



Funded by USAID
Implemented by CGN Pakistan

TENTH QUARTERLY REPORT

(July - September, 2008)

Interactive Teaching & Learning Program in Pakistan
Cooperative Agreement No. 391-A-00-06-01075-00

Submitted to:
USAID/Pakistan

Submitted By:
Children's Global Network Pakistan (Guarantee) Limited
formerly know as Children's Resources International, Pakistan (Guarantee)
Limited

October 15, 2008

ACRONYMS

AEO	Area Education Officer
CGN-P	Children's Global Network, Pakistan
FCE	Federal College of Education
FDE	Federal Directorate of Education
HEC	Higher Education Commission
ICT	Islamabad Capital Territory
IER	Institute of Education and Research
IR	Intermediate Result
IMS	Islamabad Model School
ITLP	Interactive Teaching and Learning Program
ME	Master Educator
M&E	Monitoring and Evaluation
SO	Strategic Objective
TRC	Teachers' Resource Center
USAID	United States Agency for International Development
UNESCO	United Nations Educational, Scientific and Cultural Organization

TABLE OF CONTENTS

▪ OVERVIEW OF THE PROGRAM	iii
▪ USAID / PAKISTAN SO 3 RESULTS FRAME WORK	vi
▪ SUMMARY OF ACTIVITIES UNDERTAKEN DURING THE PERIOD	1
▪ QUARTRLY PROGRAM PROGRESS REPORT:	2
1. Quarterly Targets in the Annual Work Plan/ Timeline	2
2. Accomplishments During the Quarter:	5
2.1. Basic Education Program	5
2.2. Family and Community Involvement	6
2.3. Family Literacy Program	7
2.4. Monitoring & Evaluation	7
2.5. Documentation	8
2.6. Capacity Building of CGN Pakistan Staff	8
2.7. Meetings and Networking	9
3. Challenges Encountered during the Quarter	10
4. Women Development Specific Activities for this Quarter	11
5. Human Interest Story from the Field with a Picture	11
6. Planned Activities for the Next Quarter	12
7. Project Level Results	13
8. Financial Reporting	16

OVERVIEW OF THE PROGRAM

Children's Global Network, Pakistan (Guarantee) Limited (CGN-P) formerly known as Children's Resources International, Pakistan (Guarantee) Limited (CRI-P) is implementing its **Interactive Teaching & Learning Program (ITLP)** in Pakistan since February 28, 2006. The program is designed to improve quality of education in public sector educational institutions of the country, especially catering to the needs of marginalized segments of society. For improving the quality of education in public sector educational institutions, CGNP is working closely with the federal and provincial governments. Currently, the Interactive Teaching and Learning Program (ITLP) is being executed in the entire school district of Islamabad Capital Territory (ICT), besides selected schools affiliated with the City District Government s of Rawalpindi and Karachi.

The Basics Education component of ITLP is being successfully implemented in **393** partner schools of ICT, Rawalpindi and Karachi. On the whole **4,153** head and teachers of grades KG to V have been trained in child-centered teaching methodologies through CGN-P trainings. Two thousand four hundred and thirty one (**2,431**) partner classrooms have been equipped with the active learning material. The classroom supplies consist of wooden shelf, Geo-board, Pattern Blocks, Cuisenaire Rod, Base Ten Blocks, Rug for conducting Morning Meeting, CGN-P's methodology books, morning meeting books, parenting manual, story books, and consumable stationery material. The consumable material is re-supplied at the start of academic session. Overall **117,920** children of partner schools are benefiting from the program.

Technical assistance is the key component of the program and v ital instrument for achieving the outcomes from the training as well as of the program. The Master Educators of CGN-P are visiting the partner schools and assisting teachers in implementation of child-centered practices in their classrooms.

Under the intergenerational Family Literacy Program parents, siblings and other relatives of children in partner schools are being educated by inculcating knowledge and skill on literacy, math and livelihood. The Family Literacy Program consists of 100 lessons developed by the international adult literacy experts, which have been adapted in accordance with the local values and needs. Non-literate parents, especially mothers of partner school students, are enrolled in extensive literacy sessions of one and a half hour duration held twice a week after school. So far, CGN-P has trained **525** partner school teachers and heads as Family Literacy Trainers, who have further educating approximately **4,441** parents and family members of children.

Family and Community Involvement is another important component of the program which is involving family members of the partner school children in the classroom activities. The heads of partner schools are familiarized with the techniques for improving parents' involvement in the learning process of their children. CGN-P Master Educators are regularly organizing bi-monthly meetings with the heads of partner schools for facilitating them to improve family and community involvement in their schools.

