

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

Fourth Quarterly Report
(Dec 2006 – Feb 2007)



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

March 30, 2007

List of Abbreviations

CBR	Central Board of Revenue
CRI	Children Resources International, Pakistan
CUP	Community Uplift Program
ECE	Early Childhood Education
EFA	Education For All
ESRA	Education Sector Reform Assistance
FDE	Federal Directorate of Education
GCET	Government College for Elementary Education
ICT	Islamabad Capital Territory
MTTs	Master Teacher Trainers
NRSP	National Rural Support Program
PPAF	Pakistan Poverty Alleviation Fund
PAF	Pakistan Air Force
RSPN	Rural Support Program Network
SAFWCO	Sindh Agriculture and Forestry Works Coordinating Organization
SRSP	Sarhad Rural Support Program
TRC	Teacher Resource Center
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nation Fund for Children
USAID	United States Agency for International Development
USEFP	United States Education Foundation in Pakistan.

Table of Contents

I.	Executive Summary	1
II.	Key Results This Quarter	2
1.	Basic Education Program	2
1.1	Three Days Orientation Trainings of Schools Partnered in 2002	2
1.2	Training of Grade-V Teachers	2
1.3	Classroom Supplies	3
1.4	Early Childhood Classroom Observation	3
1.5	Technical Assistance to Partner Schools	3
1.6	Collaboration with OSI, ISSA, RWCT	4
1.7	Celebration of Math Day	4
1.8	Carnival at PAF Museum, Karachi	4
2.	Parents and Family Involvement Program	4
2.1	Bi- Monthly Meeting with Heads	5
3.	Family Literacy Program	5
3.1	Supplies to New Partner Schools	5
3.2	School Visits	5
3.3	Family Literacy Monthly Meeting	5
4.	Monitoring and Evaluation	6
4.1	Compilation of Training Evaluation Report.	6
4.2	Meeting with LUMS and FDE	6
4.3	Planning and Designing of Survey Forms	6
4.4	School Mapping	7
5.	Documentation	7
5.1	Third Methodology Book	7
5.2	Morning Meeting Book	7
5.3	Newsletter	7
6.	Administration and Procurement	7
6.1	Logistic Arrangement for Trainings	7
6.2	Procurement of Classroom Supplies	8
7.	Finance	8
7.1	Financial Activities	8
8.	Training of Non CRI Partner Organization	8
8.1	Teacher Trainings of PPAF Partner Organizations	8

9.	Consultative Meetings and Policy Seminars	9
9.1	Second Stakeholder Consultation on Teacher Development; Future Directions	9
9.2	Training Workshop in Bangkok	9
9.3	Participation in Achieving EFA through Public Private Partnership	9
9.4	National Advisory Meeting on National Curriculum Framework ECE.	9
10.	Networking and External Relations	10
10.1	Interview with the Education Minister	10
10.2	Meeting with Representative from Sarhad Rural Support Program (SRSP)	10
10.3	Meeting with Officials from Rural Support Program Network (RSPN)	10
10.4	Meetings with Officials of United States Education Foundation in Pakistan.	10
III.	Comparison of Planned and Actual Accomplishments	11
IV.	Activities Planned for Next Quarter	12

I. Executive Summary

The report presents the detail of program activities that took place during the fourth quarter Dec. 2006 – Feb. 2007. During the quarter, three orientation trainings were organized for the teachers of grade KG-III of schools from phase I. Almost four hundred teachers participated in these interactive orientation trainings. The participants provided positive feedback and ensured to introduce the learnt techniques in their classrooms.

Similarly, a five-day training workshop on interactive teaching and learning methodologies was organized for the teachers of grade-V of partner schools in Karachi. The Master Teacher Trainers of CRI Pakistan conducted training sessions. The inclusion of project based learning session made the training more informative for the teachers. The participants shared that through this new technique, they could enhance the research, synthesizing and critical thinking skills in children.

After initial training of grade-V, one hundred and sixty three partner classrooms were provided with classroom material compatible with CRI's methodology. CRI also provided classroom material to twenty expansion classes in partner schools which shows the success of CRI program in public schools.

CRI, Pakistan explored the avenues for technical assistance regarding the extension of program from grade VI - VIII. In this regard two experts from International Step by Step Association and Reading Writing Critical Thinking visited Pakistan. Their visit remained fruitful as their interaction with Master Teacher Trainer CRI, FDE teachers and exposure visits of schools helped in developing better understanding about educational system in Pakistan as well as need identification of training of grade VI-VIII.

Technical assistance which is an integral component of the program was an on going activity during the quarter. The Master Teacher Trainers of Basic Education Program and Family Literacy Program paid regular visits to schools and provided on job facilitation to teachers.

Besides program activities funded by USAID, CRI trainers trained more than 70 teachers of community schools run by Pakistan Poverty Alleviation Fund partner organization. CRI's officials also held productive meeting with the officials from Rural Support Program Network (RSPN) and National Rural Support Program (NRSP) for finalization of activities and roles and responsibilities of both parties.

CRI team members also participated in UNESCO-UNICEF joint regional ECE policy review exercise in Bangkok in February, 2007. CRI Pakistan has been asked to lead in this research in Pakistan in collaboration with the government. Similarly, the CRI team participated in different seminars and conferences such as Second Stakeholders Consultation on Teacher Development, Advisory Meeting on National Curriculum Framework, ECE and provided their inputs and feedback in these forums.

II. Key Results this Quarter

1. BASIC EDUCATION PROGRAM

During the fourth quarter, orientation trainings were organized for the teachers of KG to grade III of phase I partner schools in Rawalpindi, Islamabad and Karachi. These trainings were helpful in reviving the key components of CRI's methodology. Similarly, a five-days training workshop was conducted for grade-V teachers in Karachi. These trainings took place from January 15- 26, 2007.

Besides trainings, technical assistance was an ongoing activity throughout the fourth quarter. The Master Teachers Trainers paid regular visits to all existing and new partner schools in Islamabad, Rawalpindi and Karachi and provided on job facilitation to teachers. Another important activity was visit of international trainers to CRI Pakistan. The international trainers in collaboration with CRI team and FDE teachers prepared plan for the forthcoming trainings of grade VI-VIII. The detail of activities undertaken by Basic Education Program is as under:

1.1 Three Days Orientation Training of Schools Partnered in 2002.

CRI, Pakistan organized three orientation trainings for the teachers of KG to grade III of old partner schools located in Rawalpindi and Islamabad from January 15-24, 2007. The main feature of these orientation trainings was the successes and concerns shared by teachers encountered during implementation of program. The Master Teacher Trainers responded to the concerns and shared effective strategies to resolve these issues. Four hundred teachers and subject teachers (400) participated in orientation trainings. The detailed report of orientation training is attached in Annex-I.

Number of Participants of Orientation Trainings

Grades	Male	Female	Total
Grade KG&I	27	126	153
Grade II	16	108	124
Grade III	14	109	123
Total	57	343	400

1.2 Training of Grade -V Teachers

Starting from KG, CRI Pakistan is expanding to the higher grades in schools that are in CRI fold since 2002. A five days training for the grade-V teachers of partner schools in Karachi was organized from January 22-26, 2007. Total of eighty nine (89) heads and teachers participated in this training workshop. The inclusion of project based learning gave insight to teacher how they could develop research and critical thinking skills in children. Detailed report of training is attached in Annex-II.

No of Participants of Grade – V Training

Grades	Male	Female	Total
Grade -V	1	88	89

1.3 Classroom Supplies

After initial training of grade-V teachers, CRI provided active learning material to one hundred and sixty three (163) partner classrooms of Rawalpindi, Islamabad and Karachi schools. The provision of classroom material will surely help teachers in developing conducive learning environment for children.

CRI's child centered approach is so successful in implementing schools that the children from nearby Non-CRI schools are continuously admitted in these schools. Due to increase in enrollment of children, the sections of few grades had been expanded. Almost twenty (20) classrooms were provided learning material compatible with CRI methodology during the month of January, 2007.

1.4 Early Childhood Classroom Observation (ECCO)

In order to measure the change in the learning outcomes of the children as a result of CRI's methodology, the Early Childhood Classroom Observation Survey was administered in sample schools situated in Rawalpindi and Karachi District. The same tool was administered in Non-CRI schools for comparisons of educational indicators. This activity took place during the month of February, 2007. ECCO survey will be tested in Islamabad partner schools in April, 2007 after ongoing follow up trainings for Grade I & II teachers of Phase - I partner schools.

1.5 Technical Assistance to Partner Schools

Technical assistance which is the backbone of CRI's program was an ongoing activity throughout this quarter. Master teacher Trainer of Islamabad, Rawalpindi and Karachi teams visited partner schools to provide on job facilitation to teachers. The main focus of technical assistance was:

- Helping teacher to set up classroom environment.
- Formation of activity centers.
- Labeling of material.
- Seating arrangement.
- Sharing reading and writing strategies.
- Enhancing family involvement.
- Activity based learning.

1.6 Collaboration with OSI , ISSA and RWCT

CRI Pakistan contacted Open Society Institute London for technical assistance on the activities designed for the extension of CRI's program from grade VI - VIII of the existing partner schools. Two experts from International Step by Step Association (ISSA) (Hungary) and Reading Writing Critical Thinking (RWCT) (Romania) who were collaboratively working with OSI and providing technical assistance on interactive teaching and learning program in various countries of the world visited CRI Pakistan from Feb 20-26, 2007. The international trainer held extensive meetings with Master Teacher Trainers and visited CRI partner schools to see the implementation of program. Their interaction with the teachers and heads proved helpful in identifying their needs for forthcoming training for the teachers of Grade VI - VIII. After consultative meeting with FDE teachers of Grade VI - VIII, the contents and plan for the training of same grades was finalized. The international trainers will adapt the training modules and methodologies according to local environment and requirements.

1.7 Celebration of Math Day

All partner schools in Islamabad celebrated Math Day on January 25th, 2007. Master Teacher Trainers were invited in IMCG- F-10/2 where a large number of parents were gathered to acknowledge teacher's efforts and admire the projects of children displayed on the walls. The children demonstrated different concepts of math using the manipulative provided by CRI. The Master Teacher Trainers appreciated this initiative and shared innovative ideas for math projects with the children. The parents shared positive feedback about CRI's program and stated that they have observed positive change in their children towards learning.

1.8 Carnival at Pakistan Air Force (PAF) Museum, Karachi

A carnival was arranged on February, 26th, 2007 at PAF Museum, Karachi. All schools situated in North Nazimabad Town participated in this event. CRI partner schools also participated in the carnival. The theme for the carnival was "Environmental Hazards to Whales and Turtles". The teacher gave informative presentations on the themes and made use of low cost material for preparing different models. This event was also an opportunity to foster professional development, networking between teachers and sharing best practices with each other.

2. PARENTS AND FAMILY INVOLVEMENT PROGRAM

Research has proved that when parents are involved in their children's school, they tend to have fewer behavioral problems and better academic performance. They are more likely to complete primary and secondary school than students whose parents are not involved in their school. Parental involvement in schools allows parents to monitor school and classroom activities and to coordinate their efforts with teachers. Realizing the importance of parental involvement, CRI has inbuilt component of parents and family

involvement program. During this quarter, a bi-monthly meeting was organized for twenty nine (29) heads of partner schools in Karachi.

2.1 Bi-Monthly Meeting with Heads

A bi-monthly meeting with the heads of CRI partner schools in Karachi was organized on Dec 19, 2007. The purpose of this bi-monthly meeting was to share the successes and concerns in enhancing parental involvement in partner schools. Besides exchanging ideas for enhancing parental involvement, Master Teacher Trainers facilitated teachers how they could celebrate math day in schools. The trainers demonstrated different activities that could be easily replicated in the classrooms. Twenty nine (29) heads participated in bi-monthly meeting.

3. FAMILY LITERACY PROGRAM

3.1 Supplies to New Partner Schools

Soon after training of family literacy trainers, classroom supplies were provided to thirty five (53) new partner schools in Islamabad and Karachi. The family literacy team delivered active learning material to partner schools in this quarter. The material provided is compatible with the planned activities for each adult literacy session. The learners would not only make use of this material during literacy session but they are encouraged to take material home in order to practice the learned activities with their children and help them in completing their home work assignments. Similarly a set of twenty five story book was also distributed in each partner school so that parents can facilitate teachers in developing reading skills in children. List of material is attached at Annex-III.

3.2 School Visits

The Family Literacy Teams in Islamabad and Karachi paid visits to all literacy centers (99) during this quarter. During school visits, the head teachers were reinforced to start family literacy session in time and also ensure the enrollment criteria for literacy session. Similarly, the family literacy trainers were provided on job facilitation on the issues encountered during program implementation. The list of schools visited is attached in Annex- IV.

3.3 Family Literacy Monthly Meetings:

In order to get feedback about the execution of the program, Family Literacy Teams in Islamabad and Karachi held regular monthly meetings with trainers during the quarter. Total of (198) trainers of (99) partner schools participated in twelve monthly meetings. These meetings remained very fruitful as it provided trainers opportunity to share their problems with CRI staff. The Master Teacher Trainers responded to the queries and also demonstrated different techniques through which they could run the program

successfully. CRI team also emphasized on the role of trainers as agents for community mobilization and eradication of illiteracy in their vicinities.

4. MONITORING AND EVALUATION

Monitoring and evaluation is an integral part of CRI's program which provides information regarding program outcomes. CRI Pakistan ensures that this information is being collected at regular intervals to gauge that planned activities are in compliance with the timeline and targets set in the annual work plan. During this quarter, the following activities were carried out by M & E section.

4.1 Compilation of Training Evaluation Report

During the month of December, 2007, the Monitoring and Evaluation section compiled Grade - V training evaluation report. A self-explanatory questionnaire was developed by M &E section to evaluate the performance of Master Teacher Trainer. This evaluation tool was given to participants at the end of training to get their feedback on the skills of trainers. The findings and recommendation of training reports were shared with trainer so that remedial measures could be taken to overcome their weaknesses in forth coming trainings.

4.2 Meeting with LUMS and FDE Officials

A meeting was held with the evaluation team of Lahore University of Management Sciences (LUMS) and officials from Federal Directorate of Education (FDE) in the office of Director Trainings FDE on January13th, 2007. The purpose of this meeting was to introduce LUMS evaluation team with government side and also to share the evaluation plan of CRI program among three parties. This meeting was quite fruitful as three stakeholders agreed upon their roles and responsibilities for evaluation program. The selection criteria for old partner schools included in phase - 0 was also discussed during the meeting.

4.3 Planning and Designing of Survey Forms

During the month of February, 2007 Monitoring and Evaluation section designed teachers, heads and parents survey for receiving feedback from these stakeholders about CRI's program execution. These survey forms have been sent to partner schools included in the sample. The M & E section has started receiving filled out forms from schools. A detail report will be generated after these forms will be received from all schools.

4.4 School Mapping

During this quarter, the monitoring and evaluation section also located CRI's partner schools on the map of Pakistan. This map clearly depicts the geographical outreach of activities and schools where CRI's methodology has been introduced.

