



28th
**ANNUAL
REPORT**
2013–2014



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Message from the Director

The year 2013-14, like other years gone by has been memorable and satisfying in more ways than one. Satisfying because of the challenging projects we grappled with and memorable because of the additional milestones we added to TRC's portfolio. I'm going to begin with the satisfying part of 2013-14 and then move on to the memorable part.

The Thinking Classroom Project extended our existing work on active learning and critical thinking and forced us to focus our energies on the big question, "How can teachers encourage critical thinking in classrooms across Pakistan?" It is indeed reassuring and raises one's spirits to know that we can actually bring meaning to children's learning experiences through our work. It also adds the critical value and Raison d'etre for us as an organisation. Hopefully, our policy dialogue initiatives will bring positive change in classrooms in the not too distant future.

The Pathways to School Success Project provided the opportunity to work with schools, children and communities in Sehwan, develop the skills and abilities of young eighth graders to work with young children on school readiness and disaster risk management. This was a first for us and has been a novel learning experience, which we truly value.

Our ECE-CP saw the largest intake yet and proved to be yet another amazing learning journey for the students and faculty.

We were able to identify a second line of leadership with the same values, principles and work ethics to take TRC forward. Moreover, there was enough time to handover and ensure a seamless transition. The year has been memorable because it marks an end to my 27 years with TRC. We can look at endings in two ways ... with a deep sense of regret or a sense of accomplishment. I choose to go with the latter. Saying that the 27 years disappeared in a blink would be an understatement. They did not. Each one came and went with its highs and lows. Through these, I grew and so did TRC, never compromising on the quality of our work or the institution's integrity.

There is an endless list of individuals and institutions that contributed to this amazing 27-year journey; it is truly impossible to mention them all. Nevertheless, I want to thank each one for walking alongside us and for supporting us along the way. However, it would be extremely remiss of me not to acknowledge three people with whom I worked closely. Thank you to my colleagues on TRC's Board of Governors, Ms Azra Raza and Mr A. R. Mithani, who were always a phone call away. Their understanding, wisdom and support helped me get through the bad times. Now to my colleague Mahenaz Mahmud, who has been a great asset to TRC; thank you for challenging us at every step of the way. Without you we couldn't have evolved.

I am not going to enumerate the success stories of what we achieved while I held office. What I really would like to do is to look back fondly and retrace the footsteps of TRC's founding members, the veteran educationists who laid the foundations of this incredible institution. I am so grateful for their vision, which helped us shape the way we worked and I am very hopeful that the same legacy will continue to steer TRC forward through thick and thin. I see more challenging times ahead and as the world tries to find reason in chaos, I am confident that TRC will retain its stronghold given that the same value system continues to guide the way.

This annual report presents progress of TRC's 28th year. I am overcome with a sense of pride to sign off on this note, as I return to my alma mater, the PECHS Girls' School where I can put all my learning from TRC to work, where I can 'walk the talk'. I wish TRC all the very best in its onward journey to becoming an even more powerful voice for children's care and education in Pakistan.

In solidarity,

Seema Malik
Director

About TRC

Mission & Vision

Our mission is to pursue excellence in education and in professional practices. TRC will uphold high standards of academic and professional rigour in its programmes and projects. Our core values ... integrity, open and honest communication, confidentiality of private information, respect for all, eco-friendly practices, fairness and social justice will guide all our work. To this end, TRC:

- Conducts workshops for a wide range of schools, to develop teachers' content knowledge and pedagogical skills and attitudes
- Conducts in and out-station school-based courses for teachers and school managers
- Conducts year long certificate courses in ECE
- Creates opportunities for innovative programmes to meet the learning needs of diverse learners
- Undertakes school evaluations to assess quality and provide recommendations for school improvement
- Provides consultancy, conducts research studies and related services to support and develop the quality of educational systems and related areas of policy and practice

Since its establishment in 1986, TRC has engaged with the private and public sectors to improve the quality of education through the professional development of pre-primary and primary teachers and on-going pedagogical support. One of TRC's most significant achievements is having created the awareness and instituted the need for teachers' professional development. TRC was presented as a case study at the World Conference on EFA in Jomtein in 1990.

Another significant milestone was the development of the First National Curriculum on Early Childhood Education (NCECE) in 2002. This milestone was achieved through extensive advocacy backed by three years of action research in katchi classes (pre-primary) in public sector schools. In 2007, TRC was again requested by the Ministry of Education to enrich the NCECE.

