
3	FGBJMS, Bhimber Trar, Islamabad	Zubair Hussain Satti
4	FGBJMS, Humak, Islamabad	Sultan Ahmad
5	FGBJMS, Lohi Bher, Islamabad	Muhammad Maqsood
6	FGBJMS, Lohi Bher, Islamabad	Shamshad Hussain
7	FGBJMS, Sihala, Islamabad	Ch. Muhammad Akram
8	FGBJMS, Tarlai, Islamabad	Khalid Hussain
9	FGBMS, Khanna Nai Abadi, Islamabad	Muhammad Ashraf
10	FGBMS, Khanna Nai Abadi, Islamabad	Muhammad Gulistan Raza
11	FGBMS, Pehount, Islamabad	Muhammad Roshan Iqbal
12	FGBMS, Pehount, Islamabad	Nasir Mahmood
13	FGBMS, Pehount, Islamabad	Amjad Mahmood
14	FGBPS, Bhangril Rawat, Islamabad	Ghulam Yasin Awan
15	FGBPS, Bhangril Rawat, Islamabad	Kousar Hussain
16	FGBPS, Boora Bangiaal, Islamabad	Khalid Farooq Khan
17	FGBPS, Boora Bangiaal, Islamabad	Tahir Mahmood
18	FGBPS, Sohan, Islamabad	Ghulam Muhammad Khan Niazi
19	FGBPS, Humak, Islamabad	Javed Iqbal
20	FGBPS, Jang Syedan, Islamabad	Shahid Pervaiz
21	FGBPS, Jhang Syedan, Islamabad	Muhammad Saleem Khan
22	FGBPS, Khadrappier, Islamabad	Muhammad Sardar
23	FGBPS, Khadrappier, Islamabad	Muhammad Ismail
24	FGBPS, Koral, Islamabad	Hamid Mukhtar
25	FGBPS, Koral, Islamabad	Amjad Ali
26	FGBPS, Mohra Kalu, Islamabad	Ashfaq Ahmad Kiani
27	FGBPS, Mohra Kalu, Islamabad	Imtiaz Ali Hashmi
28	FGBPS, Mughal, Islamabad	Azhar Hussain
29	FGBPS, Mughal, Islamabad	Aurangzeb
30	FGBPS, Sharifabad, Islamabad	Habib Sultan
31	FGBPS, Sharifabad, Islamabad	Tahir Mehmood Raja
32	FGBPS, Sohan, Islamabad	Muhammad Akram
33	FGBSS, Jaba Taili, Islamabad	Amir Afzal
34	FGBSS, Jaba Taili, Islamabad	Anwar Mahmood Siddiqui
35	FGBSS, Jagiot, Islamabad	Ghulam Mustafa Qureshi
36	FGBSS, Jagiot, Islamabad	Muhammad Sabir
37	FGGHS, Dhoke Gngal, Islamabad	Syeda Khalida
38	FGGHS, Dhoke Gngal, Islamabad	Kaloom Bagum
39	FGGHS, Dhoke Gngal, Islamabad	Nadira Begum
40	FGGHS, Dhoke Gngal, Islamabad	Rubina
41	FGGHS, Jagiot, Islamabad	Najam-us-Sahar
42	FGGMS, Darkala, Islamabad	Ghulam Sughra
43	FGGMS, Jaba Taili, Islamabad	Riffat Zohra
44	FGGMS, Jaba Taili, Islamabad	Asma Aslam
45	FGGMS, Mohri Rawat, Islamabad	Tafseer Bashir
46	FGGMS, New Shakrial, Islamabad	Tausif Asif
47	FGGMS, New Shakrial, Islamabad	Rubina Aziz
48	FGGMS, Rajwal, Islamabad	Zahida Saeed
49	FGGMS, Rajwal, Islamabad	Abida Abbasi

50	FGGPS, Alipur (M.V), Islamabad	Tasnee Anwar
51	FGGPS, Alipur Frash, Islamabad	Sarwat Shafiqa Afzaal
52	FGGPS, Alipur Frash, Islamabad	Fouzia Bashir
53	FGGPS, Alipur, Islamabad	Zenobia Peter
54	FGGPS, Gangota Syedan, Islamabad	Samina Gul
55	FGGPS, Herno, Islamabad	Sarwat Sultana
56	FGGPS, Herno, Islamabad	Saira Baqir
57	FGGPS, Herno, Islamabad	Salma Shaheen
58	FGGPS, Humak, Islamabad	Rizwana Tasnim
59	FGGPS, Humak, Islamabad	Shamim Akhter
60	FGGPS, Humak, Islamabad	Humaira Habibullah
61	FGGPS, Kangota Syeddin, Islamabad	Shehla Rubab
62	FGGPS, Kijnah, Islamabad	Zohra Nazar
63	FGGPS, Kijnah, Islamabad	Shahzada Begum
64	FGGPS, Miana Thub, Islamabad	Farzana Akhter
65	FGGPS, Miana Thub, Islamabad	Habib-un-Nisa
66	FGGPS, Mughal, Islamabad	Shahnaz Bibi
67	FGGPS, Mughal, Islamabad	Parveen Sajida
68	FGGPS, Nilore, Islamabad	Rizwana Jabeen
69	FGGPS, Nilore, Islamabad	Bushra Rehman
70	FGGPS, Sihala Mirzian, Islamabad	Zahida Perveen
71	FGGPS, Sihala Mirzian, Islamabad	Nasim Akhtar
72	FGGSS, Jagiot, Islamabad	Amtul Aziz
73	FGGSS, Jagiot, Islamabad	Salis Bi
74	FGGSS, Lohi Bher, Islamabad	Shabidah Aziz
75	FGGSS, Lohi Bher, Islamabad	Perveen Akhter
76	FGJMS, PTC Sihala, Islamabad	Tasneem Pervaiz
77	FGJMS, PTC Sihala, Islamabad	Anjum Sajid
78	FGJMS, PTC Sihala, Islamabad	Aqsa Syed
79	FGJMS, PTC Sihala, Islamabad	Naeema Khatoon
80	FGJMS, PWD Colony, Islamabad	Zainab Shaheen
81	FGJMS, PWD Colony, Islamabad	Haleema Kousar
82	FGJMS, PWD Colony, Islamabad	Sadia Sultana
83	FGJMS, Rawat, Islamabad	Perveen Fatima
84	FGJMS, Rawat, Islamabad	Mehreen Nawaz
85	FGJMS, Rawat, Islamabad	Ibrat Ara
86	FGJMS, Rawat, Islamabad	Abida Shaheen
87	FGJMS, Sohan, Islamabad	Farhana Aziz
88	FGJMS, Sohan, Islamabad	Hamda Ejaz
89	FGJMS, Sohan, Islamabad	Bilquees Akhtar
90	FGJMS, Tarlai, Islamabad	Aslam Khan
91	FGJMS, Tarlai, Islamabad	Haq Nawaz Malik
92	FGMMS, Mohri Rawat, Islamabad	Tanvir Kayani
93	FGPS, Ara, Islamabad	Ali Asghar
94	FGBMS, Khanna Nai Abadi, Islamabad	Muhammad Akram
95	FGBJMS, Sihala, Islamabad	Ijaz Anwar
96	FGGMS, Darkala, Islamabad	Latif Khanum
97	FGGMS, Darkala, Islamabad	Syeda Samina Habib

Grade II (August 07 - 11, 2006)		
List of Participants (Group - I)		
S #	School	Name
1	FGJMS # 1, G-7/2, Islamabad	Akhtar Bibi
2	FGJMS # 1, G-7/2, Islamabad	Mussarat Azhar
3	FGJMS # 19, G-8/1, Islamabad	Sabiha Khanam
4	FGJMS # 19, G-8/1, Islamabad	Razia Begum
5	FGJMS # 19, G-8/1, Islamabad	Mumtaz Begum
6	FGJMS # 3, E-8, Islamabad	Zahida Beg
7	FGJMS # 3, E-8, Islamabad	Zahida Saleem
8	FGJMS # 3, E-8, Islamabad	Sartaj Begum
9	FGJMS # 3, E-8, Islamabad	Wiqar-un-Nisa
10	FGJMS # 30, F-8/2, Islamabad	Shahida Malik
11	FGJMS # 32, E-8, Islamabad	Zahida Parveen
12	FGJMS # 32, E-8, Islamabad	Shaheen Akhtar
13	FGJMS # 32, E-8, Islamabad	Rehana Shaheen
14	FGJMS # 37, E-7/4, Islamabad	Sarwat Zahida
15	FGJMS # 37, E-7/4, Islamabad	Nazish Tarannum
16	FGJMS # 54, E-9, Islamabad	Rehana Yasmeen
17	FGJMS # 54, E-9, Islamabad	Zohra Bibi
18	FGJMS # 54, E-9, Islamabad	Shahnaz Bashir
19	FGJMS # 7, G-7/3-3, Islamabad	Tasneem Kausar
20	FGJMS # 7, G-7/3-3, Islamabad	Zill-e-Huma
21	FGJMS # 7, G-7/3-3, Islamabad	Hamida Bano
22	FGJMS # 9, F-6/3, Islamabad	Romana Begum
23	FGJMS # 9, F-6/3, Islamabad	Rahat Zareen
24	FGJMS # 9, F-6/3, Islamabad	Fozia Javed
25	FGJMS, F-10/1, Islamabad	Tahira Parveen
26	FGJMS, F-10/1, Islamabad	Rahat Batool
27	FGJMS, F-6/1, Islamabad	Farzana Manzoor
28	FGJMS, F-6/1, Islamabad	Saima Rasool
29	FGJMS, F-6/1, Islamabad	Ayesha Jamil
30	FGJMS, F-6/1, Islamabad	Akhtar Shaheen
31	FGJMS, F-7/2, Islamabad	Saeeda Khanum
32	FGJMS, F-7/2, Islamabad	Akbar Jan
33	FGJMS, F-7/2, Islamabad	Farida Bano
34	FGJMS, F-7/2, Islamabad	Zubaida Khatoon
35	FGJMS, F-8/3, Islamabad	Najma Ahmad
36	FGJMS, F-8/3, Islamabad	Safia Begum
37	FGJMS, F-8/3, Islamabad	Salma Rasul
38	FGJMS, G-7/1, Islamabad	Kausar Perveen
39	FGJMS, G-7/1, Islamabad	Basira Jan
40	FGJMS, G-7/1, Islamabad	Razia Begum
41	FGJMS, G-7/1, Islamabad	Tahira Begum
42	FGJMS, G-7/1, Islamabad	Mubashra Zahoor
43	FGJMS, G-7/1, Islamabad	Nadima
44	FGJMS, G-7/1, Islamabad	Farina Farid
45	FGJMS, G-7/2, Islamabad	Abida Shaheen
46	FGJMS, G-7/2, Islamabad	Roshan Ara
47	FGJMS, G-7/2, Islamabad	Khadija Yasin Raja