5. DOCUMENTATION

5.1 Third Methodology Book

During this quarter, the third methodology book for years 8-10 had been revised and sent to printers. One thousand (1000) copies of the third methodology book have been received from Alhamra printers. These books will be distributed among the teachers in grade –V follow up training.

5.2 Morning Meeting Book

The Morning Meeting which is an effective guide for creating community of learners in the classroom has also been revised during this quarter. The inclusion of illustrations and updated information will surely enhance the effectiveness of this guide and help teachers in setting the tone for the day in more innovative manner. CRI will receive one thousand (1000) printed copies in the next quarter.

5.3 Newsletter

During this quarter, the work on 7th issue of CRI's Newsletter *Laddu* was continued. The theme of this issue is program expansion and Early Childhood Education besides reading writing and communication skills. The newsletter would be printed and distributed in the next quarter.

6. ADMINISTRATION AND PROCUREMENT

6.1 Logistic Arrangements for Training Workshops

The administration section also played their role in program implementation through making logistics arrangements for the trainings conducted in Islamabad and Karachi. Since Master Teacher Trainers of both the offices were being utilized in both cities, therefore the administration section made traveling and lodging arrangements for the trainers. Most of the trainings were organized in Teacher Resource Centers (TRCs) of Federal Directorate of Education.

6.2 Procurement of Classroom Supplies

During the quarter, the procurement section made all logistic arrangements for the supplies to grade - V classrooms in Islamabad, Rawalpindi and Karachi. The classroom supplies for one hundred and sixty three classrooms were procured. The supplies consisted of wooden material, wooden shelves, stationery items and manipulative for exploration. Besides this, the supplies for the expansion classrooms of Grade I & II were also processed during the period.

7. FINANCE

7.1 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 for the period of Nov, 2006- January, 2007 was submitted to Income Tax Authorities. Financial accrual data, liquidation report till December 31, 2007 along with the monthly advance request was sent to USAID. Additionally, prepared contracts for new staff and renewed the contracts of existing staff. Initiated work on tax exemption from Central Board of Revenue (CBR). Similarly, the finance section called proposal from the Auditors (from the approved list of USAID) for the Recipient Contacted Audit (RCA).

8. TRAININGS OF NON - CRI PARTNER ORGANIZATIONS

Besides imparting training to partner schools, CRI's Master Teacher Trainers are benefiting educators across Pakistan. The skills of Master Teacher Trainers have been widely recognized by eminent educational institutions who are frequently invited to conduct training on the soft approach towards education. The training of community schools teachers of Pakistan Poverty Alleviation Fund's partner organization is one good example of such partnership. During this quarter three five days trainings were organized for the teachers of community schools run by Community Uplift Program (CUP) and National Rural Support Program (NRSP). Such training opportunities have helped CRI trainers to broaden their vision and diversify their experiences as well as develop linkages for future collaborations.

8.1 Teacher Training of PPAF Partner Organizations.

The Master Teacher conducted a five days training for the teachers of community schools of Community Uplift Program (CUP) from Dec 18-22, 2006 at Bannu. Seventeen (17) teachers of community schools participated in this training.

Similarly, a five days training was also imparted to the teachers of community schools run by National Rural Support Program (NRSP) from Dec 18-22, 2006 at Mianwali. Twenty two (22) participants participated in this training workshop.

Another five days training was organized for the teachers of community schools run by National Rural Support Program (NRSP) at Bahwalpur from January 22-26, 2007. Thirty six (36) teachers from ten community schools participated in this training.

9. CONSULTATIVE MEETINGS AND POLICY SEMINARS

9.1 Second Stakeholder Consultation on Teacher Development; Future Directions

CRI team participated in Second Stakeholder Consultation Meeting on “Teacher Development; Future Directions” on January 22, 2007 organized by Directorate of Staff Development Punjab in Lahore. The participants in groups shared their feedback and recommendations on the issues related to role of GCET in training program, in service training program and revitalization of teaching profession in Pakistan.

9.2 Training Workshop in Bangkok

CRI Pakistan was invited to the UNESCO-UNICEF joint regional ECE policy review exercise in Bangkok from February 5-9, 2007 which aimed to support the countries of Asia-Pacific region in meeting the first goal of EFA on ECCE by identifying, documenting and sharing good practices as well as constraints and challenges in early childhood policy development and implementation. Besides Pakistan nine countries of the Asia-Pacific region namely, China, Indonesia, Lao PDR, Malaysia, Mongolia, Nepal, the Philippines and Viet Nam participated in the workshop. CRI Pakistan has been asked to lead in this research in Pakistan in collaboration with the government.

9.3 Participation in Achieving EFA Through Public Private Joint Venture

The Chief Executive CRI was invited as guest speaker to a seminar on “Achieving EFA through public Private joint venture”. The seminar was organized by Pakistan’s NGO Federation in collaboration with the Ministry of Education and Social welfare on February 22, 2007. The event took place on International Mother Language Day. Ms. Anisa Zeb Tahirkheli, Minister of State for Education was the chief guest at the occasion.

9.4 National Advisory Meeting on National Curriculum Framework, ECE

CRI Team lead by Chief Executive participated in “National Advisory Meeting on National Curriculum Framework” on February 28th, 2007 organized by Ministry of Education Curriculum Wing. The purpose of the meeting to review the draft curriculum, identify the gaps and weaknesses and incorporate the recommendations provided by

participants regarding the contents in the final draft. CRI team recommended that inclusive education and parent involvement should be included in ECE curriculum.

10. NETWORKING AND EXTERNAL RELATIONS

10.1 Interview with the Education Minister

The documentation team of CRI interviewed the Minister of Education in his office on January 9, 2007 for the newsletter *Laddu*. The interview lasted for about one and a half hour. The Lt. Gen. (R) Javed Ashraf Qazi Minister of Education highlighted the reforms undertaken by the Ministry. These included revamping of the curriculum, scheme of studies, medium of instruction, formalization of Katchi class, new text book policy, teachers training etc. The Minister during the meeting appreciated the good work CRI is doing. He suggested that this work should be expanded to other districts and regions. The minister also emphasized on the dire need of good teachers in the entire country and that can only be ensured by teacher trainings programs. In this regard he advised that CRI's interactive methodology should be rolled out in other provinces as well. It is only through good public-partnerships that revamping teacher education and specialized strategies for earlier grades could be addressed.

10.2 Meeting with Representative from Sarhad Rural Support Program (SRSP)

A meeting was held with Ms.Sajila Sohail, Program Education Manager Sarhad Rural Support Program (SRSP) to discuss planned activities and budgets for seventy three community schools located in five regions of NWFP namely Peshawar, Kohat, Chitral, Mansehra and Abbotabad.

10.3 Meeting with Officials from Rural Support Program Network (RSPN)

A meeting was held at CRI office with Ms. Tanya Khan, Social Sector Specialist (RSPN) to finalize the plan of activities for training of 30 community schools teachers in Bagh, Rawalakot and Muzzafarabad. This meeting was quite successful and both parties agreed upon their roles and responsibilities for one year training program. The need identification for training has been initiated by community mobilizer CRI.

10.4 Meetings with Officials of United States Education Foundation in Pakistan (USEFP)

Two meetings were held with Dr. Grace Clark and Zarene Rashid Malik, the representative of United States Education Foundation in Pakistan during the month of January, 2007 to explore the possibilities of CRI's staff training offered by American Schools and Universities. The training needs for CRI staff was discussed in detail. The CVs of nominated staff were sent to USEFP to share background of CRI Staff and also their expectations from this training program.

III. Comparison of Planned and Actual Accomplishments

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

Program Activities	Timeline	Status
Teachers Trainings: Basic Education: <ul style="list-style-type: none"> · Orientation training of KG- Grade III teachers of old partner schools · Follow – Up training of grade I & II of new 140 partner schools (Phase-I) · Training of Trainers (Mentors) · Training of Grade – V teachers of existing partner schools (Karachi) · Equip Teacher Resource Centers 	<ul style="list-style-type: none"> <li style="text-align: center;">Jan-Feb,2007 <li style="text-align: center;">Feb-March, 2007 <li style="text-align: center;">Feb-March, 2007 <li style="text-align: center;">January, 2007 <li style="text-align: center;">Jan - Feb,2007 	<ul style="list-style-type: none"> The orientation trainings for grade KG – III have been organized during the month of January 2007. The follow- up training for grade I & II of new partner schools have been initiated. The last trainings of grade –II for Nilore, Sihala and city sectors are in progress. The planning for training of trainers is in process. FDE has not yet finalized the list of people to be trained as Mentors by CRI. The training for Grade- V has been organized from January 22-26, 2007. The initial work for equipping TRCs has been started. CRI has submitted approval/waiver for procurement of equipment costing more than \$5,000. Waiting for approval from USAID
Parenting/Community Support: <ul style="list-style-type: none"> · Parents participate in school activities 	Ongoing	Ongoing activity throughout the program implementation.
Technical Assistance to Staff and Schools: <ul style="list-style-type: none"> · Ongoing technical assistance 	Ongoing	Ongoing activity throughout the program implementation
Family Literacy: <ul style="list-style-type: none"> · Monthly meetings with heads. · School Visits 	<ul style="list-style-type: none"> <li style="text-align: center;">Dec. 2006 – Feb. 2007 <li style="text-align: center;">Ongoing 	<ul style="list-style-type: none"> Regular monthly meetings have been organized in Islamabad and Karachi during the quarter. Technical assistance to literacy centers was on going activity.

Monitoring and Evaluation: <ul style="list-style-type: none"> · Monitor Quality of Program Implementation · Gather Evaluation Data · Classroom Observation Visit · Finalize Evaluation Agreement with LUMS · Initiate Baseline Data Collection. 	<p style="text-align: center;">Ongoing Ongoing Ongoing Jan-Feb,2007</p> <p style="text-align: center;">Feb,2007</p>	<p>Work started Ongoing Ongoing</p> <p>The evaluation agreement is in process. It will be finalized by mid of March. In progress</p>
Publications: <ul style="list-style-type: none"> · Printing of Morning Meeting Book. · Printing of Newsletter 	<p style="text-align: center;">December, 2007</p> <p style="text-align: center;">December,2007</p>	<p>Morning Meeting book has been sent for printing. Text for newsletter has been finalized. It will be sent for printing and will be distributed in next quarter.</p>
Reports: <ul style="list-style-type: none"> · Report on Liquidation of Advances (Quarterly) · Forecast of Cash requirements for following 3 months · Summary on Non Federal Cost Share Contribution (Mandatory) · Program Performance Report (Quarterly Progress Report) · (to be submitted to CTO) 	<p style="text-align: center;">Monthly/Quarterly Monthly Quarterly Quarterly</p>	<p style="text-align: center;">Ongoing Ongoing Quarterly Quarterly</p>

IV. Activities Planned For the Next Quarter

Program Activities	Timeline
Teachers Trainings: Basic Education: <ul style="list-style-type: none"> · Develop Methodologies for 6th-8th Grade Teachers · Develop & Translate Training Modules for 6th Grade Teachers · Equip TRCs 	<p style="text-align: center;">May, 2007 April/May, 2007 May, 2007</p>
Parenting/Community Support: <ul style="list-style-type: none"> · Parents participate in school activities 	<p style="text-align: center;">Ongoing</p>
Technical Assistance to Staff and Schools: <ul style="list-style-type: none"> · Ongoing technical assistance 	<p style="text-align: center;">Ongoing</p>
Family Literacy: <ul style="list-style-type: none"> · Technical assistance to Literacy centers. · Family Literacy certificate Distribution 	<p style="text-align: center;">Ongoing April/May, 2007</p>
Monitoring and Evaluation: <ul style="list-style-type: none"> · Gather Evaluation Data · Classroom Observation Visits · Finalize Evaluation Agreement with LUMS · Initiate Data Analysis Report 	<p style="text-align: center;">Ongoing Ongoing April- May,2007 April - May, 2007</p>
Publications:	

<ul style="list-style-type: none"> . Printing of Newsletter . Annual Report 	April,2007
Reports: <ul style="list-style-type: none"> . 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) 	Monthly/Quarterly Monthly Quarterly

**THREE DAYS REFRESHER TRAINING
ON INTERACTIVE TEACHING AND
LEARNING METHODOLOGY**

For K-G, Grade-I, II &III

Inaugural Speech

Chief Executive CRI, Mehnaz Aziz, present at the opening ceremony welcomed all participants for taking part in the three-day orientation training workshop on interactive teaching and learning methodology. She appreciated the efforts of old partner schools' teachers in making CRI program a huge success and acknowledged their hard work and enthusiasm. She asked them to continue with same zeal and spirit in the future as well. Chief Executive shared the FDE request made to CRI for spreading its program in all schools of Islamabad. She told all the participants that without their participation this huge success would never had come.

She shared that CRI Pakistan, being an education institution has been implementing child centered Interactive Teaching and Learning Methodologies Program from Kindergarten to Grade VIII in collaboration with the government at federal and provincial level in public schools. She thanked the funding support of USAID that has made it possible to implement the best global methodology tried and tested in more than thirty five countries of the world in the entire school district of Islamabad besides Rawalpindi City District and Karachi City District.

She said that CRI's efforts reflect on its commitment to support Government of Pakistan's Education Sector Reform Agenda. The teaching methodology initiated in 2002 has improved performance of children in partner schools making them confident and developing their critical thinking skills.

Assistant Director of Education, Ms. Amina also present on the occasion, expressed her warm wishes to all the participants. She said that CRI, FDE and all associated schools' faculties were a part of one family and their relationship could be strengthen by adding value-based inputs and by removing anomaly. She wished all the participants good luck for their upcoming training.

Registration and Introduction

The training was formally started with the registration of all participants. One of the participants recited a verse from the Holy Quran. CRI trainers then introduced themselves to the participants and formally started the training sessions. First, the participants were divided into groups in order to perform training activities in an organized manner. The trainer asked participants to call numbers from 1-9 and arranged them in 9 groups. The groups formed were called tulips, shama, moon, alpha, rose, star, shaheen, khushboo, Fatima Jinnah group.

Opening of the Session

The trainer in her introductory session told that the basic purpose for conducting this workshop was to introduce new teachers with the key concepts of CRI methodology and refresh the old teachers. Comprehensive sessions on Family Involvement, Language Arts, Science and Social Studies and Math were conducted to promote activity based learning in CRI old partner schools. The trainer also shared the successes made by CRI program since 2002 and attributed all these achievements to the teachers of old partner schools as without their cooperation it would not have been possible.

Job Chart

Participants were given demonstration about the job chart which represented different jobs that can be assigned to children in classroom in order to develop their self confidence and feeling of responsibility. The jobs represented were,

- Management goods
- Handout collector
- Table management
- Work displayer
- Material collector



The trainer asked each group to select a person who would perform the above mentioned jobs and another to write the name of that person on the job chart. The purpose of using job chart was to train teachers about assigning different duties to students while using the job chart.

Then rules were made.

Rules

1. Keep mobile phone on silent mode

2. Raise hand before saying anything
3. Wait for your turn
4. Listen to others attentively

The trainer shared three day agenda of the orientation with the participants. She then shared the story 'Koi baat nahein' with the participants. The purpose of the story narration was to make participants realize that doing something out of set routine and allowing others to share their thoughts was nothing as harmful rather it help developing tolerance.