CGN-P program is being regularly assessed and m onitored by its monitoring and evaluation unit, who continuously carries-out monitoring and evaluation activities to appraise the outcomes of the Program.

Higher Education Program is another important pillar of CGN-P that is seeking to enhance the capacity of teacher training institutions by training their faculty members as Master Educators. CGN-P has introduced specialized ready-to-teach faculty courses, which have been incorporated as reference material in the course outline of the B. Ed. and M. Ed. Curricula.

The Interactive Teaching & Learning Program is under the mission's Strategic Objective (SO) 3 — Education Sector Support Program. The objective of this SO is increased knowledge, training and infrastructure to improve the quality of education for females and males throughout Pakistan. The SO level indicator for this objective is the annual percent increase in student enrollment. The Intermediate Results (IR) that contributes to this SO level indicator are *Strengthened education sector policy making and planning; Improved capacity of teachers and education administrators; and Improved access to and delivery of education services.*

The project goals presented in the following box reflect the position of CGN-P within the SO 3 framework and guide strategic thinking with regard to project approach and identification of appropriate project intermediate results areas.

PROGRAM LEVEL RESULTS:

- Expanding interactive teaching and learning methodology to all the schools run by the Federal Directorate of Education in Islamabad Capital Territory.
- Extending interactive teaching and learning methodology from fourth through eight grades in targeted schools.
- Supporting Family Literacy Program for parents of children in the targeted schools.
- Faculty development in targeted public universities.

USAID and CGN-P have identified the following indicators to measure achievement of this result:

INDICATORS:

1. Number of administrators and officials trained (women/men)
2. Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school-based settings (women/men)
3. Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings (women/men)
4. Number of adult learners enrolled in USG-supported schools or equivalent non-school based settings (women/men)
5. Number of teachers/educators trained with USG Support (women/men)
6. Number of textbooks and other teaching/learning material provided with USG assistance
7. Contribution of the program in the development of education systems/policy reforms
8. Number of faculty courses pertaining to basic education introduced in public universities with USG assistance
9. Number of teacher training institutes using new basic education courses
10. Number of host country individuals trained in basic education as a result of USG investments involving higher education institutions
11. Percent change in classroom practices regarding child centered teaching methodologies
12. Increase attendance and retention in USG assisted primary schools
13. Number of classrooms equipped with active learning material/consumable supplies
14. Number of adult literacy educators trained
15. Percentage of a cohort of pupils expected to reach grade 5

**USAID/PAKISTAN
SO 3 RESULTS FRAMEWORK**

SO 3:

Increased knowledge, training and infrastructure to improve the quality of education for females and males throughout Pakistan

Objective: Investing in People

Indicators

Number of USAID sponsored policies developed
Annual percent increase in student enrolment



<p align="center">IR 3.1 Strengthened education sector policy making and planning</p> <p><i>Area: Education Element: Basic Education</i></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> # laws, policies, regulations or guidelines developed or modified to improve equitable access to or the quality of education services 	<p align="center">IR 3.2 Improved capacity of teachers and education administrators</p> <p><i>Area: Education Element: Basic Education</i></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> # teachers/educators trained with USG support # administrators and officials trained # textbooks + other teaching + learning materials provided with USG assistance 	<p align="center">(Operational Plan IR/3.3)</p> <p><i>Area: Education Element: Higher Education</i></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> # adult learners enrolled in USG-supported schools or equivalent non-school based settings # classrooms repaired with USG assistance # classrooms constructed with USG assistance # PTA or similar 'school' governance structures supported 	<p align="center">IR 3.4 Improved access to and delivery of education services</p> <p><i>Area: Education Element: Basic Education</i></p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> # learners enrolled in USG-supported pre-primary schools or equivalent # learners enrolled in USG-supported primary schools # learners enrolled in USG-supported secondary schools Net enrolment rate of primary, secondary and gross enrollment
--	--	---	---

SUMMARY OF ACTIVITIES UNDERTAKEN DURING THE PERIOD:

The report covers the activities carried out by CGN-P under Interactive Teaching and Learning Program for the period of **July - September, 2008**.

During July-August 2008, six (**6**) initial training workshops were organized by CGN-P for **265** teachers and heads of Grade KG - II of FDE Schools (Phase - II). The Master Educators of CGN-P conducted each session in accordance with the training modules developed by experts. Moreover, inclusion of theoretical knowledge as well as practical activities made the training workshops more interactive and provided hands-on experiences to the teachers for understanding various concepts of interactive teaching and learning methodology. In addition, at the end of the workshops each participant also received several reference materials to be used in the classrooms.