48	FGJMS, G-7/2, Islamabad	Asma Pir Mohammad
49	FGJMS, G-7/3-4, Islamabad	Ismat Bano
50	FGJMS, G-7/3-4, Islamabad	Azra Sultana
51	FGJMS, G-7/3-4, Islamabad	Zahida Parveen
52	FGJMS, G-7/3-4, Islamabad	Lubna Hameed
53	FGJMS, G-7/4, Islamabad	Farida Tanveer
54	FGJMS, G-7/4, Islamabad	Tasleem Akhtar
55	FGJMS, G-7/4, Islamabad	Hamida Bibi
56	FGJMS, G-7/4, Islamabad	Saleema Jan
57	FGJMS, G-7/4, Islamabad	Shaista Yunus
58	FGJMS, G-7/4, Islamabad	Irshad Begum
59	FGJMS, PIMS, G-8/3, Islamabad	Bint-e-Rasool
60	FGJMS, PIMS, G-8/3, Islamabad	Asma
61	ICG, F-6/2, Islamabad	Dur-e-Munir
62	ICG, F-6/2, Islamabad	Aliya Tabassam
63	ICG, F-6/2, Islamabad	Nusrat Bano
64	ICG, F-6/2, Islamabad	Rubina Hanif
65	IMCB, I-10/1, Islamabad	Fouzia Mufti
66	IMCB, I-10/1, Islamabad	Shabana Parveen
67	IMCB, I-10/1, Islamabad	Nausheen Ahmed
68	IMCB, I-10/1, Islamabad	Nasreen Akhtar Abbasi
69	IMCB, I-10/1, Islamabad	Amra Naheed
70	IMCB, I-8/3, Islamabad	Shabana Dildar
71	IMCB, I-8/3, Islamabad	Memoona Firdous
72	IMCG, F-8/1, Islamabad	Asifa Nasir Khan
73	IMCG, F-8/1, Islamabad	Kiren Shama
74	IMCG, F-8/1, Islamabad	Iffat Bashir
75	IMCG, F-8/1, Islamabad	Mussarat Husain
76	IMCG, G-10/2, Islamabad	Rehana Habib
77	IMCG, I-10/4, Islamabad	Nasreen Aslam
78	IMCG, I-10/4, Islamabad	Sadia Nisar
79	IMCG, I-10/4, Islamabad	Fakhira Bibi
80	IMCG, I-10/4, Islamabad	Nasira Bibi
81	FGJMS # 30, F-8/2, Islamabad	Salma Javaid
82	IMCG, G-10/2, Islamabad	Samina Nawaz
83	FGJMS # 1, G-7/2, Islamabad	Zamir Kausar

(Group - II)

S #	School	Name
1	FGJMS # 1, G-6/1-4, Islamabad	Ghazala Bashir Khan
2	FGJMS # 1, G-6/1-4, Islamabad	Arifa Naeed
3	FGJMS # 1, G-6/1-4, Islamabad	Razia Begum
4	FGJMS # 1, G-6/1-4, Islamabad	Robina Yasmin
5	FGJMS # 1, G-6/1-4, Islamabad	Bushra Rabab Alvi
6	FGJMS # 24, G-9/2, Islamabad	Nasreen Akhter
7	FGJMS # 24, G-9/2, Islamabad	Razia Sultana
8	FGJMS # 24, G-9/2, Islamabad	Nuzhat Zaman
9	FGJMS # 24, G-9/2, Islamabad	Najma Bibi
10	FGJMS # 26, G-8/2, Islamabad	Nuzhat Ayesha
11	FGJMS # 29, I-9/4, Islamabad	Kausar Rana
12	FGJMS # 29, I-9/4, Islamabad	Saeeda Akhtar
13	FGJMS # 29, I-9/4, Islamabad	Shahida Nasreen

14	FGJMS # 31, I-9/1, Islamabad	Umme Habiba
15	FGJMS # 31, I-9/1, Islamabad	Najma Jamal
16	FGJMS # 31, I-9/1, Islamabad	Musarrat Jabeen
17	FGJMS # 31, I-9/1, Islamabad	Tamseela Jabeen
18	FGJMS # 31, I-9/1, Islamabad	Nasira Khatoon
19	FGJMS # 34, G-8/2, Islamabad	Fahmida Kausar
20	FGJMS # 34, G-8/2, Islamabad	Sarwat Khalid Qureshi
21	FGJMS # 36, G-9/2, Islamabad	Rukhsana Perveen
22	FGJMS # 36, G-9/2, Islamabad	Qamar-un-Nisa
23	FGJMS # 36, G-9/2, Islamabad	Yasmin Tahir
24	FGJMS # 36, G-9/2, Islamabad	Saeeda Parveen
25	FGJMS # 40, I-10/1, Islamabad	Lubna Tufail
26	FGJMS # 40, I-10/1, Islamabad	Akbar Jan Jaffery
27	FGJMS # 40, I-10/1, Islamabad	Rukhsana Bashir
28	FGJMS # 40, I-10/1, Islamabad	Sami-un-Nisa
29	FGJMS # 40, I-10/1, Islamabad	Naseem Akhtar
30	FGJMS # 40, I-10/1, Islamabad	Naseem Akhtar
31	FGJMS # 43, G-10/4, Islamabad	Shahnaz Kausar
32	FGJMS # 43, G-10/4, Islamabad	Musarut Jamil
33	FGJMS # 44, G-8/4, Islamabad	Hameeda
34	FGJMS # 44, G-8/4, Islamabad	Saleha Jamal
35	FGJMS # 50, I-9/4, Islamabad	Anjum Jamal
36	FGJMS # 50, I-9/4, Islamabad	Shazia Khalil
37	FGJMS # 50, I-9/4, Islamabad	Shaheen Akhter
38	FGJMS # 51, G-10/2, Islamabad	Nafisa Noor
39	FGJMS, F-10/2, Islamabad	Tahira Yasmin
40	FGJMS, F-10/4, Islamabad	Ambreena Ahmer
41	FGJMS, F-10/4, Islamabad	Shakira Khurshid
42	FGJMS, G-10/1, Islamabad	Khalida Parveen
43	FGJMS, G-10/1, Islamabad	Rozina Tasneem
44	FGJMS, G-10/1, Islamabad	Nishat Bibi
45	FGJMS, G-6/1-2, Islamabad	Syeda Amina Shafiq
46	FGJMS, G-6/1-2, Islamabad	Zanib Bibi
47	FGJMS, G-6/1-2, Islamabad	Shagufta Yasmin
48	FGJMS, G-8/2, Islamabad	Farzana Shazia
49	FGJMS, G-9/2, Islamabad	Naheed Begum
50	FGJMS, G-9/3, Islamabad	Gulnaz Tabbasum
51	FGJMS, G-9/3, Islamabad	Nuzhat Zehra
52	FGJMS, G-9/4, Islamabad	Robina Shaheen
53	FGJMS, G-9/4, Islamabad	Suraiya Khatoon
54	FGJMS, H-8 (AIOU), Islamabad	Kishwar Sultana
55	FGJMS, H-8 (AIOU), Islamabad	Rahnaa Abid Nazir
56	FGJMS, I-10/2, Islamabad	Maryam Siddiqah
57	FGJMS, I-10/2, Islamabad	Maqsood Akhter
58	FGJMS, I-10/2, Islamabad	Kalsoom Kausar
59	FGJMS, I-10/2, Islamabad	Mussarat Jabeen
60	FGJMS, I-10/2, Islamabad	Rabia Shireen
61	FGJMS, I-10/2, Islamabad	Rafiqua Parveen
62	FGJMS, I-9/1, Islamabad	Anjum Iqbal
63	FGJMS, I-9/1, Islamabad	Mamoona Kousar
64	FGJMS, I-9/1, Islamabad	Nasim Akhtar
65	FGJMS, I-9/4, Islamabad	Jaria Saleem