Feedback

Successes and achievements of CRI were shared with the participants. Teachers were asked about the positive feedback and concerns regarding the implementation of CRI methodology in classrooms.

Positive feedback reported by teachers was as follows:

- Change in the attitudes and behavior of teachers.
- Classroom environment has improved for getting better education
- Parents, teacher and student triangle has come more closer
- Students have become more self expressive as their confidence has improved
- Attendance of students has increased as parents want that their children to take admission in Government schools
- Through Morning Meeting it has become possible to explain concept of math, science and arts altogether.
- Transition from one period to another has become very smooth because of the written schedule

Concerns

Concerns reported by the teachers are as follows:

- Teachers/students ratio is not balanced
- Most of the teachers are either on contract basis or they are transferred from different schools so they cannot concentrate on teaching
- While carrying out certain activity, maintaining discipline is a major problem
- Mostly, heads never give permission for outdoor visits.
- Parents want teachers to give written assignment rather than engaging students in activities.
- Time management is also one of the problems.

The trainer then discussed these feedbacks with the participants by showing overhead slides.



Morning Meeting

Morning meeting sets the tone for respectful learning and establishes a climate of trust based on democratic principles. It facilitates teachers in conducting different activities related to different subjects and also enables them to make morning meeting a fun filled time during which students learn different skills and concepts while being engaged in play. The concept of morning meeting extends beyond gathering into the classroom, the school and the community. Morning meeting motivates children by addressing two human needs;

1. The need to feel a sense of significance and belonging
2. The need to have fun

The repetition of ordinary routines of respectful and democratic interaction during the Morning Meeting enables extraordinary results. Morning Meeting merges social, emotional and intellectual learning of each member of the classroom community.

One of the groups was selected to conduct Morning Meeting. One by one they greeted each other and told about their favorite personality and why he/ she like that person. Then the participants were showed slides about parents' involvement and its affect on children's development and growth.

Greeting: The participants were to greet and share the name of their favorite family member.

Sharing: Open-ended

News & Announcement

Activity of 'Heart Mapping'

For the activity, heart shaped chart papers were distributed among the participants. All of the participants divided the heart shape into small portions showing how much they love different people in the family.

Role Play

One of the trainer played the role of an illiterate mother to show the participants that how the morning meeting time can be utilized to call parents in order to contribute some good skills or talent in the classroom activities.

Family Involvement Session

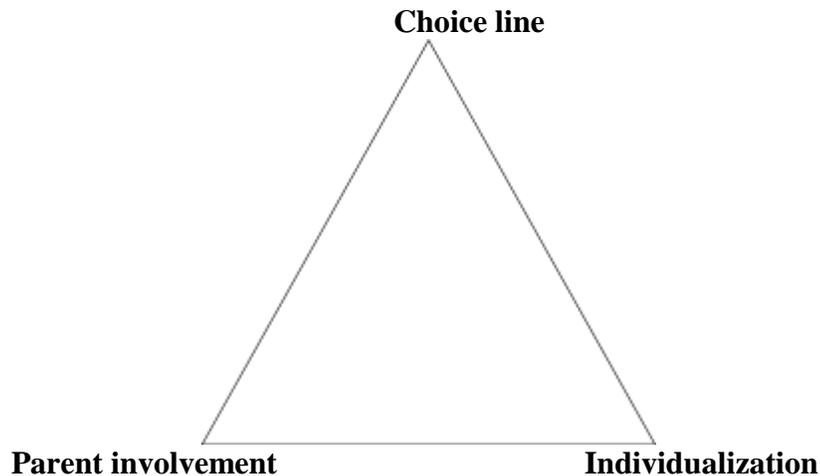
Another trainer narrated the story called 'Chrysanthemum' in Urdu and later on she



discussed the story and its moral lesson with the participants. The participants all agreed that family involvement was essential in reinforcing and expanding classroom learning and building the interests and learning that occur at home.

Sharing the Triangle

Participants were shown the slide of a triangle.



- A slide was shown regarding how different activities can be introduced in the classroom with the help of parents.
- Participants were asked about how educated and uneducated parents can help in introducing various activities in classroom.
The conclusions given were:
- Introduction to methodology book as teachers' guide
- Parents can help in classroom management, activity center's setting, story telling, cleanliness, making clay models, art work and handicrafts.

Activity

Participants were asked to write down the challenges as well as solutions in involving parents on a chart paper.

Challenges:

- ✓ Parents live at distant places
- ✓ Parents are illiterate and feel hesitated in coming to school and discussing about their children's performances with teachers
- ✓ Parents are unable to come due to personal problems
- ✓ Less cooperation between the parents and teachers.
- ✓ In some schools, heads don't allow parents to come to the class and discuss about their children.

Solutions

- ✓ Parents should be involved in literacy program

- ✓ Teachers should show flexibility in their behavior
- ✓ They should be tolerant and patient while talking to the parents
- ✓ Teachers can communicate with parents through daily reports.

Next the trainer showed the overhead slides with the topic 'methods to participate parents' which included news letters, suggestion box, reports, notice board and bulletin board.

Activity

Each of the participants was given some patterns of flowers and they have to write five different activities that parents can perform in the classroom with the children on five petals. Later on all the participants pasted their diagrams on the wall.

Different activities suggested by the participants were:

- ✓ Cleanliness
- ✓ Story telling
- ✓ Clay work
- ✓ Class room arrangement
- ✓ Dairy writing
- ✓ Gardening
- ✓ Wooden block arrangement
- ✓ Cleaning the shoes.

The trainer started the Morning Meeting session by sharing agenda with the participants. To form a group for morning meeting, she called participants whose names were starting with A,B,C,D,E,F,G,H,I,J,K and asked them to make a circle.



Greeting: Participants were asked to greet each other and to select a number and give the reason for its selection. People related numbers to their birthday dates, date of joining the job or any other exceptional event in their life.

Sharing: Two participants shared important events in their life.

Group Activity: Participants were given a task to guess the number of buttons in the estimation jar. The central idea of this activity was to develop observation and estimation capability in students.

News & Announcement: It included description about that day, date and weather. The trainer made the announcement that participants would do science and math session that day.

Science Session

Science has permeated our lives and it informs our actions. There have been tremendous advances in the field of science and technology over the last decade or so. Each day something new is discovered and with the increase in scientific knowledge, there is an increase in demand for educated students. The trainer explained in detail the importance of science and how it was essential and correlated with daily life.



Participants discussed about different topics of science, they teach in Grade one such as:

- ✓ Living things
- ✓ Birds
- ✓ Vegetables and fruits,
- ✓ Senses
- ✓ Growth
- ✓ Animals

- ✓ Energy
- ✓ Light
- ✓ Seasons
- ✓ Directions

What do we need to study science?

- ✓ Observation
- ✓ Hypothesis
- ✓ Experimentation
- ✓ Reasoning and deduction

Activity

How many corks filled with water can be used to fill up the glass up to certain mark? In this activity, first, the hypothesis was made then experimentation which was based on observation.

Work Stations

Different working stations were conducted for the participants. The tasks given to them were:

- To analyze with given material which objects float and which sink
- To separate pictures of living and nonliving things and to label them
- To analyze the leaves, separate them and make their groups according to their similar shapes
- To make the models of means of transportation
- To write the names of the parts of body and their specific functions

Language Art

The next session started by obtaining feedback from the participants about the language skills. The trainer highlighted four language skills which included listening, speaking, reading, and writing. She told that without the ability to understand words children were restricted in their ability to receive information from books and other printed materials, or to develop ideas and communicate them to others. CRI's entire program is directed at fostering children's ability to use and understand language in a comprehensive manner. As children grow in their ability to speak and listen, their need for written language emerges and they begin to use writing to record and to communicate their ideas and experiences.

She shared four methods of reading with the participants:

- 1-Guided reading
- 2-Shared reading
- 3-Independent reading
- 4-Aloud reading

The trainer explained CRI methodologies that promote creative writing for developing vocabulary and enhancing learning process. She shared different slides showing different stages by which a child could become a good writer and reader. At the end, she also shared that CRI's objective regarding reading and writing were as similar to what had been given in our national curriculum goals.

Fun with Math

Math session was started with an interesting story called, "**Frog & Toad**". Later the trainer asked the participants to take out the important concepts that they observed in the story and how they were related to Math.



The participants shared the following concepts:

- Counting
- Sequencing
- Colors
- What comes after and before
- Sizes

The trainer told how creativity help teachers can develop interest for their subject and use different skills and techniques to cater with the developmental needs of the students and help them become life long learners. She asked them to give some qualities of a good math teacher.

The participants shared the following qualities:

- Who can develop interest
- Relates Math to the daily life
- Adopts interactive teaching style by using manipulative and A-V aids
- Soft spoken and possesses good personality traits

Children learn a lot from the things around them. The rate with which they are absorbing things at early age is very fast they are learning through hand on experience without having any fear of the results. Teachers should adopt those methods of teaching that are activity based. For this purpose different material can be used to give the concept for any topic.

The trainer then through a simple activity showed math was all around them.

Activity

Each group was given task cards on which different professions' name was written. They were asked to apply math with each profession.

The professions given were:

- Architect
- Engineer
- Chemist
- Welders
- Shopkeepers
- Doctors
- Astronauts
- Ship Captain

After the activity, the trainer explained that everybody apply mathematic concepts in day to day dealings. The purpose for this activity was to make participants understand that in order to sharpen critical thinking among students they should practice interactive techniques so to make the concepts of Math more clear which would in turn help in producing life long learners and independent problem solvers

The trainer gave the following material to explore:

- Geo-board
- Cuisenaire rods
- Pattern blocks
- Inch cubes
- Concepts of shapes with paper folding

The purpose to let them explore material was to make them understand that by using Math manipulative they were not wasting their time but helping in making teaching more effective. The participants shared that this refresher workshop has provided them a golden chance to update their knowledge about different topics of Math. They assured that they would transfer their knowledge in classroom as well.

Language Art Session

The trainer distributed syllabus books among groups and asked them to do the following activity.

1. Make word wall with vowels
2. Book making
3. Model of a house by using wooden blocks
4. Perform role play on the topic selected from their Urdu lesson
5. Picture description
6. Display different sentences with the help of the picture on the sentence strip chart



The group then gave presentation.

Classroom Environment

The trainer started the session by narrating a story “Hassan Ki Kahani”. Participants were provided heart shaped patterns and were told to tear it bit by bit whenever they feel that the boy in the story was being hurt. She shared how others behavior affect the learning domains of children and emphasized that parent and the teachers could play vital role in building a strong personality of a child. She put strong emphasis on classroom environment and role of teachers in children’s life.



She shared how important role the physical and psychological environment of classroom can play in order to meet the learning needs of a child.

Physical Environment

- Open and labeled shelves
- Material within reach of children
- Groups formation
- Learning Centers
- Centers consisting of organized indigenous material
- Use of the blue charts
- Choice time activities
- Material integration with the syllabus
- Morning meeting
- Story telling

- Parents' Bulletin Board
- Small and Large group activities
- Seating arrangement

Psychological Environment

- Teacher's tone
- Teacher's verbal & non verbal expressions
- Teacher-child interaction

The session was ended with a documentary on interactive classroom environment. The evaluation forms were distributed among the participants and later they were given methodology books.

**THREE DAY ORIENTATION
WORKSHOP ON INTERACTIVE
TEACHING AND METHODOLOGY**

GRADE-II

Date: January 18-20, 2007

Day – 1

Thursday Jan 18, 2007

After the recitation of holy verses from Quran, the trainer welcomed all the participants. After introducing CRI team, she conducted the following activities in the opening session:

- Group formation
- Assigned jobs and displayed them on a job chart
- Made classroom rules

- The trainer briefly shared the agenda of the training with the participants.

SUCCESS:

Participants were asked to share their success after implementing CRI methodology in the classes.

The success shared by the participants was:

- Students have gained confidence
- Classroom environment has become more interactive and child centered
- Introduction of morning meeting has helped in building classroom community and developmental domains of a child.
- Students have developed interest for studies
- Students have become more responsible
- Promotion of individualization
- Increment in enrollment
- Positive changes in teacher's attitude
- Student-parent communication has improved

Some of the concerns shared by the teachers were:

- Difficult to cover lengthy syllabus with CRI methodology.
- Parent participation is negligible
- Shortage of teaching staff/building and rooms
- CRI trained teachers are overburdened as they are given additional responsibilities
- CRI trained teachers are given periods in non CRI partner classes.

Morning Meeting

The trainer shared the philosophy of morning meeting with the participants.

Greeting: After greeting each other, the participants were asked to share how many family members they have in their families.

Sharing: Participants were asked to share something about their siblings.

News & announcement: News of the day was shared with the participants.

Activity

Participants were given name tags on which they were asked to write their names showing signs or words symbolizing the needs of their family members.

The participants made the following symbols:

- *Car*
- *House*
- *Pure diet*
- *Education*
- *Star & flower*

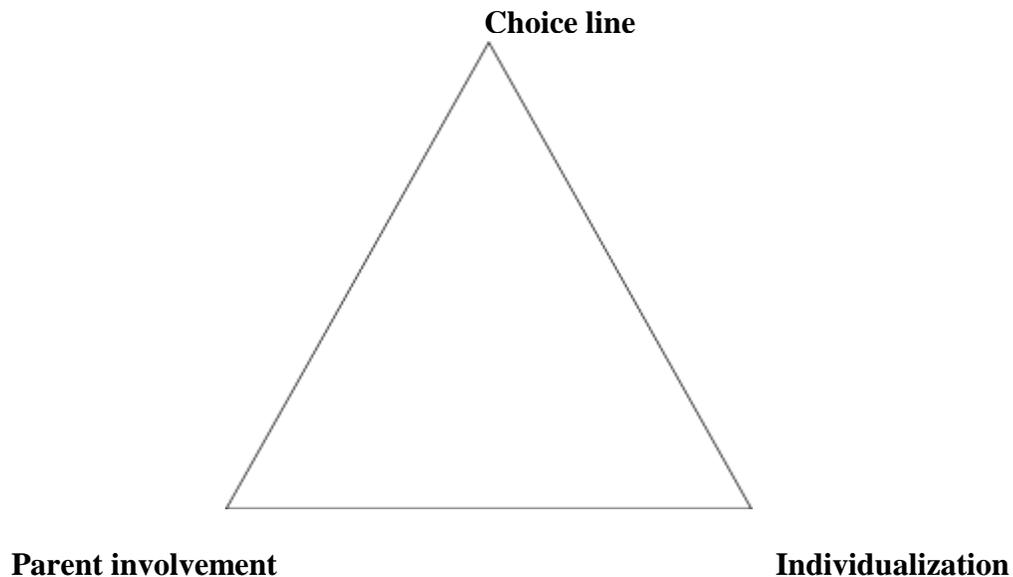
FAMILY INVOLVEMENT SESSION:

The trainer then shared the story ‘Chrysanthemum’ with the participants and discussed its moral lesson. The trainer asked different questions, while sharing parent involvement triangle, focusing on the concerns due to which Parent involvement was negligible in schools.