To support the implementation of the NCECE, TRC has developed a 50-hour teachers' training module and a learning kit called the Pehla Taleemi Basta. Teachers across Pakistan, especially in public schools, have found the training extremely useful for developing their understanding of ECE and for revamping the katchi class to make it more interactive and learner-friendly.

Due to the positive changes in classrooms and in teachers' attitudes and practices in partner schools, the provincial and federal governments and other institutions working for ECE and primary education, continue to seek technical assistance from TRC.

Core Values

TRC upholds and promotes its core values across all its initiatives and in the way it interacts with stakeholders and conducts business. TRC's philosophy and portfolio revolve around the child, who is at the heart of the organisation's work. Teamwork, respect, creativity and innovation, aspiration for challenges, ethics, and open communication are the other key tenets of TRC's foundation.

The TRC Team

The team responsible for managing the day-to-day affairs of TRC is small yet very committed. The core team comprises of qualified teacher trainers and management professionals, including veteran members who have seen TRC through thick and thin. In addition to the management and technical staff, an office support and accounts team makes it possible for operations to run smoothly on a routine basis.

Ms. Seema Malik	Director
Ms. Mahenaz Mahmud	Academic Programme Advisor
Ms. Ambreena Ahmed	Assistant Director
Ms. Rubina Naqvi	Senior Manager, Membership Network
Ms. Amima Sayeed	Senior Manager, Research and Advocacy
Ms. Uzma Rauf	Training and Development Team, ECE Certificate Programme
Ms. Tabinda Jabeen	Training and Development Team, ECE Certificate Programme
Ms. Farzana Kausar	Training and Development Team, Early Years Education Programme
Ms. Seema Yasmin	Training and Development Team, Early Years Education Programme
Ms. Nighat Hasan	Training and Development Team, Early Years Education Programme
Ms. Shahida Parveen	Librarian
Mr. S. Najm-ul-Hassan Naqvi	Office Manager
Mr. Aneeq Iqbal	Finance Manager
Mr. Noman Ejaz	Assistant Finance Manager
Mr. Wazir	Accountant
Mr. Zaeem Samson	Receptionist
Mr. Muhammed Zada	Driver
Mr. Mubarak Husein	Driver
Mr. Muhammed Tahir	Ancillary Staff
Mr. Mazhar Hussain	Ancillary Staff
Mr. Naeem Khan	Watchman

TRC Governing Body

The Governing Body that presides over TRC is responsible for setting policies and for administration. Its members include:

Ms. Azra Raza	Honorary Chairperson - TRC & Trustee - Babaza Foundation Primary School Trust
Ms. Nancy Joseph Lobo	Honorary Secretary - Deputy Director - Notre Dame Institute of Education
Mr. A. Rehman Mithani	Honorary Treasurer - Teachers' Resource Centre
Mr. Shanul Haque	Director - Haque Academy
Ms. Fureengeez D. Tampal	Principal - The Mama Parsi Girls' Secondary School
Ms. Yasmeen R. Minhas	Founder Principal - Foundation Public School
Ms. Nargis Alavi	Principal - Habib Girls' School
Ms. Mahtab Akbar Rashdi	Member - TRC Governing Body
Ms. Shanaz Ramzi	General Manager - Press & PR - HumTV
Mr. Salahuddin Ahmed	Barrister-at-Law
Ms. Seema Malik	Director - Teachers' Resource Centre

The Critical Thinking Movement

The Year in Focus

- A total of 58 workshops were conducted by TRC this year. The multi school, school focused and project workshops reached out and benefitted 1488 teachers and other stakeholders from both the public and private sector across the country. These workshops clocked over 799 hours of training sessions for mostly pre-primary and primary teachers.
- As part of our media literacy, TRC screened a film for private sector school children through our Film Club and successfully organised the 3rd Karachi International Children's Film Festival in collaboration with The Little Art.
- As part of our outreach and networking activities, TRC contributed to various policy making and knowledge exchange forums, participated in seminars and other stakeholder gatherings and advocated for positive changes for improving children's education.
- The 7th batch of TRC-IECE graduated this year. The 8th batch was ushered in after a comprehensive screening and selection process.
- The partnership with PARCO entered into its 2nd phase and training of teachers from PARCO supported public schools across the country continued.
- As part of Pathways to School Success Project, TRC conducted various implementation activities including series of trainings for community teachers and Young Facilitators, parental sessions, formation and capacity building of Community Advisory Board, development of resources on Getting Ready for School and Disaster Risk Reduction, school monitoring, classroom support and coordination with local NGO partner.
- TRC entered into a one year agreement with Foundations for Open Society Institute to implement a project to promote critical thinking in schools. TRC began work on developing a repository of teaching-learning material on critical thinking applicable from ECE to grade 5 across public, private and other types of schools. During the year, TRC formed a Working Group, a National Review Committee and carried out rigorous work to design critical thinking lesson plans.
- TRC said good-bye to its beloved Director, Seema Malik, on June 30th 2014. She held office for 22 years.