66	FGJMS, I-9/4, Islamabad	Zainab Irshad
67	FGJMS, I-9/4, Islamabad	Zenab Khatoon
68	FGJMS, I-9/4, Islamabad	Rukhsana Akbar Kiyani
69	ICB, G-6/3, Islamabad	Samina Munir
70	ICB, G-6/3, Islamabad	Uzma Yousaf
71	ICB, G-6/3, Islamabad	Nadia Salim
72	ICB, G-6/3, Islamabad	Shahnaz Amir Haider
73	ICB, G-6/3, Islamabad	Nighat Yasmeen
74	ICB, G-6/3, Islamabad	Asma Aziz
75	IMCB, F-10/3, Islamabad	Munazza Khatoon
76	IMCB, F-11/1, Islamabad	Lubna Hameed
77	IMCB, F-11/1, Islamabad	Kaneez Fatima
78	IMCB, F-11/3, Islamabad	Nighat Azhar
79	IMCB, G-10/4, Islamabad	Talat Anjum
80	IMCB, G-10/4, Islamabad	Rehana Shafique
81	IMCB, G-10/4, Islamabad	Mazla Kanwal
82	IMCB, G-10/4, Islamabad	Farzana Qureshi
83	IMCB, G-10/4, Islamabad	Sumera Javed
84	IMCB, G-10/4, Islamabad	Sajida Naeem
85	IMCB, G-11/1, Islamabad	Sarwat Zahra
86	IMCB, G-11/1, Islamabad	Huma Nisar Bhutta
87	IMCB, F-11/3, Islamabad	Adeeba Yasmin
88	FGJMS # 24, G-9/2, Islamabad	Riasat Nagina
89	IMCB, F-10/3, Islamabad	Saghira Fatima
90	FGJMS, F-10/2, Islamabad	Zarrin Zaheer
91	Army Special Education Academy, Rawalpindi	Samra Hussain
92	Army Special Education Academy, Rawalpindi	Tabassam Hameed
93	Army Special Education Academy, Rawalpindi	Tamseela Hanif
94	Army Special Education Academy, Rawalpindi	Farhat Zahoor
95	Army Special Education Academy, Rawalpindi	Muhammad Javaid Farooq
96	Army Special Education Academy, Rawalpindi	Misbah Rehman

**Report on Consultative Meeting
Between
FDE Teachers & Master Teacher Trainers**

Venue: CRI Office

Dated: 3-4 July, 2006

Agenda of the Meeting:

The agenda of the meeting was to devise strategies for the expansion and extension of CRI's program in all Federal Government Schools situated in ICT area. Another important element to be discussed in the meeting was to identify the contents of Grade V training and determine the ratio of activities in Grade IV-V.

Proceedings of Day-I:

The consultative meeting started with the brainstorming session regarding the appropriate time for the training, training methodology, assessment tools and incorporation of CRI's methodology in the higher grades.

The teachers proposed that the trainings should be conducted at the start of academic session. Secondly, the trainings should integrate with the syllabus of each grade. The teachers also proposed that besides class teachers, the subject teachers should also participate in the trainings.

The Mater Teacher Trainer asked the teachers how far the CRI's assessment tools could be used in the classroom .The teachers responded that all assessment tools of CRI can not be used in the classroom situation because the teachers have to take 8-9 periods on daily basis. Secondly, the class size is also another factor which hinders using these tools. Finally, the students have to appear in the board exams therefore not all the tools could be used .However the teacher could use checklists to improve the reading and writing skills of the students. In this way both the traditional method and CRI assessment methods will be integrated.

In response to incorporate CRI methodology in Grade-V, the teachers shared that the strategies of CRI methodology should be incorporated in the planning for initial terms but in the final term the teachers should have enough time for revision.

Similarly, in response to include Morning Meeting as a routine activity, the teachers said that in grade IV-V, it is really difficult to have Morning Meeting since the teachers already take zero period for teaching maths or science. The teachers agreed that 5-7 minutes could be allocated for Greeting and News and Announcement component while the Group Activity and Sharing component could be introduced in any of the period.

The subject teachers and class teachers coordination is also lacking therefore the teachers should do short term and long term planning fortnightly or on monthly basis. This planning should be displayed in the classes as daily schedule so that each teacher knows what the other teacher is teaching in the classroom. The teachers recommended that the head/teacher interaction is also very crucial. The teachers also suggested that class teachers should take at least three subject of the class.

While discussing the ratio of activities, the teachers suggested that the activities could be introduced if they are integrated with the syllabus. The objectives of the activity should be very clear to teachers and children.

After this brain storming session the teachers were divided into two groups. They were asked to consult the syllabus of Grade - V and identify the contents, activities and material required for conducting these activities.

Professor Mohammad Rafique Tahir (Director Trainings FDE) also joined the participants in the meeting. He announced that the CRI program will be expanded in all Federal Government schools in ICT area.

He also mentioned that there is need to be more vigilant in introducing CRI methodology as the environment in rural and urban areas is quite different. He shared that the following points should be discussed in the meeting:

- The differences of rural and urban schools should be kept in mind while introducing CRI's methodology.
- There is need to identify how the assistance from PTAs will be gained for establishing and implementing the family literacy centers and enhancing family involvement in the schools.
- He also mentioned that the strategies of grade II could not be implemented in the higher grades. There is a need to review and build on the reading and writing skills .Similarly the ratio of activities should also be determined for the higher classes. He pointed out that the project based learning approach should be followed from grade V onwards.
- Professor Rafique Tahir also pointed out that the FDE teachers and Master Teacher Trainers of CRI should decide whether the Morning Meeting should be part of grade IV and V activities. Similarly there is needed to make modification in the training modules of grade - IV. He also suggested that that CRI team could organize one day orientation on the week areas grade IV training. He also asked the participants to see if the classroom supplies needed to be reduced. Finally how CRI assessment tools could be incorporated for improved student assessments.
- He also shared that for grade V, the ratio of the activities will also be changed. The memorization method would also be a part of activities because children will have to appear in the centralized exams. Similarly there was a need to identify the classroom supplies required for grade V.

The above mentioned points were decided as agenda for the next day's meeting. Additionally it was decided to invite the teachers of Grade V in the meeting to share their feedback about the grade V training.

It was decided that as per MOU, the teachers will teach the same grades for the period of three years and after that the teachers could be rotated from Grade KG-III. However, the subject teachers in Grade IV-V could be interchanged.

One of the teacher raised a question that how come they could introduce activities when their class size ranges from 40-45. The Master Teacher Trainer answered that the activities are essential for hands on knowledge .The teachers could introduce the activities in small groups. Same activities could be introduced to one group on weekly basis.

The participants also shared that the teachers in the rural areas feel reluctant to visit and convince the parents to become learners in Family Literacy Program. Secondly the teachers in the rural areas have to teach multi grade classes. The Master Teacher Trainer (Family Literacy Program) shared that there should be orientation of parents at the start of academic session about the program. The head teachers should also encourage the teaching staff to facilitate the family literacy trainers in mobilizing the parents. The teachers also shared that by implementing family literacy program the learning outcomes of the students has improved a lot.

The teachers also shared that the grade V training should be based on the following training modules.

- Science.
- Maths.
- Language Art
- Project based learning.
- Observation and assessment.
- Classroom environment.
- Roles of teacher.
- Cooperative learning.
- Individualization.

Proceedings of Day –II:

The Master Teacher Trainer shared the agenda of the second day of meeting. In the first half, the teachers had to work on the training contents of Grade V while in the second half the teachers and Master Teacher Trainers in groups will discuss the points shared by Mr. Rafique Tahir and will share their recommendation with the whole group.

During the first half of the meeting the teachers in groups contributed and improved the previous day's work regarding the contents of grade V training. The group work produced is attached in Annex- II.

The teachers were then asked to discuss one key question raised by Mr. Rafique Tahir in each group. Five groups of teachers and Master Teacher Trainers were formed. One representative from each group gave presentation on the recommendations about each question.

Group –I: Family Literacy Program in the context of Rural Areas

Recommendations:

The group shared the following recommendations regarding the implementation of Family Literacy Program in the rural areas:

- There is a need to assess the literacy rate of the area so that the potential for establishing the literacy centers could be identified.
- FDE should execute the follow up of the program implementation.
- The cooperation of school head with family literacy trainer is essential.
- All school teachers should cooperate with the family Literacy trainers to identify the potential mothers, older siblings and grand mothers of the children in their classes.
- The teachers could also motivate the children to convince their parents to enroll in the program.
- Teacher should visit the parents to give them orientation about the program.
- PTA's could also be used to hold community meetings and share the information about the Family Literacy Program.
- Head Teachers/PTA could also give orientation about the program at the time of student admission and result day.
- The teacher need to convince that by interacting with each other the learners could find out how to resolve their problems and also learn skills from each other such as sewing, stitching, sharing recipes etc.
- Mothers could be invited in the schools for get together; one dish party, Eid Milan Party or Milaad. These strategies would help in reducing the communication gap between the teachers and mothers.