For the cohort of mentors nominated by FDE a five-day training workshop was organized by CGN-P in August 2008. On the whole forty one (**41**) mentors participated in this training in which they were familiarized with the interactive teaching and learning program of CGN-P. Representatives from Federal Directorate of Education (FDE), Area Education Officers (AEO), and principals of partner schools attended this training which provided opportunities to the mentors to get acquainted with the practical implementation of the program.

In August 2008, three (**3**) training workshops based on Lessons (51-100) were successfully organized for the Family Literacy Trainers of 50 new partner schools in Islamabad. One hundred and thirty nine (**139**) Family Literacy Trainers participated in these trainings. These family literacy trainers will not only educate the non-literate parents besides they will also encourage parents to create a conducive learning environment at home for their children.

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

S #	Type of Training	Number of Trainings	No. of Teachers Trained		
			Male	Female	Total
1.	Initial Training of Grade KG teachers (Phase II Schools)	2	62	72	134
2.	Initial Training of Grade I teachers (Phase II Schools)	2	30	39	69
3.	Initial Training of Grade II teachers (Phase II Schools)	2	29	33	62
4.	Training of Trainers (Mentors)	1	20	21	41
5.	Training of Family Literacy Trainers (Lessons 51-100)	3	19	120	139
Grand Total		10	160	285	445

Besides the above activities, seven (**7**) bi-monthly meetings were held with the heads of partner schools in Islamabad, Rawalpindi and Karachi during the month of September 2008. During these meetings the participants shared different innovative techniques successfully applied by them for involving parents, siblings and other relatives of the children in the classroom activities.

QUARTERLY PROGRAM PROGRESS REPORT:

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

BASIC EDUCATION					
Indicator	Target	Achieved		Timeline	Remarks
Number of teachers/educators trained with USG Support (women/men)	280	265		July-August, 2008	Six initial training workshops were conducted by CGN-P for 265 teachers, and heads of Grade KG - II of FDE Schools (Phase - II).
		Male	Female		
		121	144		
Number of administrators and officials trained with USG Support (women/men)	45 mentors	41		August, 2008	A five-day training workshop was conducted for Mentors nominated by FDE. Total 41 mentors participated in this training workshop.
		Male	Female		
		20	21		
FAMILY & COMMUNITY INVOLVEMENT					
Indicator	Target	Achieved		Timeline	Remarks
Number of meetings with the heads of partner schools	Conduct regular Bi-monthly meetings	(7) Bi-monthly meetings were conducted		September, 2008	Six (6) bi-monthly meetings with the heads of ICT & Rawalpindi partner schools and one (1) with the heads of Karachi partner schools have been conducted during the quarter.
FAMILY LITERACY PROGRAM					
Indicator	Target	Achieved		Timeline	Remarks
Number of adult literacy educators trained	150 Family Literacy Trainers	139		August, 2008	The training workshops for family literacy trainers of partner schools for Lessons (51-100) were conducted by the Master Educators of Family Literacy Program during August 2008. On the whole, 139 family literacy trainers were trained during these workshops in the adult literacy techniques.
		Male	Female		
		19	120		

TECHNICAL ASSISTANCE TO STAFF AND SCHOOLS

Indicator	Target	Achieved	Timeline	Remarks
Change in classroom practice regarding child-centered teaching practice	Provide on the job technical assistance to the teachers	Ongoing activity	September 2008	None

MONITORING & EVALUATION

Indicator	Target	Achieved	Timeline	Remarks
1. Percent change in classroom practice regarding child-centered teaching practice	Monitor Quality of Program Implementation (Internal)	Ongoing	Ongoing	M&E team continued their monitoring activities through out the quarter. In addition the team is developing a database with the help of IT unit for keeping record of classroom observations. The database is in the testing phase.
2. Percent of children in classrooms using child-centered methods				
3. Frequency parents participation in class/school				
4. Percent of parents attending Family Literacy sessions				

HIGHER EDUCATION

Indicator	Target	Achieved		Time line	Remarks
Number of host country individuals trained in basic education as a result of USG investments involving higher education institutions	25 faculty members	--		September, 2008	Due to change in timings during Ramadan and serious law and order situation in Peshawar the training has been postponed. The new schedule for the training will be finalized in consultation with the Higher Education Commission.
		Male	Female		
		-	-		

PUBLICATIONS

Indicator	Target	Achieved	Timeline	Remarks
Number of textbooks and other teaching/ learning material provided with USG assistance	Formatting and printing of CGN-P's newsletter	---	July–September, 2008	Work on formatting of the eight edition of the newsletter continued during the quarter. Currently, the newsletter in the printing process.