Participants were asked to explain how educated and uneducated parents can help in introducing different activities in the classroom like;

- Making clay pots
- Facilitating teacher in making centers
- Story telling
- Art & handicrafts

The slide of the triangle shared with the participants is given below:



Activity:

Participants were asked to write challenges that involve parents' involvement and also their solutions on a chart paper.

Challenges:

- ✓ Parents live at distant places
- ✓ Parents are illiterate and feel hesitated in coming to school and discussing about their children's performances with teachers
- ✓ Parents are unable to come due to personal problems
- ✓ Less cooperation between the parents and teachers.
- ✓ In some schools, heads don't allow parents to come to the class and discuss about their children.

Solutions

- ✓ Parents should be involved in literacy program
- ✓ Teachers should show flexibility in their behavior
- ✓ They should be tolerant and patient while talking to the parents
- ✓ Teachers can communicate with parents through daily reports.

Next the trainer showed the overhead slides with the topic 'methods to participate parents' which included news letters, suggestion box, reports, notice board and bulletin board.

Activity

Each of the participants was given some patterns of flowers and they have to write five different activities that parents can perform in the classroom with the children on five petals. Later on all the participants pasted their diagrams on the wall.

Different activities suggested by the participants were:

- ✓ Cleanliness
- ✓ Story telling
- ✓ Clay work
- ✓ Class room arrangement
- ✓ Dairy writing
- ✓ Gardening
- ✓ Wooden block arrangement
- ✓ Cleaning the shoes.

The trainer received the feedback of the previous day of training from the participants. Participants showed their satisfaction on the family involvement session. They also liked flower making activity that can be used for different subjects in the classroom as well as session on teachers' role in order to make positive parents' participation

Language Art session

The trainer shared that CRI's efforts reflect on its commitment to support Government of Pakistan's Education Sector Reform Agenda. She shared with the participants that CRI teaching methodology initiated in 2002 has improved performance of children in partner schools making them confident and developing their critical thinking skills.



Then she shared four language skills (speaking, listening, reading, and writing) and told the participants that how gradually and carefully CRI program introduced different techniques of reading and writing to strengthen children's language skills. She also shared that CRI methodology books have techniques that help teachers in teaching language arts.

She told participants that Morning meeting sessions had enlightened the importance of speaking and listening skills. She asked them to give more time on teaching Urdu as students were getting weak in Urdu and they must be taught the language through different stories related to Urdu heritage.

ACTIVITY

Different groups were given the following tasks:

- Make school using blocks and write 10 sentences about "My School"
- Dramatize favorite scene of the story
- Rearranging poems
- Make dictionary using newspaper cuttings
- Write story on EID and change its moral.
- Make a word wall



At the end, participants presented their work.

Fun with Math

Math session was started with an interesting story called, “**Frog & Toad**”. Later the trainer asked the participants to take out the important concepts that they observed in the story and how they were related to Math.

The participants shared the following concepts:

- Counting
- Sequencing
- Colors
- What comes after and before
- Sizes

The trainer told how creativity help teachers can develop interest for their subject and use different skills and techniques to cater with the developmental needs of the students and help them become life long learners. She asked them to give some qualities of a good math teacher.

The participants shared the following qualities:

- Who can develop interest
- Relates Math to the daily life
- Adopts interactive teaching style by using manipulative and A-V aids
- Soft spoken and possesses good personality traits

Children learn a lot from the things around them. The rate with which they are absorbing things at early age is very fast they are learning through hand on experience without having any fear of the results. Teachers should adopt those methods of teaching that are activity based. For this purpose different material can be used to give the concept for any topic.

The trainer then through a simple activity showed math was all around them.

Activity

Each group was given task cards on which different professions’ name was written. They were asked to apply math with each profession.

The professions given were:

- Architect
- Engineer
- Chemist
- Welders

- Shopkeepers
- Doctors
- Astronauts
- Ship Captain

After the activity, the trainer explained that everybody apply mathematic concepts in day to day dealings. The purpose for this activity was to make participants understand that in order to sharpen critical thinking among students they should practice interactive techniques so to make the concepts of Math more clear which would in turn help in producing life long learners and independent problem solvers

The trainer gave the following material to explore:

- Geo-board
- Cuisenaire rods
- Pattern blocks
- Inch cubes
- Concepts of shapes with paper folding

The purpose to let them explore material was to make them understand that by using Math manipulative they were not wasting their time but helping in making teaching more effective. The participants shared that this refresher workshop has provided them a golden chance to update their knowledge about different topics of Math. They assured that they would transfer their knowledge in classroom as well.

At the end the trainer summed up by sharing that CRI primary program believe that children learn more by exploring, guessing, observing and testing. Therefore the emphasis should be on reasoning and conceptual understanding and not merely on speed and computation. The more Maths is linked to everyday life, the more students will realize the need for math in the world. The session was ended up with the famous saying by Confucius:

What I hear ,I forget

What I see,I understand

What I do, I remember

Science / Social studies session

Objectives of teaching Science and Social Studies for developing the following skills among students were shared among the participants:

- Let the child think and ask more questions
- Develop the sense of curiosity among students
- Allow children to learn through hands on experiences
- Let them reach the solution of any problem because they learn more through trial and error basis.

The trainer shared that science has permeated our lives and it informs our actions. There have been tremendous advances in the field of science and technology over the last decade or so. Each day something new is discovered and with the increase in scientific knowledge, there is an increase in demand for educated students. The trainer explained in detail the importance of science and how it was essential and correlated with daily life.



Participants discussed about different topics of science, they teach in Grade one such as:

- ✓ Living things
- ✓ Birds
- ✓ Vegetables and fruits,
- ✓ Senses
- ✓ Growth
- ✓ Animals
- ✓ Energy
- ✓ Light
- ✓ Seasons
- ✓ Directions

What do we need to study science?

- ✓ Observation
- ✓ Hypothesis
- ✓ Experimentation
- ✓ Reasoning and deduction

Activity

How many corks filled with water can be used to fill up the glass up to certain mark? In this activity, first, the hypothesis was made then experimentation which was based on observation.

Work stations

Different tasks were given to the participants in working stations that were as follows:

- To analyze with given material which objects float and which sink.
- To separate pictures of living and nonliving things and to label them.
- To analyze the leaves, separate them and make their groups according to their shapes.
- To make models of means of transportation.

- To write names of the parts of body with their functions

Then the following activities were conducted for Social Studies station which was selected from their syllabus:

- Collect natural resources from the surroundings and mention their importance in our daily life.
- Group animals into vertebrates and non-vertebrate and also write their names.
- Name the professions shown on the given pictures.
- Name six important places of Islamabad and also make their pictures.
- Recognize the texture of the given materials.
- Separate the objects with soft and loud sounds
- Make pictures of the four seasons and also write three sentences on every season
- Role play on social norms and customs



The session was ended up with the presentations of the projects. The participants were all geared up and assured that they would apply all these techniques/activities they learnt during the sessions in their classrooms.

Classroom Environment

The trainer narrated a story called “Hassan Ki Kahani” and shared with the participants about how can classroom environment successfully affects the learning abilities of a child and how important it was for the teachers to ensure the best environment in the class. Seating arrangement should be flexible for both small group and large group activities. Moreover she mentioned that CRI material should be used in order to meet the needs of all developmental domains of a child. She also asked them to use gentle tone while talking to children as harsh treatment can affect child’s personality.

The trainer then shared classroom environment checklist with the participants in detail. She told them that with the help of this checklist an ideal classroom environment can be set up by teachers which can facilitate them in achieving the objective of activity based learning and also help in individualizing students with different level of understanding.

The trainer also discussed parent’s bulletin board, classroom corners and centers and asked participants to implement them in their classes. A documentary on classroom environment was also shared with the participants. While watching the documentary they were given the tasks to observe the following areas:

- Physical environment of the CRI classrooms
- Psychological environment of the CRI classrooms

All participants gave their feedback about the documentary and agreed that both components were important for an ideal classroom environment.

**THREE DAY ORIENTATION
WORKSHOP ON INTERACTIVE
TEACHING AND METHODOLOGY**

GRADE-III

Date: Jan 22 – 24, 2007

The session started with the recitation of a verse from the holy Quran followed by a Naat.

In the opening activity, the trainer assigned jobs to the participants which were posted on the job chart displayed in the hall.

The following rules were also made with the participants that were:

- Be punctual
- Show discipline
- Work cooperatively in groups
- Keep mobile on silent mode



Successes:

The trainer asked participants to share their successes after implementing CRI methodology in classrooms.

The successes they shared were:

- Students have become interested in studies.
- Attendance of students in classroom has increased.
- Teachers have become confident.
- Students have become confident.
- In morning meeting students share some exceptional event in their lives. All four developmental factors such as social, cognitive, physical and emotional are involved in morning meeting which help making students more confident and able to face challenges in their daily lives.

Concerns

The participants were also asked to share their concerns regarding the implementation of CRI methodology.

The concerns they shared were:

- Time management
- Lengthy syllabus
- Small classrooms
- High strength of students
- Less durations of periods
- Parents blame teachers for not completing the course on time and on wasting time doing activities.

Morning Meeting

Philosophy of morning meeting was shared with the participants:

Greeting: To greet each other by keeping eye to eye contact.

Sharing: Sharing of any thing, any idea or exceptional event in life. Two of the participants were asked questions regarding their sharing.

Activity: Group activity on 'knowing families' was done with the participants. Data was collected from all the groups and later the collected information was displayed in the form of a large graph.

Family Involvement Session

The trainer also shared a quotation of *Stenberg* that said 'With parent's involvement in the classroom, children realize that school life and home are associated and not apart.'

The story called 'chrysanthemum' was shared among the participants. Problems and their solutions in involving parents in children's education were discussed in this session. On asking teachers about parents' involvement in different classroom activities, they shared the following ideas:

- Parents can give information regarding health and cleanliness
- Religious knowledge
- Information regarding different animals
- Lectures on agriculture and different types of plants.

Activity

Participants were asked to write five activities that parents can perform with children in class on five petals of the flower.

Fun with Math

“Mathematics is the mother of all Sciences”.

The trainer asked feedback related to successes and concerns from the teachers while teaching mathematics to the students of grade III. Some of the successes shared by the participants were:

- Use of materials like Cuisenaire rods, pattern blocks, inch cubes, and dominos has helped in explaining concepts of place values, counting, graph, addition, subtraction, multiplication, division of simple sums and memorizing tables.
- Manipulative and hands on experience has helped in developing interest for Math.

Activity

After taking feedback from the participants, the trainer did a very interesting activity by using inch tape and measured segments of wool. In the first step they cut 100 cm long piece of wool, measuring with the help of inch tape, and consider it as 1 meter. Then they were asked to measure the length of the available objects like sides of their table, their own heights and length of table basket. Thereafter, they converted the lengths initially in meters and centimeters and then transformed meters into centimeters alone on a task sheet. Activity was aimed at teaching the participants about explaining and differentiating between meters and centimeters and enabling them to instruct the students about correlation among varying measurement units, e.g., 100cm = 1meter, 1000ml = 1liter and 1000grams = 1 Kg.

While emphasizing the role of a mathematics teacher, the trainer shared that a math teacher must be creative as well as technical minded because the subject demands lot of patience and tolerance on the part of a teacher.

Activity

The participants were asked to make five clocks with the help of spinners and butterfly pins and then to show different times on the clock faces. The purpose of introducing this activity was to help participant in learning ways of expressing time of different parts of the day in different ways. Another idea in which they learned to observe length of the shadow in different part of the day was shared with them as to enable them to differentiate between a.m. and p.m.

Last were the techniques for multiplication and division by using base-10 material. The purpose was to initiate link between the manipulation of the material and the written techniques.

Language Arts Session

The trainer explained to the participants the importance of creative writing and how it has been ignored in our school system. She shared that national goals of literacy and CRI's objectives for improved reading/writing skills were the same. She further discussed national aims and goals set for different classes to enhance the learning skills of a child. She discussed the concepts and objectives of a lesson and curriculum which includes syllabus and text books, teaching methodologies and assessment of child's learning through OHP. The participants also shared their views regarding their national objectives of listening, speaking, reading & writing.

Activity

Different groups were given the tasks after selecting topics from their syllabus:

- Word wall of words/opposites
- Book making by changing the end of the story
- Mural making
- Rewrite a new poem.
- Word building
- Role play on a given story
- Make a model of a garden with wooden blocks and write few sentences about it

All groups gave presentation on their given tasks.

Morning Meeting

Those participants whose date of birth was in the first sixth months of the year were asked to make a circle on the floor for the morning meeting activity.



Greeting: Greeting included saying salaam to each other and telling which city of Pakistan they like most and give reason for their liking.

Sharing: Participants were asked to share their liking for any particular city of Paksitan. One of the participant shared that she liked Islamabad because of its cleanliness. Another appreciated hospitality of people living in Quetta.

Activity

Participants were given an activity to paste the name of their favorite city on the map of Pakistan.

News and announcement: Agenda of the day was shared among the participants.

Social Studies Session

The trainer asked participants to share the topics they teach their students in grade III.

These topics were:

- Weather and climate
- Crops
- Means of communication
- Administrative system in Islamabad
- Minerals
- Profession
- Population
- Relations of Pakistan with neighboring countries
- Villages and cities in Pakistan

Activities

Globes were distributed on each table. Participants were asked to analyze globes and to explain what they observe on the globes. Participants told that they can recognize



continents, islands, oceans, rivers, lakes, mountain ranges, North Pole, South Pole.

Task Station

Different task stations were set for the participants in whom they had to design map of Pakistan and mentioned famous cities, neighboring countries, airports, crops of particular regions, dams, land forms and minerals.

Some other task given to them were:

- Make checklist of the basic necessities and point out institutes that are associated with the fulfillment of these needs.
- Make a chart showing seasonal crops produced in different months of a year.
- Make a tree showing different professions, operating under the supervision of CDA administration
- Write down names of six famous Islamic and national heroes. Also write down few sentences about their personalities.
- Perform role play on different professions.
- Make a list of different means of communication and also mention how quickly the messages are communicated through different sources.
- Make a story on means of transportation.

Classroom Environment

The trainer started the session by narrating a story “Hassan Ki Kahani”. Participants were provided heart shaped patterns and were told to tear it bit y bit whenever they feel that the boy in the story was being hurt. She shared how others behavior affect the learning domains of children and emphasized that parent and the teachers could play vital role in building a strong personality of a child. She put strong emphasis on classroom environment and role of teachers in children’s life.

She shared how important role the physical and psychological environment of classroom can play in order to meet the learning needs of a child.

Physical Environment

- Open and labeled shelves
- Material within reach of children
- Groups formation
- Learning Centers
- Centers consisting of organized indigenous material
- Use of the blue charts
- Choice time activities
- Material integration with the syllabus
- Morning meeting
- Story telling

- Parents' Bulletin Board
- Small and Large group activities
- Seating arrangement

Psychological Environment

- Teacher's tone
- Teacher's verbal & non verbal expressions
- Teacher-child interaction

The session was ended with a documentary on interactive classroom environment. The evaluation forms were distributed among the participants and later they were given methodology books.