Group –II Use of On-going Assessment

Recommendations:

- The teachers suggested that the assessment tools of CRI methodology could be used through out the year in Urdu and English reading and writing.
- The teachers shared the checklists for reading and writing skills of the children could be developed. The teacher with this information could identify the strengths and weaknesses of the children and pay individual attention to the children which will ultimately affect the student outcomes annually.
- Similarly, the record of tests, write ups, creative writing, attendance, social behaviors could also be maintained in the form of portfolios. The portfolios

- developed by the teachers could be sent to parents to inform them about the progress of their children.
- The teachers discussed that the criteria of showing 100% result is not appropriate since children in a class have different abilities .On the other hand the few of the teachers were in favor of existing examination system .In their opinion , there should be some targets to be achieved by the end of the academic session.

Group –III: Ratio of Activities in Grade V

Recommendations:

This group shared the following recommendations for determining the ratio of activities in Grade V:

- The activities in science should be introduced three times a week.
- The activities in Urdu and English should be introduced once a week
- The activities should be conducted in Maths on daily basis.
- The activities in Social Studies should be introduced twice a week.

The group also shared the following activities based on memorization:

- Quiz.
- Spelling test.
- Sentence building.
- Word ring.
- Flash cards.
- MCQs.
- Puzzles.
- Written tests.
- Oral practice.
- Labeling.
- Match the column.
- Short Q/A.
- Fill in the blanks.
- True and false statements.
- Picture description.

The group recommended that few of the above mentioned activities could be used in different subjects on daily basis.

Classroom Supplies:

The group recommended that the following classroom supplies should be provided to Grade V classrooms.

Bulb, Dish, Stirrer, Iron filling, Sulphur, Funnel, Filter Paper, Round Bottom Flask, Test Tubes, Cork, Model of Solar System, Glass Rod, Distillation Kit, Nails, Candles, Open and Close Circuit, Sorting Trays, Teacher's Guide Book, Atlas, Glazed Paper, Crape Paper, Graph Papers, Maps of Important Cities, Sample of Minerals, Story books, Dictionary, Lughat, Atomic Model, Mirrors, Yearly Calendar, Stencils and Four line Sheets.

The Master Teacher Trainer explained that the provision of suggested classroom supplies depends on the budget allocation. However the FDE could also contribute in the provision and school fund could also be utilized for purchasing the material.

Group –IV: Inclusion of Morning Meeting in Grade – IV

The teachers recommended that the Morning meeting should be the part of grade IV activities for following reasons:

- It helps to build classroom community.
- Effective learning in short time.
- Helps teachers to focus on the small groups.
- Reinforcement of individual and group activities.
- The duration of the Morning Meeting should be short and only the greeting and news and announcement components could be carried out.
- The classroom supplies for grade IV should not be reduced.
- There is need for sharing the strategies for the slow learners in all grades especially in grade IV and V.

Group –V: Reading and writing activities in Grade –IV

The representative from this group shared the following four types of reading should be practiced in grade IV.

- Self Reading
- Guided reading
- Loud reading
- Skim and scan

The teachers suggested that following creative writing practices should be helpful in enhancing the writing skills of Grade IV children.

- Story writing.
- Picture description.
- Word wall.
- Webbing.
- Arranging the jumble up sentences.
- Book making/Journals.

The following activities were also suggested by the teachers to enhance the reading, writing and thinking skill of the children in Grade IV.

- Puppet Show
- Characterization
- Poems
- Presentation of the favorite character of story.
- Role-play
- Drama
- Changing the end of the story.
- Author's Chair
- Making library in the classroom
- Project based Learning
- Letter writing
- Sentence making

Besides this, these children could also make the story of their own. Similarly the vocabulary of the children could be enhanced if they are asked to make the dictionary consisted of all the difficult words in the lesson. Another teacher also shared that children could also asked to write letters to the teachers and put them in the letter box present in the classroom.

The Chief Executive Address

The Chief Executive thanked all the teachers for their inputs in devising the strategies for the CRI's expansion program. She shared that CRI has been recognized as one of the best training institutes. The Chief Executive also shared that the constant feed back from teachers is very important throughout the program implementation. She also explained that the result of the grade V could not be compromised and there is need to mould the CRI methodology according to the requirements of grade V teachers and children. She also announced that the training for grade KG –II for new partner schools will be started in July. She also asked the teachers to share their concerns with the MTTs during the technical assistance visit. At the end the Chief Executive asked the teachers to continue their cooperation in future.

In response to a question asked by a teacher regarding the training of teachers of the if the number of sections in a grade has been increased, the Chief executive answered that all the teachers will be trained and classroom supplies would also be provided. Answering to a question about the quality of cupboard, the Chief Executive said that the procurement section will advertise tender notice. The sample and prices will be scrutinized and vendors will be selected on the basis of quality of material.

The teachers also asked to provide cupboard for the family literacy class. The Chief Executive said that the cupboard could be provided if enough budget is available. The

Chief Executive also shared that the provision of material enlisted by the teacher for science depends on the budget allocation.

Annex-I

List of Participants
July 3rd, 2006

S. No	Name	Name of School
1.	Lubna Qureshi	FGJMS G-6/4
2.	Rukhsana Naseer	FGJMS G-9/2
3.	Nayyar Sultana	FGJMS G-11/2
4.	Parveen. A. Malik	FGJMS G-11/2
5.	Surriya Begum	FGGMS Humak
6.	Shagufta Parveen	FGJMS G-9/3
7.	Mussarat Begum	FGJMS G-6/2
8.	Tahira Fazil	FGJMS G-9/4
9.	Rafat Jahan	IMCB F-8/4
10	Amna Tariq	AEO FDE

List of Participants
July 4th, 2006

S#	Name	Name of School
1.	Rafat Jahan	IMCB F-8/4
2.	Talat Anwer	IMCB F-8/4
3.	Shagufta Khalil	IMCB F-8/4
4.	Sajida Jabeen	FGGMS Humak
5.	Nayyar Sultana	FGJMS G-11/2
6.	Tahira Khatoon	FGJMS G-11/2
7.	Farah Yasmine	FGJMS G-11/2
8.	Parveen. A. Malik	FGJMS G-11/2
9.	Surriya Begum	FGGMS Humak
10.	Shagufta Parveen	FGJMS G-9/3
11.	Sadia Sultana	FGJMS G-9/3
12.	Qamar Naseer	FGJMS G-9/3
13.	Rukhsana Naseer	FGJMS G-9/2
14.	Ilyas Fatima	FGJMSG-10/3
15.	Malka Nasim	FGGMS Humak
16.	Neelam Saeed	FGJMS
17.	Mussarat Begum	FGJMS G-6/2
18.	Zahida Malik	FGJMS G-6/2
19.	Sajida Parveen	FGJMS I-10/2
20.	Sajida Bibi	FGJMS G-6/4
21.	Lubna Qureshi	FGJMS G-6/4

Annex-II

Group Work on Training Contents

**List of Math Activities for Grade V
(Suggested by MTTs & FDE teachers)**

Topics	Activities	Material Required
Natural Numbers	<ul style="list-style-type: none">• Project work / Group work on the information of population of Pakistan & some famous cities ranging up to 1,00,00,00,000.• Make tables showing each digit of population under their correct place value.✚ Personal records of players in different games.✚ Counting of the words from the book.	A-4 size Paper, stationery items.
Fractions and Decimal Fractions	<ul style="list-style-type: none">• Group activity for the rules of tests of divisibility.• Conduct survey in the class about children liking & disliking or means of transportation they use.• Show the result in fraction form, reduce it & convert it into decimal form as well.• Paper folding techniques.	A-4 size paper, stationery items, fake currency.
Unitary Method	<ul style="list-style-type: none">• Create a shopping centre in the class with different items & role play.	Indigenous material, fake currency.
Average	<ul style="list-style-type: none">• Different projects (like monthly tests, weekly attendance etc) to calculate average.• Book making for keeping record of the projects.	A-4 size paper, stationery items
Geometry	<ul style="list-style-type: none">• Models of angles.	Chart paper, thumb pins.

	<ul style="list-style-type: none"> • Construction of parallel and perpendicular lines with the help of set square. 	Geometry set.
Area	<ul style="list-style-type: none"> • Group work on the measurement of the class room, garden etc. • Make map of a house to show area of different rooms having square or rectangular shapes. 	A-4 size paper, stationery items, base-10 material, measuring tape.
Volume	<ul style="list-style-type: none"> • Group work on the measurement of any solid in the surrounding. • Project on collection of objects from the surrounding, shapes similar to those given in the book. • Presentation of the projects. • Paper folding techniques. 	Indigenous material, wooden blocks of the solids, measuring tape. <ul style="list-style-type: none"> • Boxes in the shape of cube & cuboids.
Information Handling	<ul style="list-style-type: none"> • Make graphs of the population and information collected on averages. 	Graph papers

List of the material

- A-4 size paper
- Chart papers
- Stationery items(pencils, thumb pins, sharpeners, erasers etc)
- Fake currency
- Geometry sets
- Graph papers
- Base-10 material
- Wooden blocks
- Measuring tape
- Chart of Roman Numbers

Activities and material suggested by FDE teachers indicated by colored bullets.