Changing the Narrative: Quality for Empowerment

Multi-school and School-focused workshops

The Workshop Programme is TRC's flagship initiative which, over the years, has been successfully engaging teachers, from both public and private sectors, and influencing pedagogy and classroom environment in schools.

A total of 36 multi school workshops were conducted in-house by prominent workshop leaders on a range of pedagogical, subject based and school management themes. These were attended by 758 participant teachers from member and non member schools. These workshops clocked over 390 hours. TRC launched its primary certificate programme titled "Professional Excellence in the Primary Classroom". The 84-hour course in professional studies, based on five modules, was designed for teachers striving for excellence as primary classroom practitioners.

Upon requests from schools, TRC conducted at least 10 school focused workshops on-site for capacity building of teachers and school staff. A total number of 203 participants benefitted.

In all, during 2013-2014, TRC conducted 46 multi school and school focused workshops benefitting 961 participants, most of them being pre-primary and primary teachers.



Project Workshops

TRC partners with like minded organisations, both international and local, for improving teachers' professional capacity as well as learning environment for children in public and private schools. Through initiatives, supported by development partners, TRC is able to design and deliver innovative interventions in education where they are most needed.

Second Phase of Workshops with PARCO

After the successful completion of the first phase of teacher trainings at six PARCO stations across Pakistan, the second round was initiated in September 2013. This was being done under PARCO's Corporate Social Responsibility Programme. The first workshop was organised at the TRC office in Karachi and was attended by 16 participants from public sector schools, most of whom had attended workshops with TRC during the first phase.

The 12-hour module titled Moasser Tadrees ki Mahartein was meant to enhance teachers' knowledge about essential pedagogical techniques including planning, stress on time management as a key skill for classroom management and introduce Pehla Taleemi Basta as an effective early years' learning resource.

The same workshop was replicated in later months in Shikarpur, Mehmoodkot, Faisalabad and Machike pumping stations. The teacher trainees comprised a diverse group dealing with pre-primary to secondary level children. Different participatory methods such as group discussion, role plays, case studies and group presentations were used to engage participants who in turn also prepared a lesson for demonstration. Participants were encouraged to share their experiences and challenges related to teaching.



Capacity building of Stakeholders in PSSP

TRC is working in eight community schools of Sehwan for implementing the Child to Child approach for improving on-time enrolment and increasing awareness of Disaster Risk Reduction. The three year project started in 2013 with financial support of DFID through the Child to Child Trust, UK.

Since capacity building of stakeholders has been the main strategy to ensure community level changes via the Child to Child approach, a multi- tiered training programme was designed and led by TRC.

In September 2013, a nine-day training of master trainers was conducted by the International Advisor to CTC, UK, Dr. Sonal Zaveri. The objective was to facilitate the master trainers to understand the Child-to-Child Approach for implementation in early childhood education and disaster risk reduction activities. The trainers include TRC's core training team as well as teachers from selected public schools, trainers from the Sindh Education Foundation (SEF) and representatives of the district level partner, Community Development Council (CDC) Sehwan. As part of the ToT, a mock session was conducted with 33 school children, out of whom 14 were older children who enacted the role of Young Facilitators (YFs) for the Young Learners (Ys). The exercise proved very useful for the trainers who got an opportunity to observe and facilitate the Child-to-Child approach in action, which is the main tenet of the project.

TRC's team carried out a six-day training for teachers in Sehwan during November 2013. The overarching objective was to introduce the Child-to-Child approach to teachers who are responsible for implementing it in the schools through engaging children in roles of YFs and Ys, increase preparedness for disasters and enhance competencies for ensuring on-time enrolment in schools and student retention especially of the girl child. A total number of 30 female teachers attended the training.

The topics covered were child development, how children learn, language and literacy development, mathematical development, active learning, levels of children's participation, good facilitation, risk and vulnerability, understanding C-t-C approach, assessing needs of children and conducting surveys.