2. ACCOMPLISHMENTS DURING THE QUARTER:

2.1 BASIC EDUCATION PROGRAM

2.1.1 Training of KG - Grade II Teachers of FDE Schools, Phase-II (Bhara Kahu Sector)

Indicators	Target	Achieved		Remarks
No of teachers to be trained with USG support	280	265		----
		Male	Female	
		121	144	

During July and August 2008, **six (6)** initial training workshops were organized by CGN-P for the teachers of grades KG to II of Phase II partner schools of Bara Kahu sector, Islamabad. The Master Educators of CGN-P team (from Islamabad and Karachi) conducted training sessions on child-centered philosophy, school and family partnerships, individualization, teacher-child interaction, science, literacy and math teaching skills and critical thinking strategies.



The modules developed, translated and adapted in the educational context of Pakistan were used for conducting these training sessions. On the whole, **two hundred and sixty five (265)** head teachers, class teachers and subject teachers of partner schools participated in these training workshops. At the end of these workshops, each participant received age-appropriate methodology book to be used as reference material.

2.1.2 Training of Trainers (Mentors)

Indicators	Target	Achieved		Remarks
Number of administrators and officials trained with USG support	45	41		----
		Male	Female	
		20	21	

In August 2008, a five-day training workshop was held for the newly selected mentors at Islamabad. A cohort of **forty one (41)** mentors nominated by Federal Directorate of Education (FDE) participated in the training. The training sessions were based on an overview of the grade level modules, review of the publications (each mentor received the appropriate level publication) along with the review of classroom observation and evaluation tools. These mentors will be working with the Master Educators of CGN-P for providing support to the teachers for successful implementation of the innovative methodologies and for persuading them to utilize indigenous resources for interactive teaching.



2.1.3 Monthly Meeting with Mentors

During September 2008, a meeting was held with the mentors nominated by the Federal Directorate of Education (FDE). Selected mentors from partner schools of Sihala, Tarnoul, Nilore, City and Bhara Kahu sectors participated in the meeting. The meeting was organized to allocate schools and improve coordination between the mentors and CGN-P team. Besides, the meeting was also aimed at sharing concerns and experiences of the first batch of mentors with the newly trained mentors. The meeting also helped to collect suggestions for improving the program implementation through mutual agreement and consultation

2.1.4 Visit to the Partner Schools in Karachi by the CTO, USAID

In August 2008, the CTO of USAID, Mr. Tariq Khan visited CGN-P partner schools in North Nazimabad Town and Saddar Town, Karachi. He was accompanied by the Chief Executive and program team of CGN-P and some government officials. The visit was aimed at appraising the success and achievement level of the program in CGN-P partner schools.



2.1.5 Technical Assistance (Ongoing)

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

2.1.6 Shifting of Karachi Office

The lease agreement of CGN-P Karachi office expired during the quarter and the landlord was not willing to extend the agreement. CGN Pakistan team visited various places and finally lease agreement was signed with landlord of a house in Defence Housing Society. The shifting process has been initiated and shifting will be completed during the month of October, 2008. The street address and telephone number of the new office building is as under:

House N0. V.11/2, Defence Housing Authority
Phase I, Karachi.
Phone No.: 021-5384178

2.2 FAMILY AND COMMUNITY INVOLVEMENT

2.2.1 Family and Community Involvement in Schools (On-going)

The heads and teachers of partner schools continuously organized planned activities for involving parents and other family members of students in the classroom activities throughout the quarter. Many parents and older siblings of partner school children cooperated with teachers for conducting planned activities besides sharing their knowledge and skills related to different subject areas with the children.

2.2.2 Bi-monthly Meetings

During the quarter, **seven (7)** bi-monthly meetings were held with the heads of partner schools at Islamabad, Rawalpindi and Karachi. These meetings were organized to share successes of the partner school and discuss concerns faced by heads while implementing the Family Involvement component of the program. The meeting was also aimed at devising active strategies for encouraging families to participate in the learning process of their children.

2.3 FAMILY LITERACY PROGRAM

2.3.1 Training of Family Literacy Trainers (Lessons 51-100)

Indicators	Target	Achieved		Remarks
No of adult literacy educators to be trained	150	139		—
		Male	Female	
		19	120	

In August 2008, CGN-P organized three (3) training workshops in Islamabad on Lessons (51-100) for the heads and family literacy trainers of fifty (50) partner schools. The trainings were designed to equip trainers with adult literacy techniques incorporating parenting skills, environmental issues and basic concepts of math and language skills. These family literacy trainers have already carried-out a session with the non-literate parents on lessons 1-50. These trainings on lessons 51-100 will enable them to enhance knowledge and skills of non-literate parents and other relatives of the students of partner school.