Science

S #	Contents	Strategies	Material Used
1.	How plants reproduce?	Dissection of flower + Models making	Dissection Kit + Models
2.	How animals reproduce?	Model making + use of microscope and slides	Microscope, Slides, Models, Thermopol sheets
3.	Transportation of Materials in our body	Skelton and models, stethoscope used for concept, slides of blood cells, Group work.	Skelton, model of heart, Models, Thermopole sheets, Stethoscope
4.	How our body removes waste material?	Explain through model	Models
5.	Skeletal and muscular system	Explain through model	Skelton system
6.	The neurons systems	Explain through model	Models
7.	Keeping the body healthy	Nutrients of balanced diet will be provided into four groups, Milk group, Fruit and Vegetable groups, meat group, Bread and Cereal group, Group activity, different exercises	Charts
8.	Flow of energy in the environment	Visit to different polluted areas, anti pollution day can be celebrated.	Model, Charts, Visit to different polluted sites.
9.	Continuity of Life	Explain through model	Endangered species book
10.	Matter and its properties	Practical	Beaker, Stirrer, Bulb, Magnet, Dish, Iron, Sulphur,
11.	Water		Globe, Model, Funnel, Filter Paper, Round bottom flask, Test Tube, Cork, Pouf, glass rod (Distillation Kit), Field visit of Water Distillation plants, Stuff Birds purification.
12.	Force		Spring, Rope, Ball,

			Balloon, Rocket Model or orbit Model. solar system
13.	Energy		Model, Charts, Battery, Bulbs, Candles, Torch, Iron, Cells, Aluminum foil.
14.	Heat		Iron Rod, Beakers, Candle, Wax, Retort Stand, Copper, Wire, Nails, Candle, Spirit Lamp, Visit to Railway Track
15.	Light		Mirror, Torch, Charts
16.	Sound		Tuning Fork, Rubber bands, Drum, Stick
17.	Ear Phone		Empty cans, Models
18.	Electricity		Atomic Model, Material for open circuit, Closed circuit, S???
19.	Magnetism		Magnet, Magnetic Compass
20.	Our Soil		Model, charts
21.	Solar System		Model of solar system charts, model of artificial satellite.

Suggested List of Material for Activities (Social Studies)
Grade V Training

S.No	Topics	Activity	Material
1	Islamic Republic Of Pakistan	<ul style="list-style-type: none"> ▪ Photo Library of the leaders ▪ Making Map ▪ Story writing ▪ Make Table of Excellence ▪ *Quiz (on the basic of short Qs & Ans) ▪ *In different fields / World renowned personalities of Pakistan 	<ul style="list-style-type: none"> ▪ Photo charts of prominent leaders of Pakistan ▪ Map Of Pakistan ▪ Papers, Pencils etc. ▪ Flag of Pakistan (small size) ▪ Flag of SARC Countries (small size) ▪ *Map of World (full size) ▪ *Globe
2	Kashmir Dispute	<ul style="list-style-type: none"> ▪ Discussion on Kashmir Dispute ▪ Find out Root Causes ▪ Find out Solution of the problem ▪ Solve any problem in the class room ▪ Draw the map of Kashmir ▪ *Talk Show ▪ *Kashmir Update (News Papers & Magazines) ▪ *Find out Kashmir on the map of Subcontinent 	<ul style="list-style-type: none"> ▪ Paper, Pencil ▪ Thick Chart ▪ *Separate Charts, Maps of Pakistan ▪ *Kashmir Reference Books ▪ *Atlas
3	Resources	<ul style="list-style-type: none"> ▪ Work Cards ▪ Quiz Competition ▪ Identify crops on Map with 	<ul style="list-style-type: none"> ▪ Thick Chart ▪ Marker (Different color) ▪ Pencil, papers ▪ Collage Material ▪ *Pictures of Minerals

		the help of Collage	<ul style="list-style-type: none"> ▪ *Minerals e.g Salt, Iron, Goal
4	Population	<ul style="list-style-type: none"> ▪ Quiz Competition ▪ Dialogue on Problems ▪ Draw Pictures of National/ **local Dresses ▪ *Pictures / Flash Cards 	<ul style="list-style-type: none"> ▪ Papers, Pencil ▪ Colour Pencils/ Crayons ▪ Thick Charts ▪ *Album Of the pictures of different cities of Pakistan ▪ * Different photo graphs of the Family, Dev. / U / Dev. Countries, Population of provinces ▪ *Map of Pakistan
5	Administration	<ul style="list-style-type: none"> ▪ Draw Map Of Pakistan ▪ Sing National Anthem ▪ Make a chart of different Department ▪ Speech Competition ▪ *Parents Involvement ▪ *Role Play ▪ * Flow Chart of the Administrative Authorities of a democratic country ▪ * Parliment 	<ul style="list-style-type: none"> ▪ Thick Chart ▪ Pencil, Color Pencils ▪ *Books Related with Administration Dept.
6	Mass Communication	<ul style="list-style-type: none"> ▪ Group Discussion ▪ Work Cards ▪ Roll Play ▪ Make News Paper / Mag. of School ▪ *Visit To any Venue ▪ Photo Library of means of communication and means of 	<ul style="list-style-type: none"> ▪ Charts ▪ Pencil ▪ Some Pictures of Students at work ▪ Old News Papers

		Transport	
7	Islamic Ideology	<ul style="list-style-type: none"> ▪ Story of Islamic Ideology ▪ Photo Library ▪ Poem of Allama Iqbal ▪ Make list of Prominent Leaders 	Photo Charts of Islamic Personalities “Bang-a-Dara” Allama Iqbal’s Book Text Book (Grade 5 th)

Material List:

Text Book (Grade 5th)

Thick Charts

Papers A-4 Size

Pencils

Markers (different Colour)

Colour Pencils / Crayons

Photo Charts of Prominent Leaders of Pakistan

Photo Charts of Islamic Heroes

Map of Pakistan (Big Size)

Flag of Pakistan

Flag of SARC Countries

“Banga-a-Dara” Allama Iqbal’s Book

Sharpener

Erasers

Collage

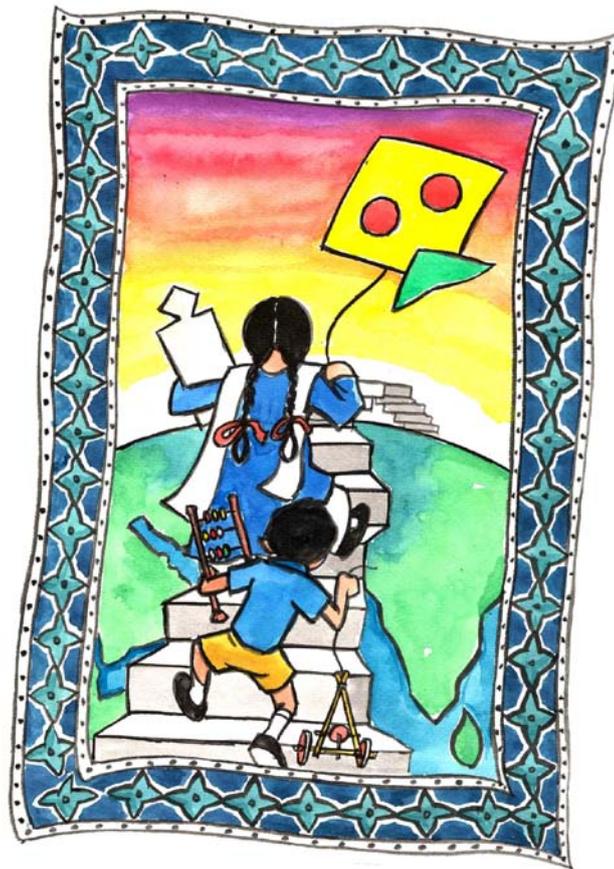
Plastic Toys (Train, Car, Cycle, Motor cycle, Aeroplane, Helicopter, Animals, Fruits & Vegetables etc)

- *Suggested Activities / Material by FDE
- ** Points to be omitted.

Annex-4

List of Family Literacy Partner Schools Visited During the Quarter.	
S. No.	School Name
1	FGJMS, G-8/1
2	FGJMS, G-6/4
3	FGGMS, I-8/1
4	FGGMS, G-10/3
5	FGJMS, G-10/3
6	FGJMS, G-9/3
7	FGJMS, F-6/4
8	FGJMS, Rawal Dam
9	FGJMS, Bhara Kahu
10	FGJM&G Sec. School Malpur
11	FGJMS, Chatta Bakhtawar
12	FGJMS, Hummak
13	FGPS No. 38, St. 57, G-9/4
14	FGPS No. 35, T & T Colony G-8/4
15	FGJMS St. 74 G-11/2
16	FGJMS St. 25 G-10/2
17	FGJMS St. 17, G-6/2, Islamabad.
18	FGPS No. 6, Near Tanki Stop, Sitara Market, G-7/3-1
19	FGJMS, St. 6, I-8/1
20	FGJMS No. 1, Opp. School No. 24 G-9/2
21	FGGMS, Tarnul
22	GGES, Sangseri, UC Bun, Murree
23	GBMS, Kashmiri Bazar Murree
24	GGPS Bia/Community Model School, Kotli Sattian

*Monitoring and Evaluation Plan
for Interactive Teaching and Learning Program
in Pakistan
(For Year 1 Activities)*