Since the PSSP follows a cascade model of stakeholders' training, a four-day workshop was carried out at the school level for the Young Facilitators participating in the project as mentors for younger children. The TRC trainers conducted the workshop in December 2013 in eight schools of Sehwan.

Since the project envisages wider community involvement to ensure success of C-t-C approach in school settings, parents, especially mothers, were invited for orientation about the key project activities as part of the training. The sessions for the Young Facilitators were geared towards preparing them to mentor younger children and getting them ready for school.

A total number of 158 Young Facilitators and 133 mothers participated in the training in eight community schools.

A two-day refresher was organised by TRC in March 2014 with teachers of the community schools participating in the project. The purpose was to introduce new pedagogies and resource material and discuss classroom level challenges. Teacher kits, containing reading resources and stationery items, were handed over to teachers, which were well received. The workshop also addressed issues like children's health and hygiene and teachers' role therein as well as record keeping in schools. At the end of the two-day session, the teachers were asked to develop their own school-specific action plans to chalk out the trajectory of GRS and DRR implementation. 33 female teachers attended the sessions.

During July 2013 to June 2014, TRC conducted a total of 11 workshops under different projects benefitting 519 stakeholders, majority being teachers, in different parts of the country.

School Evaluations

Quality of schooling continues to be a concern for both policy makers and implementers. TRC regularly engages with schools to help them identify quality gaps and support them to better respond to children's learning needs. School evaluation is one of the core areas where TRC invests efforts with schools which are interested to examine their shortcomings and are ready to take serious measures for a turn around.

Post Evaluation Workshop at Shahwilayat Public School

As a follow-up to the evaluation programme carried out at Shahwilayat Public School in May, 2013, a 9-hour workshop was conducted in September 2013 to share observations of classroom practices with the concerned teachers. The workshop focused on classroom management, teaching methodology, marking students' work, team teaching and improving students' spoken English.

The workshop was attended by the same 26 teachers of classes I to III who had been observed during the evaluation programme. During the sessions, teachers were encouraged to talk about everyday situations and concerns they experience in class settings. Both teachers and administration staff were persuaded to reach an understanding to promote good practices in the school for maximizing benefits for children. The head and senior mistress of the junior section were also present during most of the sessions.

Projects

Contributing its expertise to various educational initiatives as well as creating innovative models for improving quality have been TRC's strategic focus since the beginning. This year, TRC is proud to showcase two of its projects, with international donors, which are geared towards furthering TRC's own vision of providing better learning opportunities to children, especially the marginalised ones.

Pathways to School Success Project

TRC entered into a partnership agreement with the Child-to-Child Trust (CTC), UK for a project to be implemented in eight communities of the Jamshoro district of Sindh. The "Pathways to School Success" project (PSSP) aims to enhance enrolment, retention and learning achievements using the Child-to-Child approach towards learning, pedagogy and community involvement. For project implementation, TRC is collaborating with Sindh Education Foundation (SEF) and Community Development Council (CDC). Child to Child approach has been endorsed by UNICEF as a revolutionary way of enabling communities to improve their lives through children.

Implementation of the three year project started at the end of July 2013 when Dr. Sonal Zaveri, International Advisor from CTC, UK, reached Karachi on a four-day visit to finalise the scope of the project in consultation with technical and implementing partners.

PSSP aims to ensure that, parents, communities and teachers develop strategies for getting children ready for school. Through the Child-to-Child approach, older siblings (Young Facilitators) help younger children (Young Learners) learn skills and acquire knowledge and attitudes which enable them to manage school environment and reduce risks of disasters with confidence and success.



Since capacity building of stakeholders has been the main strategy to ensure community level changes via the Child to Child approach, a multi-tiered training programme was designed and led by TRC (you will find details in the previous section on project workshops).

TRC distributed material amongst the Young Facilitators during field visits. This included a school bag for each YF and stationery pouches with pencils, sharpeners, erasers, scales, crayons, colour pencils and a pair of scissors. They were also provided with the Sindhi translation of YF Guide, 4 story booklets as well as informational handouts on DRR to help them carry out their work with Young Learners. Teacher kits, containing reading resources and stationery items, were handed over to teachers, which were well received. A set of customized wooden blocks was also introduced for promoting play based learning and linking it to GRS and DRR. 3 sets were made available for each school. Each blocks set has about 64 pieces of varying shapes and sizes. Darris or mats were also provided to each school for making seating comfortable for children while they engage in GRS and DRR sessions.