2.4 MONITORING AND EVALUATION

2.4.1 Internal Evaluation

Regular internal monitoring and evaluation is an important feature of CGN-P program. The Monitoring and Evaluation team of CGN-P is implementing an evaluation plan to regularly monitor and assess quality of the program. The evaluation plan provides a process which is geared for program adaptation and improvement and to measure outcomes and evaluate data of Interactive Teaching and Learning Program. The evaluation plan identifies the tools and methods for gathering information, data collectors, respondent types, and timelines for the data collection.

The monitoring and evaluation (M&E) team observed training workshops conducted by the Master Educators of CGN-P for the teacher of grades KG, I and II of partner schools of Bhara Kahu Sector in Islamabad. The observations were aimed at identifying gaps and assessing quality of training. FLP trainings were also observed by M&E team.

During the quarter, M&E team also entered and summarized data of the six training workshops organized for teachers of grades KG-II of Phase-II partner schools of Islamabad. In these trainings, two hundred and sixty five (265) participants were trained which included

one hundred and twenty one (121) males and one hundred and forty four (144) females. On the whole, one hundred and sixty three (163) class teachers, sixty four (64) head teachers and thirty eight (38) subject teachers directly benefited from these training workshops. Moreover, CGN-P trained one hundred and thirty nine (139) teacher/heads in lessons 51-100 under Family Literacy Program. In addition, forty one (41) mentors were trained in one training of trainers' workshop of five days organized by CGN-P in Islamabad.

The TraiNet data which includes information about number of participants by gender and funding information from KG, Grade I and Grade-II on initial trainings along with the FLP trainings was updated during the quarter. Moreover, the data on mentors' training was also updated on TraiNet database.

After completion of training workshops, a training evaluation report was prepared by the monitoring and evaluation team. The report highlights that majority of the participants liked the training workshops and also appreciated the knowledge and skills of Master Educators. Many positive responses from the participants during the evaluation are encouraging for the team.

2.5 DOCUMENTATION

2.5.1 Publications

The eighth issue of CGN-P's Newsletter series *Laddu* has been finalized after formatting and designing. Currently, the newsletter is with the printer and 5,000 copies of this issue will be printed in the first half of the next quarter.

2.6 CAPACITY BUILDING OF CGN-P STAFF

2.6.1 Seminar on Accreditation of Teachers Education

In August 2008, the Chief Executive and four Master Educators from the Basic Education team participated in a seminar on "Strengthening and Accreditation of Teachers Education". The seminar was organized by UNESCO and the Ministry of Education, Pakistan. Prominent educationists from Pakistan, India, USA, UK and Hong Kong were among the speakers of the seminar. The seminar provided an interactive environment where issues of developing and institutionalizing a teacher accreditation system were discussed in detail.

2.6.2 Workshops on Implementation of Standard-based Education in Pakistan

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

2.6.3 Workshop by South Asian Forum for Education Development (SAFED)

South Asian Forum for Education Development (SAFED) in collaboration with some partner organizations organized a five-day workshop on “Annual Status of Education Report (ASER) Pakistan: A National Initiative for Quality Education” in August 2008. The workshop was organized to familiarize the participants with the tools used by ASER India for assessing quality of education and learning levels measurement. Five members from CGN-P team participated in this workshop. The workshop was conducted by a highly skilled team from Pratham and ASER Institute India comprising of Dr. Rukmini Banerjee, Director, and Dr. Wilima Wadhwa, Lead Statistician ASER India, along with five other resource persons from Pratham and ASER India.

2.7 MEETINGS AND NETWORKING

2.7.1 Meeting with Secretary Education

The Chief Executive CGN-P, Ms. Mehnaz Aziz held a meeting with the Secretary Education, Mr. Mohammad Jahangir Bashir in his office. The meeting was attended by Director General Federal Directorate of Education (FDE), Mr. Attiq-ur-Rehman, Director Training and Colleges FDE, Mr. Mohammad Rafiq Tahir and two CGN-P team members. The Chief Executive gave a detailed presentation to Secretary on CGN-P’s collaboration with FDE. The Secretary Education recommended extension of the program for one full academic year so that the delayed tasks are accomplished successfully. He also assured CGN-P of his complete support for the program implementation and sustainability.

2.7.2 Presentation of CGN-P at Hashoo Foundation

In August 2008, the Chief Executive CGN-P gave a detailed presentation to the senior management of Hashoo Foundation on the Interactive Teaching and Learning Program. The presentation of the Chief Executive was followed by an interactive discussion in which the participants asked questions about the program.