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

September, 2006

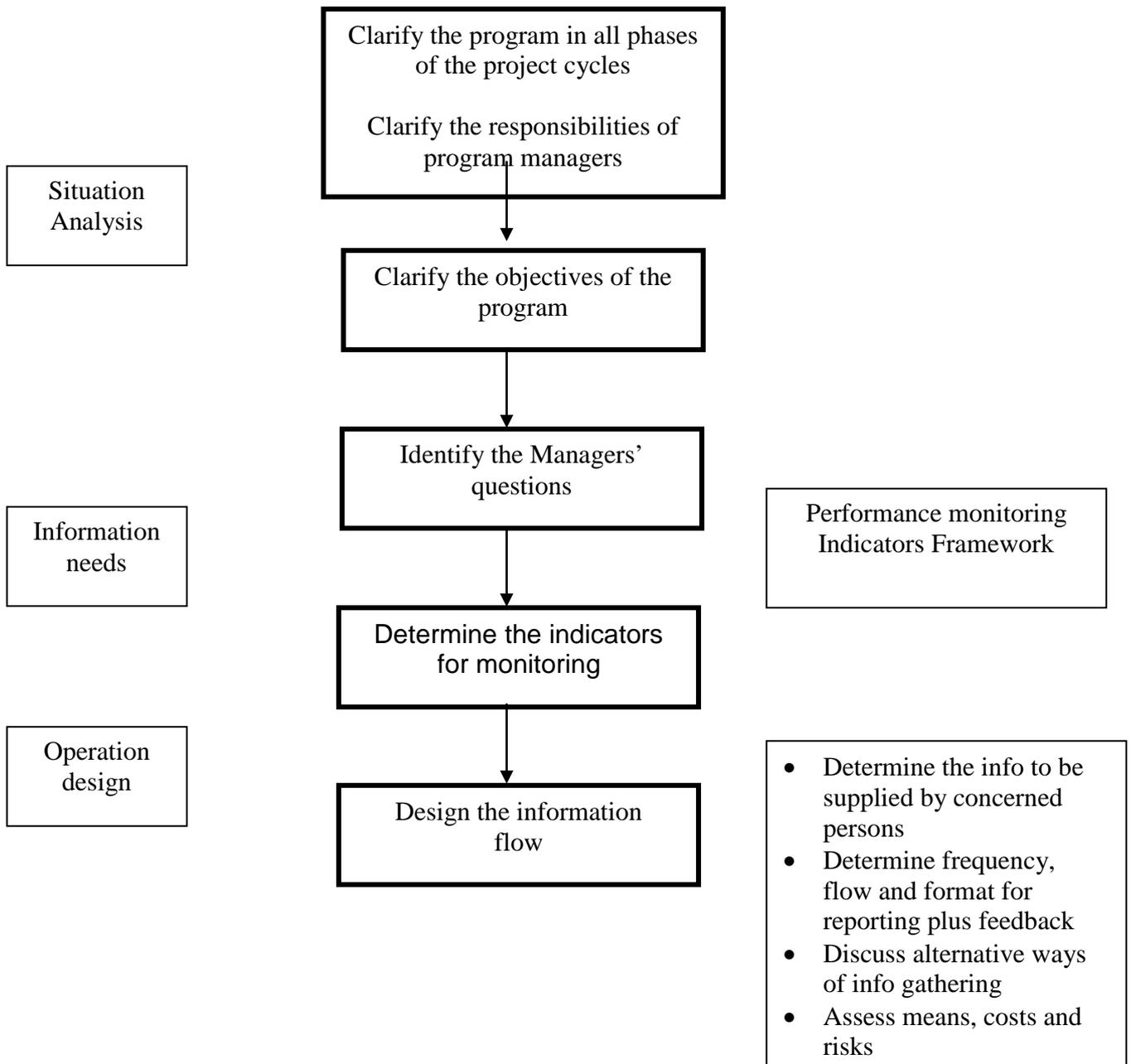
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Section I - Monitoring and Evaluation Section in CRI:

CRI Pakistan has established its M&E section to gauge its performance at various stages for the implementation and provide feedback to planners/management for the future. Now M&E section is functional and focusing on following flow chart to strengthen its M&E mechanism in accordance with the requirements of the donor and management of the CRI.

Steps in Monitoring System



M&E section will be responsible for compiling Annual report and circulating them according to the distribution list approved by the CE. All other program coordinators will be responsible for providing timely inputs for these reports to the M&E section.

Section II - Monitoring and Evaluation (ME) Plan
Derived from the Performance Monitoring Indicators Framework (PMIF)
 August 2006 – March 2007

M&E Section at CRI considers Monitoring and Evaluation as an essential element of the program, providing a way to assess the progress of the program achieving its goals and objectives in a timely and effective manner. It also informs stakeholders and the management about results of the program. For this purpose there should be a comprehensive M&E mechanism that always depends on M&E work plan. In this context CRI M&E Section has developed the following M&E Plan to highlight what data/information needs to be collected, describe how best to collect it, and specify how to use and disseminate the M&E results.

S. No	Date	Activities to be done	Indicators	Definitions	Data source	Method of collection	Responsibility of acquiring data	Frequency
1	--	Conduction of training workshops	Number of teachers, heads etc trained	Number of teachers, heads etc participated in the workshop	Registration form	Count	MTTs	Annually
2	Sep-Oct 2006 Feb-Mar2007	Parents' attitude and belief survey	Percent of parents attitude and belief survey regarding their child	--	Form	Survey	Teachers/MTTs	Twice a year
3	October 2006 December 2006 March 2006	Attendance record survey	Percent increase in student attendance Percent increase in attendance Percent increase in retention	Children in CRI classrooms attend school with greater frequency Boys and girls attend school with greater frequency Children in CRI classrooms advance to next grade with greater frequency	School record/Attendance register	Count	MTTs	Three times in a year
4	Feb-March 2006	Principal/Administrators	1. Percent change in classroom practice regarding child-centered	1. Percent respondents demonstrating gain.	Teachers' survey	Self administered survey	MTTs	Annually

S. No	Date	Activities to be done	Indicators	Definitions	Data source	Method of collection	Responsibility of acquiring data	Frequency
			teaching practice. 2. Percent increase in student attendance 3. Percent increase in attendance by gender 4. Percent increase in retention	Head/principal reports increased attendance Teachers report improved attendance Teachers report increased in retention	Principal /administrators survey Teachers' survey Teachers survey	Self administered survey Self administered survey Self administered survey	MTTs MTTs MTTs	Annually Annually Annually
5	Feb-March 2006 (Post)	Parents' survey	Percent of parents participating Average number of types of activities involving parents	Parents participate in class activities Types of parents involvement	Parents survey Parents' survey	Self administered survey Self administered survey	MTTs MTTs	Annually Annually
6	Sep-October Nov-Dec Jan-Feb March-April	Classroom observation form TA Classroom observation form	Percent of classrooms with parents participating Percent change in classroom practice regarding child-centered teaching practice Percent of children in classrooms using child centered method	Parents observed helping in classrooms Sample of classrooms demonstrating gain (% showing gain) Percent of sample classrooms showing gain	Observation form Observation form TA forms	Observation Observation TA form	MTTs MTTs MTTs	This is an ongoing activity - 4 times in a year

7	Feb/march 2007 (in between the academic year say after 6 months)	Early Childhood Classroom Observation (ECCO)	Percent change in classroom practice regarding child-centered teaching practice Average number of types of activities involving parents	Sample of classrooms demonstrating gain (% gain on items) Types of parents involvement	ECCO	Observation	MTTs	One time activity in a year
8	--	Educators' attitude and belief survey	Percent of educators attitude about young children	--	Form	Pre & Post evaluation	MTTs	This activity is linked with the training – Whenever CRI will conduct a training this exercise will be carried out
9	--	CRI trainers evaluation	Teachers' performance	--	Questionnaire	Teacher feedback	MEO	once in a year
10	Sep-Oct (Old partners) December (new partner) March – April (Old & new partners)	In the start of session (Initial) In the end of session (Post)	Percent gain in math and literacy skills	Average gain by parents in Math and Literacy	Family literacy inventory	Assessment	MTTs	Beginning and end of 50 lessons

CRI Pakistan is currently using the following tools for monitoring and evaluating the quality of the program:

1. Registration form
2. Early Childhood Class Observation (ECCO)
3. CRI Classroom Observation Form/ Technical Assistance (TA) form
4. Educators' survey (Educators' attitude and beliefs about young children)
5. Parents survey
6. Parents' attitude and beliefs
7. Teachers survey
8. Principal and administrator survey
9. Trainers' evaluation form
10. Students' attendance form

Details of these tools are as follows:

1. **Registration form** has been used to obtain the number of teachers/heads/principals etc trained.
2. **ECCO** has been adapted by CRI from a structured observation tool developed by National Association for the Education of Young Children (USA) to determine the quality of classroom practice.
3. **CRI Classroom Observation** is being used to monitor the physical environment, parents' involvement and adaptability of child centered practices.
4. **“Educators’ attitude and beliefs** about young children” is being used before and after teachers training regarding their attitude about young children.
5. **Parents survey** is completed by parents, give information about changes in children and family participant in school life since introduction of CRI methodologies in the classroom.
6. **“Parents’ attitude and beliefs”** exercise is done to know parents views about their children and themselves before and after CRI intervene.
7. **Teachers’ Survey** is completed by teachers. The questionnaire seeks information about changes in classroom practice, student learning and behavior, and family participation since the introduction of CRI intervention.
8. **Principal and administrator survey**, completed by principals, is the questionnaire which seeks similar information as that gathered from teachers.
9. **Trainers’ evaluation form** is being used to get feedback from the training participants regarding CRI trainers’ and training strength and weaknesses.
10. **Students’ attendance form** will be used to get attendance and retention rate of the children.