Since TRC is responsible for trainings of teachers and Young Facilitators and extending support to teachers for implementation of activities at the school level, support visits were carried out throughout the year to the eight community schools in Sehwan. The purpose of the visits was to ensure that teachers and YFs feel supported and confident to initiate "Getting Ready for School" activities.

TRC's team visited the schools and worked closely with teachers and YFs. Demonstration of sessions, discussions with children and teachers and addressing stakeholders' concerns were some of the key activities carried out during visits.

A baseline assessment was carried out with 120 Young Learners by TRC. This was a last minute donor requirement and was not part of the project plan. Stationery pouches with colour pencils were provided to children being assessed.

TRC conducted SRA (School Readiness Assessment) using the GRS tools on a sample (30% of total 400 YLs). An estimated 15 YLs from each of the eight schools were selected for assessment.

Community Advisory Board (CAB) has been set up as part of the project with representation from parents, teachers and community sparks to ensure that everyone is taking responsibility and lending support to DRR and GRS, the two key objectives of the project.

TRC team held regular meeting with CAB members, in Sehwan, at the local partner's office, apprising them of the project activities, roles and responsibilities of CAB, resources provided to schools, significance of recording accurate date of birth and meetings schedule. The TRC team also discussed importance of ECE and encouraged CAB to become a platform for ECE advocacy in the communities they represent. Issues like children's health, hygiene and educational needs, addressing gender discrimination in education and ensuring on-time enrolment of the children in schools were also discussed. The CAB committed to carry out regular school visits, hold communal gatherings for raising awareness on GRS and DRR, make all efforts to maintain accurate birth records and will hold monthly meetings of their own, observations of which they would share with the local NGO and TRC staff.

As part of the project's log frame, the second cohort of Young Learners was inducted, this time with extra diligence as far as the age appropriateness was concerned. More than 200 new YLs were ushered into the programme although this number would be confirmed in the next academic year. Teacher testimonies were recorded for age confirmations. Junior YFs or the second cohort were also enrolled; this was done as a support mechanism to strengthen YL/YF sessions in the wake of new additional YLs joining the groups at the school level and also as a measure to address YF drop-out. In some schools, a few YFs had dropped out owing to family related reasons, the second line of YFs would ensure continuity of sessions with the YLs.

The Critical Thinking Programme

A detailed programmatic and financial proposal was submitted to the Open Society Foundations (OSF) in response to their interest and willingness to partner with TRC. The proposed intervention focuses on developing and piloting materials to promote critical thinking skills amongst both teachers and students of primary schools. The proposal was approved and TRC initiated a year-long programme starting from January 2014.



A Working Group was set up by TRC for sharing and pooling expertise of different individuals working as teachers, resource developers and teacher educators from both public and private sectors. The WG was envisaged to lead the academic work on critical thinking modules which would be pre-tested in ECE and primary classrooms by TRC as a concurrent research process.

The work undertaken by the Working Group would go a long way in setting direction for incorporating critical thinking into our classrooms all over Pakistan and pave the way for sustainable, enriching and child friendly reforms in the way we teach our children to become critical thinkers.

To endorse the modules pretested and finalised by the Working Group, a National Review Committee was also instituted which has representation from government's curriculum and teacher education machinery and NGOs working in education.

During the reporting period, nine meetings were held with the WG members at TRC. Broadly the meetings covered discussions and agreement on critical thinking parameters for developing modules, reviewing existing lesson plans from different types of schools and initiation of work on remodelling lessons plans to make them critical thinking centric against a multi-faceted backdrop of diverse and challenging schooling contexts.

Minutes and photographs of both meetings were sent out to the National Review Committee members for their information and feedback.

Visits were made to a number of schools as per categories defined in the project framework for acquiring consent to become part of the pre-testing process. Meetings were also held with school heads and government functionaries for soliciting support. 12 schools were selected for pre-testing work. These include a cross section of schools ranging from middle income private schools to NGO run multigrade home schools. The diverse spectrum of schools is expected to provide a conducive platform for testing the effectiveness of modules in terms of ensuring their replicability at the national level.

In addition to these, a number of key activities were carried out which include project staff recruitment process, back and forth visits to schools for collecting data and acquiring lesson plans, ongoing correspondence with NRC and WG members, series of in-house meetings for concretizing project's strategic framework and coordination with donor.