2.7.3 UNESCO Literacy Conference

Ms. Mehnaz Aziz, Chief Executive CGN-P participated in a round table discussion on “Literacy and Health” on the invitation of Director General of UNESCO in Paris. The round table discussion was organized to celebrate International Literacy Day 2008 in Paris, France on September 8, 2008. Ms. Mehnaz Aziz, in her presentation highlighted the role that intergenerational learning and the family, particularly mothers’ play for educating children about hygiene and health besides potential role of mothers for bringing behavioral change in families and communities. She talked in the context of CGN-P’s Intergenerational Family Literacy Program a central component of the organization’s work that increases literacy levels of mothers of partner school children. CGN-P’s Family Literacy Program received international recognition in 2006 when, at a UNESCO “Education for All Week” luncheon in Washington D.C., first lady Ms. Laura Bush commended Ms. Aziz for getting mothers involved in their children’s education.

Other distinguished speakers of the round-table discussion included, Mr. Nicholas Burnett, Assistant Director General for Education UNESCO, Father Michel Kelly a Jesuit priest, Professor Emeritus of Education University of Zambia and Global HIV/AIDS activist, Mr. Michel Sidibe, Assistant Secretary General and Deputy Executive Director of Programs at UNAIDS.

2.7.4 White House Symposium on Global Literacy

Ms. Mehnaz Aziz, Chief Executive CGN-P was invited by the First Lady, Ms. Laura Bush to attend The White House symposium on “Advancing Global Literacy: Building foundation for freedom” at The Metropolitan Museum of Art in New York. The first lady hosted this symposium on September 22, 2008 to build on the momentum that was created by the 2006 White House conference and subsequent UNESCO regional literacy conferences. The symposium was attended by the spouses of Heads of state, senior UN officials and selected representatives of civil society organizations. Ms. Mehnaz was the only representative from Pakistan at this global conference.

2.7.5 Meeting with the Director General Federal College of Education

In September 2008, Ms. Mehnaz Aziz, Chief Executive CGN-P held a meeting with the Director Federal College of Education to share the Interactive Teaching and Learning Program (ITLP) of CGN-P. She shared that CGN-P is contributing towards improvement in the quality of teaching and learning in public schooling system, besides bridging gap between theory and practice of education sector by training teachers in interactive teaching methodology. She apprised the Director FCE that in addition to teachers’ capacity building through in-service trainings, CGN-P is also training faculty of IER departments of public universities in collaboration with the Innovative Learning Department of the Higher Education Commission (HEC). Director FCE appreciated CGN-P’s efforts and expressed keen interest in the ITLP.

3. CHALLENGES ENCOUNTERED DURING THE QUARTER

3.1 Program Development of ECE Centers and Kits (July- September, 2008)

CGN-P is finalizing criteria for the selection of appropriate persons for running ECE centers. Along with that process for finalizing location and logistics of ECE centers is also going on in consultation with FDE. As soon as the logistics are finalized, ECE centres will be established in Islamabad.

3.2 Training of Faculty Members (September, 2008)

Indicators	Target	Achieved	Remarks
No of host country individuals trained in basic education as a result of USG investments involving higher education institutions	25 Faculty members from IER/ Education Departments of Public universities	---	Due to unstable law and order situation the workshop has been postponed. The new date and venue of this training will be finalized in consultation with the Higher Education Commission.

Due to unstable law and order situation, especially in Peshawar, the training of faculty members has been postponed and will be organized during the next quarter. The new date and venue of this training workshop will be set in the next quarter in consultation with the Higher Education Commission of Pakistan.

4. WOMEN DEVELOPMENT SPECIFIC ACTIVITIES FOR THIS QUARTER

During July-September 2008, around two hundred and eighty five (285) females have been trained in Interactive Teaching and Learning methodologies.

One hundred and forty four (144) female teachers of Grade KG-II were trained in child centered interactive methodologies through six (6) initial training workshops organized during the quarter. These female teachers were acquainted with the child-centered teaching methodologies which will help them improve learning environment in their classrooms.

During the training of trainers (mentors) in August 2008, twenty one (21) female mentors were trained. The overall objective of this training was to further develop understanding of these mentors about the child centered and interactive teaching learning methodology, besides, improving their mentoring skills. These mentors are now providing technical support to the teachers and heads of the partner schools through regular field visits.

In August 2008, one hundred and twenty (120) female adult literacy trainers were imparted skill of adult teaching by conducting three training workshops on the Lessons (51-100) of Family Literacy Program. These trainers are now replicating their learning by teaching basic literacy and math skills to the mothers, older siblings, grandmothers and other female relatives of the children of their community. Thus, these family literacy trainers are contributing towards the empowerment of women of their areas through education, which not only helps the mothers in improving their livelihood but also enables them to help their children in their early education.