Closing Ceremony:

In the end the certificates were distributed by the headmistress of FGJMS I-8/1 amongst the participants and they were also provided the Daily traveling allowance.

Children's Resources International, Pakistan (Guarantee) Ltd.

**Agenda for Three Day Orientation Training
On Interactive Teaching and Learning Methodologies
For KG – Grade I Teachers**

Venue: FGJMS I-8/1, Islamabad

Monday - January 15, 2007

08.30 a.m. – 09.30 a.m.	Registration
09.30 a.m. - 10.30 a.m.	Opening / Feedback
10.30 a.m. – 11.30 a.m.	Morning Meeting
11.30 a.m. – 12.00 a.m.	Break
12.00 a.m. – 02.30 p.m.	Family Involvement

Tuesday - January 16, 2007

08.30 a.m. – 09.00 a.m.	Morning Meeting
09.00 a.m. - 11.30 a.m.	Science/ Social Studies
11.30 a.m. – 12.00 a.m.	Break
12.00 a.m. – 02.30 p.m.	Fun with Math

Wednesday - January 17, 2007

08.30 a.m. – 09.00 a.m.	Morning Meeting
09.00 a.m. - 11.30 a.m.	Language Arts
11.30 a.m. – 12.00 a.m.	Break
12.00 p.m. – 01.30 p.m.	Classroom Environment
01.30 p.m. – 02.30 p.m.	Closing Ceremony

Children's Resources International, Pakistan (Guarantee) Ltd.

**Agenda for Three Day Orientation Training
On Interactive Teaching and Learning Methodologies
For Grade II Teachers**

Venue: FGJMS I-8/1, Islamabad

Thursday - January 18, 2007

08.30 a.m. – 09.30 a.m.	Registration
09.30 a.m. - 10.30 a.m.	Opening / Feedback
10.30 a.m. – 11.30 a.m.	Morning Meeting
11.30 a.m. – 12.00 a.m.	Break
12.00 a.m. – 02.30 p.m.	Family Involvement

Friday - January 19, 2007

08.30 a.m. – 10.30 a.m.	Language Arts
10.30 a.m. – 11.00 a.m.	Break
11.00 a.m. - 01.00 p.m.	Fun with Math

Saturday - January 20, 2007

08.30 a.m. – 09.00 a.m.	Morning Meeting
09.00 a.m. – 11.30 a.m.	Science
11.30 a.m. – 12.00 a.m.	Break
12.00 p.m. – 01.30 p.m.	Classroom Environment
01.30 p.m. – 02.30 p.m.	Closing Ceremony

Children's Resources International, Pakistan (Guarantee) Ltd.

**Agenda for Three Day Orientation Training
On Interactive Teaching and Learning Methodologies
For Grade III Teachers**

Venue: FGJMS I-8/1, Islamabad

Monday - January 22, 2007

08.30 a.m. – 09.30 a.m.	Registration
09.30 a.m. - 10.30 a.m.	Opening / Feedback
10.30 a.m. – 11.30 a.m.	Morning Meeting
11.30 a.m. – 12.00 a.m.	Break
12.00 a.m. – 02.30 p.m.	Family Involvement

Tuesday - January 23, 2007

08.30 a.m. – 09.00 a.m.	Morning Meeting
09.00 a.m. - 11.30 a.m.	Social Studies
11.30 a.m. – 12.00 p.m.	Break
12.00 a.m. – 02.30 p.m.	Fun with Math

Wednesday - January 24, 2007

08.30 a.m. – 09.00 a.m.	Morning Meeting
09.00 a.m. - 11.30 a.m.	Language Arts
11.30 a.m. – 12.00 a.m.	Break
12.00 p.m. – 01.30 p.m.	Classroom Environment
01.30 p.m. – 02.30 p.m.	Closing Ceremony

List of Participants

Grade- KG

1	Nazir Ahmad	GBPS Dhoke Hassu
2	Nusrat Sultana	GGHS AOC Morgha
3	Shazia Irshad	GGES Morgah
4	Muhammad Altaf	GPS Rehmatabad
5	Gulfraz Khan	GES Khyaban e Sirsyed Sector III
6	Shakoor Ahmad	GES Khyaban e Sirsyed Sector III
7	Kulsoom Akhtar	Khyaban e Sirsyed Sector 4/B
8	Shahnaz Akhtar	GGES Khyaban e Sirsyed Sector II
9	Razia sultana	GGPS carriage factory
10	Parven Akhtar	GGPS carriage factory
11	Muhamad Mumtaz Abbasi	GBPS carriage factory
12	Muhammad Raqeeb	GBPS carriage factory
13	Nigata Sultana	Govt Joher Memorial Girl High School RWP
14	Zatoon Begum	GJMS said pur road RWP
15	Fuqraz Begum	GJMS said pur road RWP
16	Riffat Naz	GES Zari farm 6th Road RWP
17	Anees Fatima	GGPS Dhoke Hassu
18	Nadia Sultana	Hira School I 10/2 IBD
19	Saeed ur Rehman	FGJMS Chatha Bakhtawar
20	Runina Hameed	FGGPS Naizian IBD.
21	Basnihar	FGJMSM Town Humak
22	Muhammad Banaras	FGBPS Herdogher FA IBD.
23	Summer Iqbal	FGJMS Bhera Kau
24	Shazia Mansoor	FGGJMS Malpur IBD
25	Zubair Ali	FGJMS Rawal dam IBD.
26	Nusrat Zaman	GPS Nikoo
27	Zahida Tabbasum	GGCMS Biah
28	Ghazala Bibi	Behbud English Medium Primery School
29	Khushhal Khan	GES Anwarabad
30	Tabassam Javeed	GES Kashiri Bazar
31	Zahid Baig	GPS Dhoke Nasroo
32	Amra	Oxford international School G 9/1 IBD
33	Asia Mahmood	Progressive Public School Afshan Colony RWP
34	Nazeeda Bibi	GGESchool Sungsari
35	Yasmin Akhtar	GGPS Khuram Gujar
36	Imtiaz Bibi	GGPS Ahtta Kolian taxila
37	Shama Parveen	GGPS Ahtta Kolian taxila
38	Aysha Balooch	FGJMS No. 2 G-6/2 IBD.
39	Anjum Shamim	FGGSS Turnoul

List of Participants
Grade - I

1	Riaz ul Hussan	GBPS Dhoke Hassu
2	Farhana latif	GGHS AOC Morgha
3	Naheeda Parveen	GGHS AOC Morgha
4	Gulshan Ara	GGES Morgah
5	Syed Niaz Haider	GPS Dhoke Munshi
6	Khalida yasmeen	GGHS Dhoke Hassu
7	Najma Sheheen	GGHS Rehmatabad
8	Shaheen Akhtar	GGHS Rehmatabad
9	Shehzad Ahmad	GPS Rehmatabad
10	Zafar Iqbal Malik	GES Khyaban e Sirsyed Sector III
11	Fouzia Ghafoor	Khyaban e Sirsyed Sector 4/B
12	Naseem Fazal	GGES Khyaban e Sirsyed Sector II
13	safia Begum	GGPS carriage factory
14	Najum Tahira	GGPS carriage factory
15	Ali Akhtar	GGPS carriage factory
16	Shahid Mahmood	GBPS carriage factory
17	Jamila Bashir	Govt Joher Memorial Girl High School RWP
18	Rabia Sultana	GJMS said pur road RWP
19	Shakila Khanam	G Simila Islamia GHS B Block RWP
20	Rehana Begum	GGPS Dhoke Hassu
21	Saima Shaheen	Hira School I 10/2 IBD
22	Khalida Bibi	FGJM I 8/1 IBD.
23	Shoukat Farooq	FGJMS Chatha Bakhtawar
24	Shahida Tasneem	IMCG F 6/2 IBD
25	Sarah Muddassir	IMCG F 6/2 IBD
26	Roohi Nisar	IMCG F 6/2 IBD
27	Shazia zaman	IMCG F 7/4 IBD
28	Shabana Bano	IMCG F 7/4 IBD
29	Ishrat Sultana	IMCG F 7/4 IBD
30	Sofia Tabassum	FGMMS F7/1 IBD
31	Aama Naz	FGMMS F7/1 IBD
32	Aysha Kanwal	IMCB F 7/3 IBD
33	Tasnim Kausar	IMCB F 7/3 IBD
34	Nighat Samad	IMCB F 7/3 IBD
35	Musrrat Idress	FGJMS F 6/4 IBD
36	Mushtari Begum	FGJMS F 6/4 IBD
37	Nadia Sammer	FGJMS F 7/2-4 IBD
38	Salma Shaheen	FGJMS F 7/2-4 IBD
39	Zahida Parveen	FGJMS F 7/2-4 IBD
40	Azra Parveen	FGJMS F 7/2-4 IBD
41	Nasren Akhtar	FGGPS Naizian IBD.
42	Mobeen Akhtar	FGJMSM Town Humak
43	Naheed Akhtar	FGJMS I 8/1 IBD
44	Rakhshinda Saeed	FGJMS I 8/1 IBD
45	Nusrat Iqbal	FGJMS I 8/1 IBD
46	Raqqaya Begum	FGJMS I 8/1 IBD
47	Zahida Naseem	FGJMS I 8/1 IBD

48	Hassan Khan	FGBPS Herdogher FA IBD.
49	Rehana Sarwar	FGJMS Bhera Kau
50	Nighat David	FGGJMS Malpur IBD
51	Ruqayyah Sultana	FGGJMS Malpur IBD
52	Sadaqat Hussain Satti	FGJMS Rawal dam IBD.
53	Iffat Ara	FGGMS G 11/2 IBD
54	Abida Parveen	FGGMS G 11/2 IBD
55	Gul Naz Nasir Bhutta	FGGMS G 10/2 IBD
56	Rubina Nasreen	FGGMS G 10/2 IBD
57	Surriya Jabeen	FGGMS No. 1 G 9/4 IBD
58	Saeeda Nisar	FGGMS No. 1 G 9/4 IBD
59	Naheed Sarwar	IMCG F 10/2 IBD.
60	Mughisa	IMCG F 10/2 IBD.
61	Saeeda Naz	IMCG F 10/2 IBD.
62	Rabia Kousar	FGGMS G 11/2 IBD
63	Shaista Naz	FGGMS G 11/2 IBD
64	Razia Sultana	FGJMS G-9/3 IBD.
65	Razia Sultana	FGJMS G-6/4 IBD.
66	Farazana Batool	FGJMS G-6/4 IBD.
67	Farkhanada jabeen	FGJMS G-6/4 IBD.
68	Raj Bibi	FGJMS No 2 G-9/2 IBD.
69	ASbida shafif	FGJMS No 2 G-9/2 IBD.
70	Bushira Kokab	FGJMS G-8/1 IBD.
71	Nasir Naseem	FGBJMS Tarnoul IBD.
72	Masooda Sultana	FGJMS G-8/1 IBD.
73	Mojassim Zamir	IMCB F-8/4 IBD.
74	Mrs Tehsin Abbas	IMCB F-8/4 IBD.
75	Gul Naz Burki	IMCB F-8/4 IBD.
76	Farhana Aslam Butt	FGJMS G-6/2 IBD.
77	Parveen Amjad	FGJMS G-6/2 IBD.
78	Bidmulah Nasreen	FGJMS G-6/2 IBD.
79	Nargis Naz	FGJMS G-6/2 IBD.
80	Musrat Begum	FGJMS G-6/2 IBD.
81	Shazia Shaheen	FGGSS G-10/3 IBD.
82	Nuzhat Aziz	FGGSS G-10/3 IBD.
83	Safia Akhtar	FGGSS G-10/3 IBD.
84	Tahira Jabeen	FGJMS No. 35 G-8/4 IBD
85	Zubaida Bibi	FGJMS No. 35 G-8/4 IBD
86	Saima Noor	FGGSS, Tarnoul
87	Sabiha Shaheen	FGJM School No. 2 G-6/2 IBD.
88	Fouzia Khalid	FGJM School No. 2 G-6/2 IBD.
89	Nasira Munir	FGJM School No. 2 G-6/2 IBD.
90	Naheed Akhtar	FGJM School G-6/1-3 IBD.
91	Sajida Sultana	FGJM School G-6/1-3 IBD.
92	Sadia Sultana	FGJM School G-9/3 IBD.
93	Uzma Shaheen	FGJM School G-10/2 IBD.
94	rashida Parveen	FGJM School G-9/2 IBD.
95	Bilqees Begum	FGJM School G-9/2 IBD.
96	Mahfooz Sultana	FGJM School G-9/2 IBD.
97	Razia Hanif	FGJM School G-9/2 IBD.

98	Nurat Jabeen	FGJM School G-7/3-1 IBD.
99	Faiz Akhtar	FGJM School G-7/3-1 IBD.
100	Riffat Yasmin	FGJM School G-7/3-1 IBD.
101	Muhammad Akbar	FGJMS Tarnoul
102	Saba Rizwan	Progressive Public School 980 Afshan Colony
103	Shamsuddin	GPS Dhoke Nasroo
104	Shreenn Fatima	GGES Samli Tajjal Murree
105	Qazi Nisar Ahmad	GES Anwarabad
106	Safia Kousar	GGPS Ahatta Terbella Taxila
107	Rukhsana Shaheen	GGPS Khuram Gujer
108	Tehmjna Shaha Jahan	Behbud English MD primary school Sajdpr IBD.
109	Amjad Khan	GPS Islampur Taxila
110	Rashida	FGJM School G-10/3 IBD.
111	Rashida Parveen	GGPS Gangoo Juma
112	Naheed Begum	GGCMS Biha
113	Hira Anwar	Lawarance College Ghora Gali Murree
114	Iffat Nadeem	Lawarance College Ghora Gali Murree