Section III - Performance Monitoring Indicators Framework*Interactive Teaching and Learning Program in Pakistan*

CRI - Pakistan

1st March 2006 to 28th February 2009

Objective 1: Increased use of child-centered methods in the education of Pre, Primary and Elementary school children

Activity	Performance Indicators	Definition	Data Source	Method of Collection	Frequency & Schedule	Responsibility of Acquiring Data	Units of Measure	Baseline	Targets
Conduct teachers training workshops (Kindergarten to VIII)	1. Number of new teachers trained in child centered methodology	1. Teachers participate at workshops	1. Training registration	1. Count	Annually	1. Logistical support staff	1. Teachers	0	2917
	2. Number of heads/principals trained in child centered methodology	2. Heads/ Principals participate at workshops	2. Training registration	2. Count	Annually	2. Logistical support staff	2. Heads/ Principals	0	281
	3. Number of participant hours of training	3. Hours of training per participant	3. Project records/training schedule	3. Count	Annually	3. Logistical support staff	3. Hours	0	114905
	4. Number of trainers trained in CRI methods	4. Teachers from FDE trained as mentor in CRI's methods	4. Project records/training registration	4. Count	Annually	4. Logistical support staff	4. Teachers	0	85
Provide technical assistance	1. Percent change in classroom practice regarding child-centered teaching practice	1 a-b. Sample of classrooms demonstrating gain 1 c. Percent respondents demonstrating gain	1a. ECCO 1b. TA Form 1c. Educator surveys	1a. Observation 1b. Observation 1c. Self administered survey	1a. Once in 2006-07, 2007-8, 2008-9 1b. Bimonthly 1c. End of school year	1a. MTTs 1b. MTTs 1c. Data collectors		1a. TBD 1b. TBD 1c. NA	60% 50% 60%
	. Percent of children in classrooms using child centered method	2. Percent of sample class rooms showing gain	2 TA Forms	2 TA forms	Bimonthly	2. MTTs		2. TBD	80%

Sign MOU	Number of schools implementing child-centered practices	Written agreement between CRI and partners (FDE; City District Government Rawalpindi; City District Government Karachi)	MOU	FDE, City Governments and CRI-PK Chief Executive sign MOU	Program Duration	Chief Executive	MOU	0	3Number of schools 281+118=399
Equip class rooms with active learning materials	Percent of classrooms with active learning materials	Classrooms receive books, math manipulatives, writing supplies, rug, etc	Project records	Inventories/check lists	Annually	Procurement officer	Classroom material	0	100%
Conduct follow-up training	1. Number of teachers trained in child centered methodology 2. Number of heads/principals trained in child centered methodology 3. Number of participant hours of training	1. Teachers participate at workshops 2. Principals participate at workshops 3. Hours of training per participant	1. Training registration	1. Count	1. 6 months after initial training	1. Logistical support staff	1. Teachers	0	2917
			2. Training registration	2. Count	2. 6 months after initial training	2. Logistical support staff	2. Heads/Principals	0	281
			3. Project records/training schedule	3. Count	3. 6 months after initial training	3. Logistical support staff	3. Hours	0	111930
Coordination with the FDE to improve individual student assessment system from grade one to grade five	Number of meetings with FDE to improve individual student assessment system from grade one to grade V	Meetings with FDE	Minutes of the meeting/correspondence	Count	--	Chief Executive/Program team	Meeting	--	TBD
Develop/adapt/translate materials	Number of new or adapted and translated materials available	Methodologies, classroom activities, parent activities, etc	CRI-PK	Project records	Ongoing, as materials are developed, adapted, translated	CRI-PK staff and international trainers	Number of written materials		150
Disseminate translated material to classrooms	Number of new materials distributed to CRI teachers, parents, principals	Written materials are supplied to CRI teachers, schools, parents	Project records		Ongoing, as materials are developed, adapted, translated	CRI-PK staff	Number of written materials		10500

Objective 3: Increased attendance and retention rates of pre, primary and elementary school children

Activity	Performance Indicators	Definition	Data Source	Method of Collection	Frequency & Schedule	Schedule of reports	Responsibility of Acquiring Data	Units of Measure	Baseline	Targets
Quality learning experiences	1. Percent increase in student attendance	1a. Children in CRI classrooms attend school with greater frequency 1b. Teachers and principals report increased attendance	1a. School records 1b. Teacher survey	1a. Sample collected at intervals during the year 1b. Self administered survey	1. Beginning, middle, and end of school year 1b. Annually	1a. 3 times annually 1b. Annually	1a. Data collectors 1b. Data collectors	1a. Percent of sample 1b. % increase on scale of 1-5	1a. TBD 1b. NA	1a. 15% 1b. 15%
	2. Percent increase in attendance by gender	2a. Boys and girls attend school with greater frequency 2b. Teachers and principals report improved attendance	2a. School records	2a. Sample collected at intervals during the year	2a. Semi-annually	2a. Annually	2a. Data collectors	2a. Percent of sample	2a. TBD	2a. 15%
			2b. Teacher & administrator questionnaires	2b. Self administered survey	2b. Annually	2b. Annually	2b. Data collectors	2b. Scale of 1-5	2b. NA	2b. 15%
	3. Percent increase in retention	3a. Children in CRI classrooms advance to next grade with greater frequency 3b. Teachers principals report increased retention	3a. School records	3a. Sample collected at beginning of each school year	3a. Beginning of school years	3a. Annually	3a. Data collectors	3a. Percent of sample	3a. TBD	3a. 15%
3b. Teacher survey			3b. Self-administered survey	3b. Annually	3b. Annually	3b. Data collectors	3b. %increase on scale of 1-5	3b. NA	3b. 15%	
	4. Number of new family literacy instructors trained & using skills	4. Teachers gain skill in family literacy instructions	4. Project records	4. Count	4. During training workshop	MTTs	Number of participants			410

Objective 4: Increased literacy among parents of pre, primary and elementary school children

Activity	Performance Indicators	Definition	Data Source	Method of Collection	Frequency & Schedule	Responsibility of Acquiring Data	Units of Measure	Baseline	Targets	Actual
Literacy lessons	1. Number of parents attend literacy lessons	1. Parents attend some lessons	1. Project records	1. Attendance records	1. Monthly	1. Literacy instructors	1. Parents	0	5912	
	2. Percent gains in math and literacy skills	2. Average gain by parents in math & literacy skills	2. Family literacy inventory	2. Assessment	2. Beginning and end of 50 lessons	2. Literacy instructors	2. Percent increase in inventory score	TBD	75%	
	3. Percent of parents attending	3. Parents attendance at lessons	3. Project records	3. Attendance records	3. Monthly	3. Literacy instructors	3. Percent attending	0	50%	
	4. Number of new family literacy instructors trained & using skills	4. Teachers gain skill in family literacy instructions	4. Project records	4. Count	4. During training workshop	MTTs	Number of participants	0	510	

Objective 5: Increase quality of preparation for teachers-in-training

Activity	Performance Indicators	Definition	Data Source	Method of Collection	Frequency & Schedule	Responsibility of Acquiring Data	Units of Measure	Baseline	Targets	Actual
Training of three more ready to teach faculty courses	1. Number of faculty trained	1. Faculty participates at seminar	1. Training registration	1. Count	1. Annually	1. CRI-PK staff	1. Faculty		95	
	2. Number of teacher training institutions using new courses	2. Teacher training institutions using CRI materials	2. Survey	2. Mail	2. Annually	2. CRI-PK staff	2. Teacher training institute		40	
Formalization of six faculty courses through HEC	1. Number of meetings with HEC regarding six faculty courses	Meeting with HEC	Minutes of Meetings	Count	1. Monthly	Chief executive	Meetings		18	

Section IV - Performance Indicator Reference Sheets
Children's Resources International, Pakistan (Guarantee) Limited