5. HUMAN INTEREST STORY FROM THE FIELD WITH A PICTURE

Namra Batool
(Federal Government Girls Model School, Model Town Humak)

CGN-P's child-centered methodology is changing the fates of many little angels in the public sector schools, experience of Namra Batool and many such students of CGN-P partner schools prove this statement to be factual. Namra was a very shy, nervous and quite girl when she was enrolled in grade III in Federal Government Girls Model School, Model Town Humak in 2005. Her teacher Nasreen Akhtar shared that she was a good student but was very inactive and hesitant to talk even with her class mates.

Namra's mother shared her concerns about the school's education when she enrolled her in a government school. But after sometime her mother got relaxed realizing Namra was becoming active, her attitude was changing and she was getting much attention of well trained teachers who were taking care of her like mothers.



**Namra Batool a Laureate of
CGN-P Partner School**

Little Namra in grade III simply loved the active learning material provided by CGN-P and she started involving in various activities during the lessons. "CGN-P's methodology component ***Morning Meeting***

came to our rescue” shared her teacher Nasreen. Through morning meeting sessions, Namra was given more chance to share her views and this helped her overcome her shyness. Nasreen also shared that Namra’s parents were very involved in her studies at school and used to come very often in the classroom. Their presence always boosted her confidence and her performance improved from good to excellent.

Namra took good marks in all subjects in both grade III and IV. Good results in both grades augmented her confidence and stimulated her interest in studies thus making her a completely different student in grade V. She started enjoying group activities in classroom and playing with wooden material. Her speaking skills were so improved that she started participating in speech competitions. CGN-P’s interactive teaching and learning methodologies helped to clarify her concepts and as result she got the **Best Student** title after the pre-board examination in her school.

The result of grade V board examination not only proved her accomplishment but also stamped the success of CGN-P methodology. Namra Malik achieved **Third Position** with an out-standing percentage of 92.6% by securing **556** marks out of **600**. In addition to Namara, the students of CGN-P partner schools not only achieved top three positions in these centralized exams but twelve students out of seventeen who came in the top ten board positions (few positions are obtained by more than one student) are also of CGN-P’s old partner schools.

“CGN-P activity based learning program with vigorous participation of parents boosted my self confidence, made me explore things and think critically. I started playing with wooden material which cleared my concepts about shapes and helped me learn geometry” shared a vigilant and joyous Namra. Teacher Nasreen said, “Namra is a very confident now as when any one asks her what she wants to become? She readily answers **‘I want to become the Prime Minister’**.”

6. PLANNED ACTIVITIES FOR THE NEXT QUARTER

Program Activities for Next Quarter (October – December, 2008)					
S #	Activity	Target	October	November	December
Basic Education:					
Teachers Trainings:					
1.	Follow-up Training of Grade III-V Teachers of Phase II, FDE School	312			
2.	Follow-up Training of KG Teachers of Phase II, FDE Schools (Bhara Kahu Sector)	70			
3.	Establishment of ECE Centers	10			
4.	Technical Assistance	Ongoing			
Family and Community Involvement:					
5.	Bi-monthly meetings with the Heads of partner schools	8 meeting			

Family Literacy Program:					
6.	Training of Family Literacy Trainers, Lessons (1 – 50)	150 participants			
7.	Orientation Training of Family Literacy Trainers of Karachi	50 participants			
8.	Visits to Family Literacy centers (on-going)	139 partner schools			
9.	Monthly meetings with Family Literacy trainers in Islamabad, Rawalpindi and Karachi	Ongoing			
Higher Education					
10.	Training of Faculty members	25 faculty members			
11.	Orientation Training of Deans/Directors from IER/Education Departments of public universities*	25 Deans/Directors			
Monitoring & Evaluation					
12.	Internal Monitoring (Quality of Program Implementation)	Ongoing			
Documentation					
13.	Printing of Newsletter “Laddu”				

* The training of faculty members from IER departments of public universities was scheduled in the current quarter i.e. July- August, 2008, but due to unstable law and order situation it has been delayed. New dates for the training will be decided in consultation with the HEC.