List of Participants Grade-II

1	Shahida Parveen	FGJMS No 51 G 0/2 IBD
2	Abdul Rashid	GES Anawar Abad Tasila
3	Kausar Perveen	GGPS Ahtta Tarbila Taxila
4	Nagina Gulzar	GGPS Kolian Taxila
5	Rizwana Shaheen	GGPS Gango Juma Taxila
6	Nusrat Zaman	GPS Nikoo Taxila
7	Surriya Parveen	GGES Sungseri Murree
8	Khuram Shahzad	GPS Dhoke tehlot taxila
9	Shazia Jamil	FGJMS G6/1-3 IBD
10	Shaheen Gul	FGJMS G6/1-3 IBD
11	Irfan ul Haq	GPS Islam pur Texila
12	Zarsanga Ali	Behbood English Medium Primary School Saidpur Ibd
13	Imrana Parveen	Behbood English Medium Primary School Saidpur Ibd
14	Ismat Bano	FGJMS G 6/1-3 IBD
15	Mansoor Begum	FGJMS G 9/2
16	Rafia Akhtar	FGJMS G 9/2
17	Zahida Nasir	FGJMS G 9/2
18	Raqia Shah	FGJMS G 9/2
19	Yasmin Anis	IMCG F 10/2 IBD
20	Ms Sarwat	IMCG F 10/2 IBD
21	Riffat Yasmin	IMCG F 10/2 IBD
22	Rukhsana Shaheen	GGPS Khuram Gujer
23	Musarat Perveen	FGJMS G 7/3-1 IBD
24	Zanib Bibi	FGJMS G 7/3-1 IBD
25	Mamoona naz	FGJMS G 7/3-1 IBD
26	Mrs. Fahmida bano	FGJMS G 9/3 IBD
27	Kalsoom Akhtar	FGJMS G 9/3 IBD
28	Khalida saleem	IMCB F 8/4 IBD
29	Naeem Fatima	FGJMS G 6/2 IBD
30	Rubina Butt	FGJMS G 6/2 IBD
31	Shahnaz Akhtar	FGJMS G 6/2 IBD
32	Samia Naz	FGJMS G 6/2 IBD
33	Yasmin Gul	FGJMS G 6/4 IBD
34	Parwer Nisa	FGJMS G 8/1 IBD
35	Nagina Kousar	Oxford International school G 9/1 IBD
36	Syeda Farhat Naheed	FGJMS G 9/2 IBD
37	Nighat un Nisa	FGGSS Tarnoul
38	Parveen Kousar	FGJMS G 6/2 IBD
39	Samina Khalid	FGJMS No 1 G 9/4 IBD
40	Ruqia Khadim	Progressive Public School
41	Shaista Parveen	FGJMS No 2 G 6/2 IBD
42	Kausar Shafiq	FGJMS No 2 G 6/2 IBD
43	Shahida Yasmin	FGJMS No 2 G 6/2 IBD
44	Rabia Sultana	FGJMS No 35 G 8/4 IBD
45	Farhat Shamsa	FGJMS G 10/3 IBD
46	Khalida parveen	FGJMS G 10/3 IBD
47	Shahzia Kousar	FGGMS G 11/2 IBD

48	Surriya Begum	FGGMS G 11/2 IBD
49	Nayyar Sultana	FGGMS G 11/2 IBD
50	Naheed Rukhsana	FGGSS G 10/3 IBD
51	Ishrat Parveen	FGGSS G 10/3 IBD
52	Amra Iqbal	FGJMS G 10/2 IBD
53	Nasreen Begum	FGJMS G 10/2 IBD
54	Sumara Chouhan	FGJMS No 2 G 9/2 IBD
55	Ghazala Younas	IMCB F 8/4 IBD
56	Kausar Yasmin	FGJMS No 35 G 8/4 IBD
57	Muhammad Safdar	FGMS Tarnoul IBD
58	Gul Naz Nisar Bhutta	FGJMS G 10/2 IBD
59	Khalida Nasreen	FGJMS G 6/4 IBD
60	Shreen Fatima	GGES Tajjal Murree
61	Aziza Sultana	FGJMS G 6/4 IBD
62	Dr. Umm-e-Rubab	IMCB F 8/4 IBD
63	Saeeda Khatoon	FGJMS No 1 G 9/4 IBD
64	Zahida Nasir	FGJMS G 9/2 IBD
65	Shabana Shakat	FGJMS NO 2 G-9/2 IBD
66	Tahseen Akhtar	Community Model School Primary School Biah
67	Iffat Nadeem	Lawrence College Ghora Gali
68	Hira Anwar	Lawrence College Ghora Gali
69	Raheela Imtiaz	FGJMS I-8/1 IBD.
70	Gul-e-Rana Parveen	FGJMS I-8/1 IBD.
71	Rehana Parveen	FGJMS I-8/1 IBD.
72	Najma qaseem	FGGJMMS I-8/1 IBD.
73	Shaheen Shaikh	FGGJMMS I-8/1 IBD.
74	Mrs. Shaheen Islam	IMCG F 7/4 IBD.
75	Fehmida Naqvi	IMCG F 7/4 IBD.
76	Rahat Tooba Malik	IMCG F 7/4 IBD.
77	Nazmeen Afzal	IMCB F 7/3 IBD.
78	Zaib-un-Nisa	IMCB F 7/3 IBD.
79	Bushra Ahmed	IMCG F 6/2 IBD.
80	Mrs. Shahzadi Amjad	IMCG F 6/2 IBD.
81	Yumna Rana	IMCG F 6/2 IBD.
82	Kanwal Farooqi	FGJMS F 7/2-4 IBD
83	Shaista Iftikhar	FGJMS F 7/2-4 IBD
84	Yasmeen Riaz	FGJMS F 7/2-4 IBD
85	Musrat Tabasum	FGJMS F 7/2-4 IBD
86	Robina Bibi	FGJMS F 6/4 IBD
87	Tanveer Anjum	FGJMS F 6/4 IBD
88	Farhat Saba	FGJMS F 6/4 IBD
89	Misbah Perveen	FGJMS Malpur IBD
90	Naghat David	FGJMS Malpur IBD
91	Rahila Shah	FGGPS Nazian
92	Ume Kalsoom	FGGMS Humak
93	Farida Begum	FGJMS Humak Model Town
94	Samina Naheed	FGJMS Humak Model Town
95	Asmara Abrar	FGJMS Bhara Kau (F.A)
96	Najma Shaheen	FGJMS Bhara Kau (F.A)
97	Sadaqat Hussain Satti	FGJMS Rawal Dam IBD

98	Taseer Ahmad	FGJMS Chatha Bakhtawar IBD.
99	Nadeem Akhtar kayani	FGBPS therdogher
100	Tahira Jabeen	FGGMS F 7/1 IBD
101	Saba Raziq Abbasi	Hira School I 10/2 IBD
102	Munawar sultana	GGHS Morgha RWP
103	Sabidah Yasmin	GGHS Morgha RWP
104	Shista Parveen	GGES Morgha RWP
105	Muhammad Idrees	GES Zari Farm RWP
106	Shagufta Naeem	Govt Simla Islamia Ghs B Block S/Town Rwp
107	Robina Kousar	G Johar memoral GHS RWP
108	Naseem Akhtar	GJMS Saidpur RWP
109	Shahnaz Begum	GJMS RWP
110	Zahoor Ahmad	GPS carriage Factory RWP
111	Talib Hussain Shah	GPS carriage Factory RWP
112	Musrat Iqbal	GGPS carriage Factory RWP
113	Shama Sikandar	GGPS carriage Factory RWP
114	Muhammad Amin	GES Khayaban Sirsyed
115	Bir Muhammad	GES Khayaban Sirsyed
116	Mehran Nisa	GGPS Allama Abad RWP
117	Abdul Majed Qamar	GPS Rahmatabad RWP
118	Muhammad Akram Ra	GPS Dhoke Munshi
119	Khalida Yasmeen	GGHS Dhoke Hassu
120	Toheed Anjam	GBPS Dhoke Hassu
121	Naila Kousar	GGES Khaya ban Sirsyed Sector III
122	Samina Yasmin	GGES Khaya ban Sirsyed Sector III
123	Samina Kousar	GGHS gharibabad
124	Kalsoom Akhtar	GGES Morgah RWP

List of Participants
Grade- III

1	Irum Imtiaz	Hira School I 10/2 IBD
2	Mrs Rubina Ishrat	FGJMS F-6/4 IBD
3	Sumera Younas	FGJMS F-6/4 IBD
4	Mussrrat Jabeen	FGMMS F-7/1 IBD
5	Bakht Taj Begum	FGMMS F-7/1 IBD
6	Afsheen Abbasi	IMCB F-7/3 IBD
7	Mrs. Shaheen Chughtai	IMCB F-7/3 IBD
8	Khalida Sikandar	FGJMS F-7/2-4 IBD.
9	Fahmida Bukhari	FGJMS F-7/2-4 IBD.
10	Saima Rani	IMCG F 7/4 IBD.
11	Mrs. Nasreen Iqbal	IMCG F 7/4 IBD.
12	Ms. Fozia Amin	IMCG F 7/4 IBD.
13	Shista Parveen	FGJMS Bhara Kua IBD
14	Avesha Kanwal	FGJMS Bhara Kua IBD
15	Sayyidah Nargis Parveen	FGGPS Nazian
16	Abdul waheed	FGBJMS Bakhtawar
17	Ali Akhtar Shah	FGBPS Her Dogher IBD
18	Ghulam Hassan	FGJMS Rawal Dam
19	Niaz Muhammad	FGJMS Rawal Dam
20	Saima Saif	IMCG F-6/2 IBD
21	Shahnaz	IMCG F-6/2 IBD
22	Miss Khushnood Abbas	IMCG F-6/2 IBD
23	Noreen Gul	IJMS I-8/1 IBD
24	Safia Begum	FGGJMS Malpur
25	Aksira Begum	FGGHS Malpur
26	Nasim Akhtar	FGMMS I-8/1 IBD
27	Farhat Jabeen	FGJMS I-8/1 IBD
28	farhat Imtiaz	FGJMS I-8/1 IBD
29	Babra Yousaf	FGJMS I-8/1 IBD
30	Najma Irshad Awan	FGJMS I-8/1 IBD
31	Rashada Parveen	GGHS dhoke Hussu RWP
32	Muhammad Akram Rana	GPS Dhoke Hassu RWP
33	Sajid Mahmood	GPS Rahmat Abad RWP
34	Shaiza Rabanie	GGHS AOC Morgah
35	Nusrat Parveen	GGES Morgah
36	Jamila Akhtar	GGES Morgah
37	Tahira Bibi	GGHS AOC Morgah
38	Bushra Shaheen	G Simla Islamia HS RWP
39	Naseem Akhter	G Simla Islamia HS RWP
40	Nasim Akhter	GGPS Carriage Factory RWP
41	Farrah Jilani	GGPS Carriage Factory RWP
42	Azkar Ahmad	GBPS Dhoke Husso Alamabad RWP
43	Nafeesa Jabeen	GGPS Dhoke kala Khan
44	Zafar Ali	GBPS Carriage Factory RWP
45	Muhammad Umar	GBPS Carriage Factory RWP
46	Munawar Begum	Khaya ban sir syed S 4/B RWP
47	Samia Choudry	GJMS Said Pur RWP
48	Jabeen Akhtar	GJMS Said Pur RWP

49	Rab Nawaz Satti	GES Zari Farm RWP
50	Irshad Bibi	Govt Johar Memorial Girls High School RWP
51	Nusrat Parveen	GGES Khaya ban Sir Syed RWP
52	Faheem Akhtar	GGES Khaya ban Sir Syed RWP
53	Saadat Habib raja	GGES Khaya ban Sir Syed RWP
54	Reehana Kausar	GGHS Rehmatabad
55	Aziza Akhtar	Dhoke Hassu No. 1 Alamabad
56	Farhat Shabana	G Girls High School Gharibabad RWP
57	Mrs Anees Akhtar	FGJMS F-6/4 IBD
58	Asmat Jabeen	FGGJMS Humak Model Town
59	Yasmin Bibi	FGGSS, G-10/3, Islamabad
60	Tasneem Kausar	FGGSS, G-10/3, Islamabad
61	Razia Begum	FGGSS, G-10/3, Islamabad
62	Azmat Perveen	FGJMS, G-7/3-1, Islamabad
63	Badshah Khatoon	FGJMS, G-7/3-1, Islamabad
64	Rashida Khatoon	FGJMS, G-7/3-1, Islamabad
65	Ghazala Nazar	Oxford International School, Islamabad
66	Huma Ejaz Malik	Oxford International School, Islamabad
67	Mussarat Zohra	FGJMS, G-6/4, Islamabad
68	Shahida Zaidi	FGJMS # 35, G-8/4, Islamabad
69	Seyyda Toheed Ejaz	FGJMS # 35, G-8/4, Islamabad
70	Muhammad Ilyas Khan	FGBJMS, Tarnaul, Islamabad
71	Tahira Perveen	FGGSS, Tarnaul, Islamabad
72	Kausar Parveen	FGJMS, G-6/2, Islamabad
73	Rukhsana Begum	FGJMS, G-6/1-3, Islamabad
74	Ruqia Nighat	FGJMS, G-6/1-3, Islamabad
75	Nusrat Bano	FGJMS, G-10/3, Islamabad
76	Azra Jabeen	FGJMS, G-10/3, Islamabad
77	Naheed Yaqoob Khan	FGJMS, G-6/1-3, Islamabad
78	Lubna Zahid	FGJMS, G-6/4, Islamabad
79	Farah Naz	FGMS, G-11/2, Islamabad
80	Arooma Choudhary	FGJMS, G-6/2, Islamabad
81	Tahira Sultan	FGJMS # 2, G-9/2, Islamabad
82	Nighat Yasmeen	FGJMS, G-11/2, Islamabad
83	Fariha Sabeen Tareen	FGJMS, G-11/2, Islamabad
84	Ghazala Noreen	FGJMS # 2, G-6/2, Islamabad
85	Ain-ul-Haq	FGJMS # 2, G-6/2, Islamabad
86	Farzana Mubbashir	FGJMS # 2, G-6/2, Islamabad
87	Rashida Khatoon	FGJMS, G-6/2, Islamabad
88	Zeenat Khatoon	FGJMS, G-6/2, Islamabad
89	Azra Parveen	FGJMS, G-6/2, Islamabad
90	Naeema Firdous	FGJMS, G-9/3, Islamabad
91	Ijaz Sultana	FGJMS # 1, G-9/2, Islamabad
92	Zarina Begum	FGJMS # 1, G-9/2, Islamabad
93	Nahid Akhter	FGJMS, G-9/2, Islamabad
94	Sabira Noureen	FGJMS, G-9/3, Islamabad
95	Afsar jan	FGJMS # 1, G-9/2, Islamabad
96	Asma Ibrahim	FGJMS # 2, G-9/2, Islamabad
97	Hajira Bibi	IMCG, F-10/2, Islamabad
98	Shama Afroze	FGJMS, G-6/4, Islamabad

99	Sadia Fateh	IMCG, F-10/2, Islamabad
100	Safia Naz	IMCB, F-8/4, Islamabad
101	Shagufta Khalil Rana	IMCB, F-8/4, Islamabad
102	Akhtar Bibi	FGJMS, G-10/2, Islamabad
103	Aysha Rasool	FGJMS # 1, G-9/4, Islamabad
104	Noreen Bibi	FGJMS # 2, G-6/2, Islamabad
105	Naseema Ashraf	IMCB, F-8/4, Islamabad
106	Naila Qadeer	IMSC, F-10/2, Islamabad
107	Sarwat Bibi	Behbud Primary School, Islamabad
108	Kathreen	Behbud Primary School, Islamabad
109	Sidra Naz	Progressive Public School, Rawalpindi
110	Shreen Fatima	GGES, Samli Tajjal, Murree
111	Irfa-ul-Haq	GBPS, Islampur, Taxila
112	Kishwer Sultana	GPS, Ahata Tarbila, Taxila
113	Sajida Parveen	GPS, Gangoo Juma, Taxila
114	Sabir Jamil	GES, Anwerabad, Taxila
115	Musrat Naseem	GGPS, Khurram Gujar, Taxila
116	Asma Bibi	GGPS, Kolian, Taxila
117	Iffat Nadeem	Lawrence College, Ghora Gali, Murree
118	Shagufta Fatima	IMCG, F-10/2, Islamabad
119	Rashida Parveen	FGJMS G 8/1 IBD
120	Bushra Khanum	FGJMS G 8/1 IBD
121	Kousar Bibi	GCM school Baih
122	Surriy Parveen	GGES Sungseri Murree
123	Hira Anwar	Lawrence College, Ghora Gali, Murree

WORKSHOP REPORT

on

Child Centered Interactive Teaching and Learning Methodology

GRADE - V



January 22- 26, 2007

**Organized by:
CHILDREN'S RESOURCES INTERNATIONAL, PAKISTAN**

TABLE OF CONTENTS

Overview	1
<hr/>	
Proceeding of Day - 1	
• Opening	3
• Overview & Philosophy	3
• Morning Meeting	4
<hr/>	
Proceeding of Day - 2	
• Morning Meeting	5
• Science	5
• Project Based Learning	6
<hr/>	
Proceeding of Day-3	
• Morning Meeting	7
• Math	7
• Project Based Learning	9
<hr/>	
Proceeding of Day - 4	
• Morning Meeting	10
• Language Arts	10
<hr/>	
Proceeding of Day - 5	
• Learning Environment	13
• Planning and Goals	14
• Evaluation	15
• Closing ceremony	15
<hr/>	
ANNEXES	
• Agenda of Training	17
• List of Participants	18

OVERVIEW

Children's Resources International, Pakistan initiated its program in selected schools of Islamabad, Rawalpindi and Karachi District in 2002 with the mandate of improving the standard and quality of education in public schools. For achieving this goal, CRI Pakistan introduced research based interactive teaching and learning methodologies through public private partnership. The Memorandum of Understanding was signed with Federal Directorate of Education, City District Karachi and City District Rawalpindi to lay down the roles and responsibilities of each stakeholder for effective implementation of the program.