Name of Strategic Objective:			
SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan			
Name of Intermediate Result:			
IR 3.2: Improved capacity of teachers and education administrators			
Name of Indicator:			
IR 3.2.a – Number of school teachers and education administrators trained			
Geographic Focus: CRI partner schools in Islamabad, Rawalpindi, Karachi			
Is This an Annual Report Indicator? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> , for Reporting Year(s) 2006-07, 08, 09			
DESCRIPTION			
Precise Definition(s): The indicator is a direct output measure of the achievement of IR 3.2. It is also a key input measure of SO 3 itself. The term “teachers” includes			
<ul style="list-style-type: none"> • Kindergarten-8th Grade classroom teachers at CRI partner schools. Please note that each teacher is counted once, but receives extensive training: attending 2, 5-day training workshops, bi-monthly technical assistance visits to their classrooms, and at least one cluster meeting during summer months. • School administrators. They attend 2, 5-day training workshops. • Faculty at teacher training institutions. They participate in a 5-day seminar • Mentors and MTTs. Attend a 5 day training of trainers workshop • Additionally the core team of MTTs attend 2, 5-day training workshops presented by international trainers. 			
Unit of Measure: Number of teachers trained			
Disaggregated by: Gender and Geographical area			
Justification & Management Utility:			
PLAN FOR DATA ACQUISITION BY USAID			
Data Collection Method: Count			
Data Source(s): Training Registration			
Method of Data Acquisition by USAID: Performance Monitoring Indicators Framework			
Frequency and Timing of Data Acquisition by USAID: Quarterly			
Budget Mechanism: CRI Pakistan Cooperative Agreement			
Individual(s) Responsible at USAID: Mr. Tom Crehan, Ms. Mehreen Niazi			
Individual(s) Responsible for Providing Data to USAID: CRI Chief Executive			
Location of Data Storage: CRI Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any):			
<ul style="list-style-type: none"> • Not known 			
Actions Taken or Planned to Address Data Limitations:			
<ul style="list-style-type: none"> • Not applicable 			
Date(s) of Future Data Quality Assessments			
Procedures for Future Data Quality Assessments:			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2006-07	1126 teachers 140 heads 20 mentors 95 faculty	947 teachers/ heads/ supervisors etc	
2007-08	1147 teachers 141 heads 65 mentors 95 faculty		
2008-09	925 teachers		
THIS SHEET LAST UPDATED ON: 30 th August 2006			

Children's Resources International, Pakistan (Guarantee) Limited

Name of Strategic Objective: SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan			
Name of Intermediate Result: IR 3.2: Improved capacity of teachers and education administrators			
Name of Indicator: IR 3.2.b – % of teachers meeting improved performance standards			
Geographic Focus: CRI Partners school in Islamabad, Rawalpindi, Karachi			
Is This an Annual Report Indicator? No _ Yes X, for Reporting Year(s) 2006-07, 08, 09			
DESCRIPTION			
Precise Definition(s): The indicator is a direct output measure of the achievement of IR 3.2. It measure the quality of educators trained under IR 3.2. CRI will conduct a sample survey of the teachers completing the training under USAID sponsored training program and will assess their performance through classroom observations during technical assistance visits. The measure will be expressed as percentage of the teacher that demonstrates interactive teaching practices.			
Unit of Measure: % gain on items, % showing gain, % of children using child centered method			
Disaggregated by: Gender and Geographical area			
Justification & Management Utility:			
PLAN FOR DATA ACQUISITION BY USAID			
Data Collection Method: Classroom observation, Teachers survey			
Data Source(s): Training Registration			
Method of Data Acquisition by USAID: Performance Monitoring Indicators Framework			
Frequency and Timing of Data Acquisition by USAID: Annually			
Budget Mechanism: CRI Pakistan Cooperative Agreement			
Individual(s) Responsible at USAID: Mr. Tom Crehan, Ms. Mehreen Niazi			
Individual(s) Responsible for Providing Data to USAID: CRI Chief Executive			
Location of Data Storage: CRI Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any):			
<ul style="list-style-type: none"> • Not known 			
Actions Taken or Planned to Address Data Limitations:			
<ul style="list-style-type: none"> • Not applicable 			
Date(s) of Future Data Quality Assessments			
Procedures for Future Data Quality Assessments:			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2006-07			
2007-08	80% of the teachers meeting improved performance standards		
2008-09	80% of the teachers meeting improved performance standards		
THIS SHEET LAST UPDATED ON: 30 th August 2006			

Children's Resources International, Pakistan (Guarantee) Limited

Name of Strategic Objective:			
SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan			
Name of Intermediate Result:			
IR 3.2: Improved capacity of teachers and education administrators			
Name of Indicator:			
IR 3.2.c – Improved students performance			
Geographic Focus: Islamabad			
Is This an Annual Report Indicator? No _ Yes <u>X</u> , for Reporting Year(s) 2006-07, 08, 09			
DESCRIPTION			
Precise Definition(s): The indicator is a direct output measure of the achievement of IR 3.2. It measures the students' performance.			
Student's performance will be assessed by different instruments. These will include level of cognitive development and level of basic academic skill acquisition. The indicator will focus on students of CRI partner classrooms.			
Unit of Measure: % gain on items, %showing gain, % of children using child centered method			
Disaggregated by: Gender and Geographical area			
Justification & Management Utility:			
PLAN FOR DATA ACQUISITION BY USAID			
Data Collection Method: Different instruments			
Data Source(s): Survey results			
Method of Data Acquisition by USAID: Performance Monitoring Indicators Framework			
Frequency and Timing of Data Acquisition by USAID: Annual			
Budget Mechanism: CRI Pakistan Cooperative Agreement			
Individual(s) Responsible at USAID: Mr. Tom Crehan, Ms. Mehreen Niazi			
Individual(s) Responsible for Providing Data to USAID: CRI Chief Executive			
Location of Data Storage: CRI Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any):			
<ul style="list-style-type: none"> • Not known 			
Actions Taken or Planned to Address Data Limitations:			
<ul style="list-style-type: none"> • Not applicable 			
Date(s) of Future Data Quality Assessments			
Procedures for Future Data Quality Assessments:			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2006-07			
2007-08	% gain on items = 60%		
2008-09			
THIS SHEET LAST UPDATED ON: 30 th August 2006			

Children's Resources International, Pakistan (Guarantee) Limited

Name of Strategic Objective:			
SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan			
Name of Intermediate Result:			
IR 3.3: Improved youth and literacy			
Name of Indicator:			
IR 3.3 – Number of people completing literacy program			
Geographic Focus: Islamabad, Rawalpindi, Karachi			
Is This an Annual Report Indicator? No <input type="checkbox"/> X Yes <input type="checkbox"/> , for Reporting Year(s) 2006-07, 08, 09			
DESCRIPTION			
Precise Definition(s): The indicator is a direct output measure of the achievement of IR 3.3. Parents attend some lessons, average gain by parents in math and literacy skills, parents' attendance at lessons, teachers gain skills in family literacy instructions.			
Unit of Measure: Parent, percent increase in inventory score, percent attending, number of participants, number of trainers			
Disaggregated by: Gender and Geographical area			
Justification & Management Utility:			
PLAN FOR DATA ACQUISITION BY USAID			
Data Collection Method: Attendance record, assessment, attendance record, count			
Data Source(s): project record, family literacy inventory			
Method of Data Acquisition by USAID: Performance Monitoring Indicators Framework			
Frequency and Timing of Data Acquisition by USAID: Quarterly			
Budget Mechanism: CRI Pakistan Cooperative Agreement			
Individual(s) Responsible at USAID: Mr. Tom Crehan, Ms. Mehreen Niazi			
Individual(s) Responsible for Providing Data to USAID: CRI Chief Executive			
Location of Data Storage: CRI Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any):			
<ul style="list-style-type: none"> • Not known 			
Actions Taken or Planned to Address Data Limitations:			
<ul style="list-style-type: none"> • Not applicable 			
Date(s) of Future Data Quality Assessments			
Procedures for Future Data Quality Assessments:			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2006-07	1172		
2007-08	1740		
2008-09	3000		
THIS SHEET LAST UPDATED ON: 30 th August 2006			

Children's Resources International, Pakistan (Guarantee) Limited

Name of Strategic Objective:			
SO 3. Increased knowledge, training and infrastructure to develop high quality education programs for girls and boys throughout Pakistan			
Name of Intermediate Result:			
IR 3.5: Increased capacity of higher education institutions and civil society organizations and expand human capital base in Pakistan			
Name of Indicator:			
IR 3.5c – Number of higher education institute benefiting from USAID support			
Geographic Focus: Islamabad, Rawalpindi, Karachi			
Is This an Annual Report Indicator? No _ Yes <u>X</u> , for Reporting Year(s) 2006-07, 08, 09			
DESCRIPTION			
Precise Definition(s): The indicator is a direct output measure of the achievement of IR 3.5. In collaboration with Higher Education Commission, faculty from public universalities and teacher training institutes are trained and introduced ready to teach courses on interactive teaching and learning methodologies. On completion of training of all courses, efforts will be made to get these courses formally endorsed by the Higher Education Commission for all of Pakistan as formal course work.			
Unit of Measure: Number of faculty trained, number of teacher training institutions using new courses.			
Disaggregated by: Gender and Geographical area			
Justification & Management Utility:			
PLAN FOR DATA ACQUISITION BY USAID			
Data Collection Method: Count, mail			
Data Source(s): project record, family literacy inventory			
Method of Data Acquisition by USAID: Performance Monitoring Indicators Framework			
Frequency and Timing of Data Acquisition by USAID: Annually			
Budget Mechanism: CRI Pakistan Cooperative Agreement			
Individual(s) Responsible at USAID: Mr. Tom Crehan, Ms. Mehreen Niazi			
Individual(s) Responsible for Providing Data to USAID: CRI Chief Executive			
Location of Data Storage: CRI Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any):			
<ul style="list-style-type: none"> • Not known 			
Actions Taken or Planned to Address Data Limitations:			
<ul style="list-style-type: none"> • Not applicable 			
Date(s) of Future Data Quality Assessments			
Procedures for Future Data Quality Assessments:			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Target	Actual	Notes
2006-07	95 Faculty 40 Universities		
2007-08	95 Faculty 40 Universities		
2008-09	Courses formally endorsed by HEC		
THIS SHEET LAST UPDATED ON: 30 th August 2006			