7. PROJECT LEVEL RESULTS

	Indicator	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
1.	Number of administrators and official trained	398	3	3	75	105	186
1.1	Number of women.	272	3	2	44	53	102
1.2	Number of men.	126		1	31	52	84
1.3	Islamabad/Rawalpindi		3	2	44	53	102
	• Number of women			1	31	52	84
	• Number of men						
1.4	Karachi						
	• Number of women						
	• Number of men						
1.5	• From Public Schools		3	2	44	53	102
	• From Private Schools			1	31	52	84
2.	Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school-based settings	10500	--	--	--	12080	12080
2.1	Number of women.(Appx.) for the entire year	--	--	--	--	6402	6402

	Indicator	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
2.2	Number of men. (Appx.) for the entire year	--	--	--	--	5678	5678
2.3	Islamabad/Rawalpindi <ul style="list-style-type: none"> Number of women Number of men 					10872 5208 5664	10872 5208 5664
2.4	Karachi <ul style="list-style-type: none"> Number of women Number of men 					1208 1075 133	1208 1075 133
2.5	<ul style="list-style-type: none"> From Public Schools From Private Schools 					12080	12080
3.	Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings	38150	--	--	--	30360	30360
3.1	Number of women. (Appx.) for the entire year	29906	--	--	--	16091	16091
3.2	Number of men. (Appx.) for the entire year	8246	--	--	--	14269	14269
3.3	Islamabad/Rawalpindi <ul style="list-style-type: none"> Number of women Number of men 	29906 8246	--	--	--	24592 11780 12812	24592 11780 12812
3.4	Karachi <ul style="list-style-type: none"> Number of women Number of men 					5768 5134 634	5768 5134 634
3.5	<ul style="list-style-type: none"> From Public Schools From Private Schools 					30360	30360
4.	Number of adult learners enrolled in USG-supported schools or equivalent non-school based settings	3780	1748		925		2673
4.1	Number of women.	3620	1748	---	839		2587
4.2	Number of men.	160	---	---	86		86
4.3	Islamabad/Rawalpindi <ul style="list-style-type: none"> Number of women Number of men 		1308		839 86		2147 86
4.4	Karachi <ul style="list-style-type: none"> Number of women Number of men 		440 ---				440
4.5	<ul style="list-style-type: none"> From Public Schools From Private Schools 						
5.	Number of teachers/educators trained with USG Support	1090	11	307	447	201	993
5.1	Number of women.	896	10	230	358	112	710
5.2	Number of men.	194	1	77	116	89	283
5.3	Islamabad/ Rawalpindi <ul style="list-style-type: none"> Number of women Number of men 		10 1	230 77	358 116	112 89	710 283
5.4	Karachi <ul style="list-style-type: none"> Number of women Number of men 						
5.5	<ul style="list-style-type: none"> From Public Schools From Private Schools 						
6.	Number of textbooks and other teaching/learning material provided with USG assistance	10,000	365	1774	2088	1780	6017
6.1	<ul style="list-style-type: none"> Distribution in Public Schools Distribution in Private Schools 		331	1786	1660	1048	4825

	Indicator	Yearly Target	Achievements				
			Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Achieved
7.	Contribution of the program in the development of education systems/policy reforms.						
8.	Number of faculty courses pertaining to basic education introduced in public universities with USG assistance	1	--	--	--	--	--
9.	Number of teacher training institutes using new basic education courses	40		--	--	35	35
10.	Number of host country individuals trained in basic education as a result of USG investments involving higher education institutions	95		--	--	55	55
11.	Percent change in classroom practices regarding child centered teaching methodologies (over the period of three years)	70-80%		--	52.9%	76%	76%
12.	Increase attendance and retention in USG assisted primary schools	8-10%		--	2.3%	5-6%	5-6%
12.1	<ul style="list-style-type: none"> • Public Schools • Private Schools 	8-10%			2.3%	5-6%	5-6%
13.	Number of classrooms equipped with active learning material/consumable supplies	3695	1384	166	--	--	1550 ¹
13.1	<ul style="list-style-type: none"> • Public Schools • Private Schools 	3695	1384	166	--	--	1550
14.	Number of adult literacy educators trained	270	103	178	--	139	420
15.	Percentage of a cohort of pupils expected to reach grade 5 (Students promotion rate to the next grade)	75-80%	--	--	--	86%	86%
15.1	<ul style="list-style-type: none"> • Public Schools • Private Schools 	75-80%		--	--	86%	86%

¹ As per instructions from the Agreement Officer the procurement of supplies and re-supplies for partner classrooms are on hold.

8. FINANCIAL REPORTING

FINANCIAL REPORTING:

(March 01 2006 to September 30,2008)

Line Item	Budget	Obligation	Expenditures to (End of Qtr) September 30, 2008	Balance of Budget as on September 30, 2008	Balance of Obligated Funds as on September 30 , 2008
Salaries					
Fringe					
Consultants					
Travel					
ODC					
Program					
Total					
Cost Share					
Total PROG					

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

October 01, 2008 to December 30, 2008

Line Item	Budget	Total Obligated	Balance Budget	Oct-08	Nov-08	Dec-08
Salaries						
Fringe						
Consultants						
Travel						
ODC						
Program						
Total						
Cost Share						
Total PROG						