Keeping in view the challenges of education sector especially in lack of opportunities for the professional development and training of the teachers, CRI Pakistan started off the comprehensive teacher's training program. With the training of pre-primary teachers, CRI Pakistan had successfully trained the teachers till grade IV of its old partner schools. CRI so far had trained more than 1100 teachers and equipped 766 classrooms with active learning material benefiting 25,000 children.

CRI's intergenerational Family Literacy Program aims at imparting literacy skills to the illiterate parents, older siblings and grandparents, enabling them to help children completing their home work and improving their learning outcomes. Family Literacy Program has so far benefited more than 3000 parents in adult literacy skills.

Over the period of three years, a large number of changes had been observed in its partner schools. The teaching methodology had been completely transformed from teacher-directed to child-centered techniques. The children became active and part of decision making process regarding their learning. They became more confident, responsive and helping each other in their group activities. The classroom environment was changed from monotonous and tedious into vibrant, welcoming and interesting for the children. The drop out ratio had been decreased while the retention rate had been improved. Parents became partner in the learning process of their children.

After successful implementation of the program, Federal Directorate of Education which is one of the major stakeholders, requested to expand CRI's outreach to entire schools district of Islamabad Capital Territory.

CRI Pakistan has already trained the teachers of Grade I & II of 140 new schools included in phase- I of program expansion.

In next three years, CRI will provide 90 training sessions for five days to train more than 2500 teachers in interactive teaching and learning methodology. Equip more than 2700 classrooms with supportive material which will benefit around 130,000 families and children. Under program expansion, CRI will take child centered methodology till grade VIII. Family Literacy Program will also work with 110 more schools, benefiting more than 5,000 parents in the next three years.

CRI believes that a single educational strategy cannot be applied on all the students of different grades. As children move on to higher grades their needs and requirements changes. Especially, Grade V students who have to appear in centralized exams need different methodology and more attention. Therefore, CRI realizes the need to consult core group of teachers and heads from existing partner schools to identify the needs for Grade V training.

The Master Teachers Trainers of Islamabad and Karachi teams took training sessions. The contents of Grade V training included Overview and Philosophy, Morning Meetings, Mathematics, Science and Classroom Environment, Planning and Goals and Language Arts. The inclusion of project based learning made training session more informative for teachers.

PROCEEDINGS OF DAY – 1

Opening Activity

The training started with the registration of participants followed by recitation from Holy Quran.

The participants had to write their names on the given name tags along with an object that depicted their personalities. The Participants introduced themselves to the whole group at the end of this activity.

The trainer then shared a story titled 'Koi Baat Nahi'. The moral of the story was discussed with the participants that life becomes easy if we let go things. This activity led the session to begin with a new approach.



Session-I

Overview & Philosophy

The trainer shared that CRI's overview and philosophy was all about nurturing the child in best possible ways. Teachers were asked to work together to develop a child according to desired growth rate. For this they were shown a trio of tenants that are vital for our purpose.

This thought was followed by the idea of teaching children according to their individual abilities that is well known as 'Multiple Intelligences' concisely all nine parts were shared and description of each was discussed in order to make teachers known how to recognize them .



An activity was planned to help teachers find out these intelligences in children. Different assignments were distributed on eight tables and they were instructed to perform the given tasks accordingly. The tasks were from

social sciences keeping in view the relation of this activity with curricula. This activity was concluded with emphasis on freedom for choice making.

Session-II

Morning Meeting

The philosophy of Morning Meeting was discussed in detail as the teachers of grade – V was unfamiliar with the concept. The trainer also explained four components of Morning Meeting and why is it important to conduct it on daily basis. The trainer explained that it provides an opportunity for the children to work in groups, interact with each other and boosting their confidence. The trainer told the teachers that the sequence of components of Morning Meeting could be changed. It was briefed that teacher herself could be the best judge of the situation in which she works and tailors teaching accordingly.



Proceedings of Day – 2

Session-I

Morning Meeting

The trainer asked the participants to sit in the circle for Morning Meeting. The trainer related the Morning Meeting with science. In group activity, the participants were asked to write the names of planets included in our solar system. The participants appreciated the way Morning Meeting was conducted. They also shared that this is how they could introduce different concepts to children for their better understanding.



Session-II

Science

The trainer started the session by responding to the concerns in teaching science shared by participants in Morning Meeting. The trainer shared numerous examples how these issues could be resolved. The participants were satisfied with the explanation given by trainer. Teachers were told that one of the most important and pervasive goals of schooling is to teach students to think and science plays an important role in this regard as its concepts are based on hypothesis, observation, and experimenting.



Discussion moved on to activities that were designed according to age group of 11-12 years old child. The participants differentiated between color, shape and size of leaves. They shared their observations and recordings with the whole group.

**Observation
Formulating Hypothesis
Experiment**

Project Based Learning

Another breakthrough of the day was the introduction of PBL to grade V teachers as it was totally a new concept for them to relate to their teaching. Factors that are considered important in raising a child critically smart were specially discussed as the methodology aims at a child as independent learner



The trainer explained the benefits of project-based learning such as students learn to work in teams to explore real-world problems and create presentations to share their observation and view points with their class mates. The trainer explained that this pedagogy is far better and advance in terms of giving students an opportunity to learn by doing. It included:



- Deeper knowledge of subject matter.
- Increased self-direction and motivation.
- Improved research and problem solving skills.

The participants were then given tasks in groups and also presented their work to the whole group. Following were the topics for projects:

- Pollution
- Sound Energy
- Electricity Generation

Each group gave presentation of their work to the whole group.

Proceedings of Day – 3

Session-I

Morning Meeting

Morning Meeting is a powerful teaching tool for building community, increasing student investment, and improving academic and social skills. The session was started by morning meeting in which trainer shared a story to the participants and participants drew their imagination on a piece of paper. At the end of the activity each participants shared his/her pictures in the class. Participants appreciated the activity which is according to students' needs and interest. The trainer demonstrated participants how they can teach shapes in the class.



Session-II

Mathematics

In this session the trainer defined the importance of mathematics in our daily life. The trainer explained that teaching mathematics requires great sensitivity and perceptiveness. Students' preconception of math as difficult and abstruse is often their biggest stumbling block, and teacher should break down these mental barriers by providing alternative ways of looking at problems until the information "clicks."

The trainer stated that it has been observed that students appreciate a clear and sound explanation of a difficult concept, and experience the greatest growth when they have the chance to express themselves by asking any questions they might have and feel comfortable in class.

The trainer stressed that as teachers our role is to create safe atmosphere for learning that involves students and allows them to express themselves freely, but respectfully. The trainer asked participants to do brainstorming how they could use mathematics in everyday life. The feedback of

participants was as follows:

- Problem solving
- Budgeting money
- Time management
- Memorizing phone numbers or locker combinations.
- Estimating distances or weight.

The trainer explained that there are a variety of ways that people use math, depending on their profession and circumstances. Explaining this to a child is the first step to make him/her appreciate this valuable skill. The trainer also asked the teachers to spend extra time on the students who are weak in math. It will quickly become apparent to them that this subject is not useless and will start benefiting from their classes. Sometimes a child does not consider these skills as math, but there is a need to make them realize how to relate these processes with what they are learning in their mathematics class.

Group Activity

The trainer shared that math is used in almost all professions. The participants were asked to find out ways how math is used in the following professions:

- Chef
- Tailor
- Motor Mechanic
- Car painter
- Music

The participants shared list of ways math is used in the above mentioned professions. The trainer stated that if your child is surprised by this list then you can recommend that they research these or other careers they are interested in. This will help your child re - evaluate what careers they want to pursue and which skills they need to practice and learn. The critical task is to get your child to understand they do need to learn and use mathematics in their life. Participants performed different activities and defined the process of their working on mathematical problems in group

Project Based Learning

Growing body of academic research supports the use of project-based learning in schools as a way to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores. Project-Based Learning is an individual or group activity that goes on over a period of time, resulting in a product, presentation, or performance. Project-based learning is learner centered approach.

In the last session of the day, the trainer assigned participants a project in the group. Each group was excited to complete their given tasks. Participants discussed and shared ideas to collect the data and ways to present it. Each group presented their project at the end of activity.

The trainer also shared that students should have a significant contribution in selecting the content areas and nature of the projects they will do. The students should have clear understanding what they are doing, why it is important, and how they will be assessed. Indeed, students may help to set some of the goals for which they will be assessed and how they will be assessed over these goals. All of these learner-centered characteristics of PBL contribute to learner motivation and active engagement. A high level of intrinsic motivation and active engagement are essential to the success of PBL lesson.

Proceedings of Day – 4

Session - I

Morning Meeting

Morning Meeting was earlier defined as means to take class smoothly towards routine lessons. In this part of day participants sat in circle and they began greeting each other with the sharing of things that they know. It was then communicated that it is a way to help children enrich their vocabulary and it could be done in case of normal words by making and displaying words in form of wall. The four components of Morning Meeting were conducted in detail.



Session - II

Language Arts

Language arts session was typically planned to cater the needs of students. The trainer started the session with the use of mother tongue or any other second language opens doors for opportunities and its understanding enables individuals to become useful citizens in this global world.

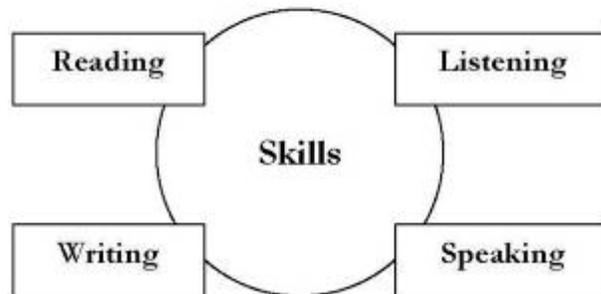
Focus of Grade V language Arts were both English and Urdu languages. The session unparticular revolved around how oral language is related to the application in acquisition of writing a language.

Previously, two basic skills of listening and speaking were talked about in detail therefore; focused areas this time were reading and writing.

Reading

Reading is the basic gizmo that helps to move ahead successfully to other phases of language Arts. It comprises of; Word Study, Literacy Terms, tall tales, Standard Urdu/English, Narrative text and Informational text,

Comprehension and Meta cognition. Knowledge of all these aspects of language makes it possible for learners to pen down their thoughts easily and fluently.



The trainer then shared the following types of readings with the participants:

- Read Aloud
- Guided Reading
- Shared Reading
- Independent Reading

Writing

Reading leads to writing, which open doors for a wide range of ways to express thoughts. Both reading and writing are interrelated; points that were broached up in this area were how to generate ideas for writing and working on them to produce a magnificent piece of work according to the age group.



The trainer stated that guiding children to smoothly begin and end a piece of writing is an art; a teacher should work upon different ideas and aspects to make it happen. Role of teacher in motivating children to be a better reader and writer were also emphasized and how could they be helpful in availing most benefits from learning.

Different topics were given to teachers and they were instructed to make

books using those topics. The concept behind this activity was to raise awareness amongst teachers how they could enhance writing skills of teachers.

Proceedings of Day – 5

Session-I

Classroom Environment

The last day of the training was started with session on classroom environment. The trainer asked participants to visualize the time when they were in their school and compare it with the situation persisting in these schools today. The participants visualized and shared the differences between school at present and past stage. The trainer highlighted the following areas to make learning environment more effective. The trainer then discussed the following features of classroom organization and management.

Classroom Organization and Management

- The classroom itself must be organized for flexibility and openness. There will be space for students to engage in a variety of activities, both independently and in small groups. Students are free to move as they need to, as long as they remain on task.
- When students work on different content, use different learning strategies, and create different products, the teacher takes on an altered role in the classroom. Presenting the curriculum to students is no longer the teacher's primary focus. Instead, she concentrates on creating and selecting learning opportunities for students, guiding them, and working with them to assess their progress.
- Giving students choices and allowing them to schedule their activities encourages independence and keeps students engaged (Feldhusen, 1993). It is recommended that students be allowed to choose what they want to work on at least part of the time. Students are still accountable for completing specific activities or demonstrating what they have learned within a certain period of time, but they choose when or how they will work.

The trainer shared that following strategies were helpful in organizing and managing the classroom for differentiated instruction:

- Using "anchor activities" that students can complete with little

supervision-tasks such as working on a portfolio-provides time for the teacher to work directly with other students.

- When students are working on different activities, it will be helpful to have instructions available for easy access.
- Teachers will also need to be sure that all students know how to get help when they need it, either by asking another student, going back to the directions.
- Involving the students in creating classroom procedures and rules and in organizing their time helps them to build important skills in, negotiating, and planning. It also ensures that students feel at home and involved in the classroom.

The trainer also discussed social and emotional climate in the classroom. A non threatening atmosphere is important for all students, including high ability learners. The foundation of a good learning environment is a feeling of safety and acceptance. Teachers help to create this atmosphere by modeling respect and care for all members of the classroom. Emphasizing every student's strengths is another important element of an effective atmosphere for learning. All students need to feel and recognize the value of the abilities and experiences of themselves and others.

Session- II

Planning and Goals

This part of training began with an interesting activity. It started off with the listing of community problems that participants were facing and how these issues could be resolved. The trainer discussed the following points in detail.

- **Set Goals** – it deals with what a person wants to have as a result of his/her effort
- **Time Measurement** – having a time span to evaluate progress of work
- **Planning** – stages of development

The trainer shared that life without planning and goal is like an endless road without a final destination to reach. Same is the case with unplanned teaching and learning. The trainer stated that pedagogy rather than technology is essential for planning well. The trainer gave presentation that

laid great emphasis on importance of planning in education. Detailed discussion was held about how to plan our lives both professionally and personally.

Participants were also shown the diagram of steps in planning. The trainer highlighted that each element is related to each other and outer forces that influence these steps to become successful.

Evaluation

Successes of Grade V Training

As a result of the evaluation overall, the factors found to have contributed to the success of the training were:

- A strong commitment to quality by the program team.
- Program team combined practical knowledge and skills with the latest research.
- The training was generally very successful in achieving their aims and participants were more definite to be child-focused after attending grade V training.
- Program team was experienced, inclusive and engendered good interaction with the participants.
- A variety of delivery methods including experiential, informative and self-reflective exercises were used.
- The venue was very acceptable and there were no complaints about that or the food.
- The workshop discussion was very informative which could help teachers to overcome difficulties of students learning.
- The participants recommend future training should focus different topics to help teachers in working together in the best interests of the child.

Closing Ceremony

Ms. Kulsoom Begum (ADO/NNT), Mr. Muhammad Zubair (PC, BE/Isb), Mr. Mansoob Siddique (Director Pvt Sch), Mr. Muhammad Hussein (DO Academic & Training, CDGK), Mr. Tariq



Fazal(Principal Maj. Ziauddin Sec.Sch) were present in the closing ceremony. The guests shared their views and gave away certificates to participants.

Agenda of Training

Day/Timing	Sessions	Responsible MTT
Monday 22nd Jan 07 8.30am -9.00 am 9.00am-10.30 pm 10.30am-11.00am 11.00am-1.00pm 1.00pm-2.00pm 2.00pm-4.00pm	Registration Opening Ceremony Tea Break Overview & Philosophy Lunch Morning Meeting- Philosophy	Bushra/Masooma Sadia Sadia Saira
Tuesday 23rd Jan 07 9.00am-9.30 am 9.30am-10.30am 10.30am-11.00am 11.00am-1.00pm 1.00pm-2.00pm 2.00am-4.00pm	Reflections Morning Meeting Tea Break Science Lunch Science Projects	Sadia Qurat Qurat Qurat/Bushra
Wednesday 24th Jan 07 9.00am-9.30 am 9.30am-10.30am 10.30am-11.00am 11.00am-1.00pm 1.00pm-2.00pm 2.00am-4.00pm	Reflections Morning Meeting Tea Mathematics Lunch Math Projects	Sadia Naureen Tayyabba Tayyabba/Naureen
Thursday 25th Jan 07 9.00am-9.30 am 9.30am-10.30am 10.30am-11.00am 11.00am-1.00pm 1.00pm-2.00pm 2.00am-4.00pm	Reflections Morning Meeting Tea Break Language Arts Lunch Language art Projects	Sadia Masooma Saira Saira/Masooma
Friday 26th Jan 07 9.00am-9.30 am 9.30am-11.00am 11.00am-11.30am 11.30am-1.00pm 1.00pm-2.00pm 2.00am-3.00pm	Reflections Learning Environment Tea Planning and Goals Lunch/Friday prayers Evaluation Closing ceremony/certificate distribution	Sadia Naureen Masooma

Annex-II**List of Participants**

S. No	Names	School Name	Education
1	Rabia Ibrahim	CDGKS No.1 Lyari Town	BA BEd
2	Mahapara Rizwan	Lyari Town	MA MEd
3	Nuzhat Sultana	Major Akram Shaheed NNT 4	M.Sc. B.Ed
4	Hina Fatima	Chanessar Goth (GGPS)	B.A
5	Reshma Tabasum	CDGK 44	B.A
6	Nasim Akhter	GGPSIA Bhai School Gizri	B.A
7	Shahzadi	GGP Eck Eck School Zan Zana	BA PTC
8	Zeeta Joseph	Abdullah Shah Ghazi	BA PTC
9	Miss Rafat Shamin	CDGK Girls Elementry School No. 36	B.Ed.
10	Naheed Fatima	CDGK 5 lyari Town	BA PTC
11	Kishwar Sultana	CDGK 44	BA BEd
12	Abida Khatoon	CDCK No. 1	Matric PTC
13	Afshan Bhatti	Abdullah Shah Gazi School	Inter PTC
14	Mrs, Mussrat	Abdullah Shah Ghazi clifton	MA PTC
15	Iffat Ara	GGs Ibrahim School	Inter
16	Saima Mir Ghulam	Ibram Ali Bhai ghazi School	B.Ed
17	Qaiser Jehan	GG Prmary School No.1 School	Inter
18	Jamila Nasreen	GG Prmary School No.1 School	Inter CT
19	Najima Malik	ADOE lyari Town	MA BEd
20	Kishwer Sultana Yawar	Ghausia Boys Elementry NNTZ	BA BEd
21	Shasta Siddiqui	Ghausia Boys Elementry NNTZ	BA CT
22	Taj Bano Ramzan	Islima New Khadden	Matric PTC
23	Rukhsana Adam Ali	Shah Baig lane	MA CT
24	Najma Hussain	Islima New Khadden	Matric PTC
25	Farida G Hussain	Shah Baig lane	BA PTC
26	Salima Rashid	New Mission Road	Matric PTC
27	Taskin Bano Baghali	New Mission Road	Matric PTC
28	Nasima Shaheen	GG Intelligence I Kemerri Town	MA
29	Shehnaz Bibi	GG Intelligence I Kemerri Town	Inter PTC
30	Sultana Begum	ADO office N Nazimabad	BA BEd
31	Ruqayya Begum	GBPS No.1 Jaeob lines	BA CT
32	Sharifa Bano	CDGK No. 05	matric PTC
33	Imtiaz Begum	CDGK No. 03	Inter PTC
34	Parveen Akhter	CDGK No. 03	BA BEd
35	Muqddes	CDGK No. 03	Matric
36	Gulfreen	CDGK No. 05	BA CT
37	Sabra Sultana	GGE New Mission Road	Matric PTC
38	Salima Waheed	Choudry Rehmat Ali Boys Elementry School NNT16	MA PTC
39	Shad Asif	Choudry Rehmat Ali Boys Elementry School NNT16	BA BEd

40	Qaiser Bano	Major Akram Shheed Girls Elementry School 3	BA CT
41	Seemi Ahsan	Major Akram Shheed Girls Elementry School 3	CT Inter
42	kalsoom	GGP ack ack School	BA BEd
43	Aisha Kazi	GGP ack ack School	BA PTC
44	Ishrat Ara	GGP ack ack School	Matric
45	Yasmin Akram	Ibrahim Ali Boys Gizri	BA
46	Naila Anjum	CDGK G E S No. 28	Matric PTC
47	Syeda Fatima	Ghosia GES NNT 1	BA BEd
48	Khalida Parveen	GGPS Moosalan 3	Inter PTC
49	Khursheed Begum	GGPS Moosalan 3	Matric PTC
50	Shafi un Nisa	Geno Bai G Allama No I	BA PTC
51	Najmun Nisa	Geno Bai G Allama No I	BA PTC
52	Farat Sultana Hamidi	Ch. Rehmat Ali Girls Elementry School NNT15	MA
53	Ronaq Afroz	Ch. Rehmat Ali Girls Elementry School NNT15	BEd
54	Anwer Sultana	GGPS NO 1 PT	BA PTC
55	Syed Ahsan Raza	CDGK Girls E School No. 35	BEd
56	Shafi Ahmad	CDGK Girls E School No. 35	BA
57	Riaz Batool	CDGK Girls E School No. 28	Matic PTC
58	Miss naheed Akhtar	CDGK Girls E School No. 28	BA PTC
59	Sakina	Ghulam Rasol Balouch GGPS	BA PTC
60	Farida Naz	Ghulam Rasol Balouch GGPS	Inter PTC
61	Waheeda Bano	CDGK Girls E School No. 44	BA BEd
62	Tasleem Akhtar	GGPS Chemers Goth	BA CT
63	Khalida Parveen	GGPS Chemers Goth	BA BEd
64	Saira Bano	GGPS Jenu G Allama No. 1	BA PTC
65	Farana Kausar	SASEG School NNT 17	BA BEd
66	Shazia Akhter	Syed Ahmad Shaheed Boys Elemenentry School	BA CT
67	Habib Fatima	Syed Ahmad Shaheed Boys Elemenentry School	BA BEd
68	Wasim Fatima	Major Akram Shah School	Inter
69	Noor us Sabah	Major Akram Shah School	BA CT
70	Ishrat Sultana	Ghusia Elelmentry School NNT 1	BA BEd
71	Nasim Akhtar	Hassan Ali Haji Hoti GGP	Matric
72	Ashraf un Nisa	Hassan Ali Haji Hoti GGP	Matric
73	Gulnaz Mushtaq	kalri Zakri GGP School	
74	Nasreen Ibrahim	GGPS Kalri Zikri Zane	Inter PTC
75	Seem Akhtar	Singoo Lane No. 1Lyari Town	Matric PTC
76	Culshan Naz Faiz Mahmood	Singoo Lane No. 1Lyari Town	MA BEd
77	Asia Sultana	CDGK School No. 28	Inter PTC
78	Asia naz A Rasheed	GGPS New Mission Road	MA BEd
79	Nisrat	GGPS Singoo lane	Inter CT
80	Rakshanda Ahmad	Ghousia girls Elementry NNT 01	BA CT
81	Roshan Ara Begum	Ghousia girls Elementry NNT 01	Inter PTC

82	Parveen Kausar	Syed Ahmad Shaheed	BA
83	sajida Begum	GGES	Inter
84	Khaila	CDGK lyari Town	BA BEd
85	Riaz ud Din Danish	Boys NNT	BA BEd
86	Aisha Hingoro		BA BEd
87	Zamrad fatima	GGPS GR Balouch	Inter CT
88	Shaiza Aziz	GGPS Intelligence No. 1	Inter PTC
89	Rabia Ali	GGBS Ch Rehmat	Inter PTC

**List of Material Supplied To New Partner Schools
Family Literacy Program**

S.#	Item Description	Unit
1	Partition Tray	Nos.
2	Buttons (Coat large size)	Pkt
3	Beads	Pkt
4	Marble	Pkt
5	Number line strip 0 to 100	Nos.
6	Number Card 1-25	Sets
7	Crayon set of 12 colors	Sets
8	Ivory card (5 Col)	Pkt
9	Offset paper A-4 local 80 gms	Ream
10	Circle Card	Nos.
11	Sax Pin	Pkt
12	Paper clip	Pkt
13	Glue Stick (Box of 30 pcs)	Box
14	Play money set of 5, 10, 50, 100	Sets
15	Flash card 1/2 of A-6	Nos.
16	Flash card of A-6	Nos.
17	Flip chart sheet	Pkt
18	Marker 70 set of 4 colours	Nos.
19	Sharpener box of 50	Box
20	Sentence strip 28 x 4	Nos.
21	Paper White Paper Plate	Nos.
22	Crepe Paper	Sheets
23	Bath ring	Rings
24	Punch Machine	Nos.
25	Staple Machine	Nos.
26	Staple pin 24/6	Nos.
27	Drawing sheets A-3	Sheets
28	Lead pencil	Doz
29	Wool Ball	Nos.
30	Scissors Medium (box of 12)	Box
31	Disposable cup	Nos.
32	Foot ruler plastic	Nos.
33	Masking tape 1"	Rolls
34	Word Pocket holder of 10	Sets
35	Number card holder of 100 Pocket with cards	Sets
36	Butterfly Stickers	Pkt
37	Note Book Math	Nos
38	Note Book English	Nos
39	Note Book Urdu	Nos
40	Colored Marker	Sets
41	Chalk	Box
42	Eraser Milan box of 40 pcs	Box

List of Family Literacy Partner Schools

S.No.	School Name
1	FGJMS, St. 17 G-8/1
2	FGJMS, St. 59 G-6/4
3	FGGMS, I-8/1
4	FGPS No. 17, G-10/3
5	FGJMS, G-10/3
6	FGJMS, Opp. Bakery 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. 73 G-11/2
16	FGJMS St. 25 G-10/2
17	FGJMS St. 17, G-6/2, Islamabad.
18	FGJMS, Near Tanki Stop, G-7/3-1
19	FGJMS, St. 6, I-8/1
20	FGJMS No. 1, G-9/2
21	FGGMS, Tarnul
22	Govt. JMGHS
23	GG Primary School Carriage Factory
24	GGPrimary School No. 1 Allahabad
25	GE School Sector III, KSS
26	GB Elementary School IV-B KSS
27	G.Elementary School Sector II, KSS
28	GGPS Chakmadad Khan
29	G Shimla Islamia School
30	JMS Saidpur Rd, Opp. Rasheed Nursing Home,
31	GGPrimary School Dhoke Kala Khan
32	GGHS, AOC Morgah, RWP
33	Govt. Girls Elementary School AOC Morgah
34	GPS Niko, Taxila
35	GPS Nasroo, Taxila
36	GG Primary School Kolian
37	G Elementary School Ahatta Taxila
38	GG Primary School Ahatta Tarbela
39	GBPS, Carriage Factory
40	GGHS Tonga Stand Dhoke Hassu
41	GBPS, Alamabad
42	GGHS Rehmatatabad
43	GBPS Rehmatatabad

44	GBMS, Kashmiri Bazar Murree
45	GGES, Sangseri, UC Bun, Murree
46	GBPS Islampur
47	FGGPS Alipur Frash MV, AEO Office (Bismillah Steel Works St)
48	FGGPS Alipur Frash
49	FGGMS New Shakrial, Nilore
50	FGGMS Darkala, Nilore
51	FGJMS Sohan, Nilore
52	FGGMS Mohri Rawat Sihala
53	FGJMS Rawat Sihala
54	FGGHS Lohi Bheer
55	FGJMS PTC Sihala
56	FGGPS Hummak Sihala
57	FGJMS I-10/2, Islamabad.
58	FGJMS 31 I-9/1, Islamabad.
59	FGJMS G-6/1-2
60	FGJMS St. 105, G-6/1-4
61	FGJMS G-7/1
62	FGJMS 36 G-9/2
63	FGJMS 2 St. 7 Main Road, G-9/2
64	FGJMS St.19, Enter St. 5, Christian Colony G-7/2
65	FGJMS F-6/1, Farooqia Market,
66	FGJMS St. 16 G-10/1
67	FGGPS Sara-e-Kharboza Board
68	FGGMS Sangjani, Tarnol
69	FGGMS Dhoke Jauri, Fecto Cement, Tarnol
70	FGGMS Naugazi, Fateh Jhang Road,
71	FGGPS Sheikhpur Noon, Tarnol
72	FGGMS Noon, Tarnol
73	FGGHS Jhangi Sayedan, Tarnol
74	FGBPS Karamabad, Chor Chowk
75	FGGPS Dhoke Hashoo, Tarnol
76	FGGMS Maira Beri, PAF Colony
77	FGGMS Golra, Tarnol
78	FGGSS Shah Allah Ditta, Tarnol
79	FGPS Dhoke Suleman,
80	FGGMS Pind Paracha, Tarnol
81	FGGMS Mera Badia Qadir Bakhsh