Before initiating pre-testing of modules in selected schools, a teachers' orientation session was held at TRC. The purpose was to introduce the project, explain the piloting process and establish comfort level for classroom observations which were to follow. At least 41 attended the session.

The pre-testing took off post orientation and the first module on "Plants" was pre-tested in 8 schools across different grade levels. Since schools were busy in wrapping up activities before the summer break, pre-testing could not take place in the remaining 4.

An action research framework, one of the key deliverables of the project, was also developed during the reporting period. This would lead to the research monograph and policy briefs on key programmatic strands.

The HSBC Project Concludes

As part of the partnership agreement signed between TRC and HSBC in 2011 for the Pehla Taleemi Basta (PTB) project, 150 PTBs were distributed and 150 government primary school teachers were trained on usage of the early years' learning kit. The schools selected for intervention were located across eight towns of Karachi (Kemari, Bin Qasim, Shah Faisal, Lyari, Landhi, Malir, Orangi and Baldia).

A series of workshops was carried out by TRC in the selected schools but one workshop for Lyari Town was postponed owing to persistently deteriorating law and order situation. This was held in August, 2013 at TRC premises for a group of 21 teachers. The teachers were introduced to the importance of active learning in the early years and how to plan meaningful learning experiences for children. Through hands-on experiential learning methods, the teachers understood the value of active learning and during the workshops worked in groups, manipulated materials from the PTB and planned activities for Math, Science and language. The teachers found the PTB both interesting and useful as a tool for encouraging children to experiment with and understand difficult, abstract concepts.





Media Literacy

Consistent with the critical thinking movement, media literacy has become an empowering way of creating conscientiousness amongst children. Realising from very early on, that media will have overwhelming influence on our children's lives, TRC initiated the media literacy programme through its Film Club, workshops and later on the annual film festival. Promoting film viewing as an educational way to enrich higher order thinking for better interpretation of social, cultural and political issues, media literacy continues to be a passion at TRC.

TRC Film Club

In May 2014, the TRC Film Club screened 'Finding Nemo' at its premises for the ECE students of G.G.P.S. Jut Line No.1. A group of 19 children and 3 teachers attended. 'Finding Nemo' is a story about a young and ambitious clown fish who wants to explore the world around him. Despite his father's persistent warnings about many of the ocean's dangers, Nemo ventures into deep sea and gets caught by a diver. What follows is an exciting, funny and often heart rendering series of events that finally lead to Nemo's dad finding him. Alive and in one piece!. TRC's resource person carried out a post screening discussion; children talked about the different situations and their favourite characters in the movie. Being inspired by the movie's story, one of the children said that "we should listen to our parents and not go too far all alone". Another child added that he liked Nemo's father the most as he was "so brave". The children also enjoyed colouring activities after the movie.

3rd Karachi International Children's Film Festival

The 3rd Karachi International Children's Film Festival was organised in November, 2013 at ZVMG Rangoonwala Community Centre. This event showcased 38 films from 27 countries and was attended by at least 2,883 students and teachers from TRC member and non-member schools. The KICFF spanned over five days and films were shown in three one-hour slots catering to different age groups. Two evening shows for families were also organized on the last day.

The Festival, like the previous two, was arranged in collaboration with the The Little Art, a Lahore based NGO which organizes a similar event in Lahore.

Despite the uncertain security situation in the city and exams in some schools, participation in the Festival was encouraging. The children were very excited and enjoyed the shows thoroughly. Room on the Broom, Daddy ABC, Are You Proud of Me? Guddu ki Guddi, Bunty's Tree, Bubbles and Miriam's Food Processor were rated as the most favourite films.

TRC received an overwhelming response from children, teachers and parents. Those schools which could not attend the KICFF due to exams and other activities, requested TRC to extend the number of days so they could also participate.



Popular Opinion Polls

Opinion Poll
June 2014

Schools should make volunteering for community service mandatory, because students should realise that everyone must give back to the community.

89% respondents felt that community service should be mandatory in schools. They believed that by making community service compulsory, a school will be exposing children to the idea of giving back to the community, in the same way as it acquaints its students with different subjects. In contrast, only 11% of the respondents felt that performing philanthropic acts should be a personal choice and that schools should not play a role in it.

Opinion Poll
April 2014

Teachers should not be held responsible for student's performance because there are many things which affect a student's performance over which the teacher has no control.

The vast majority of the respondents of this poll (90%) felt that teachers should be held responsible for their students' performance. They believed that the attitude of the teacher to her profession has a great bearing on her students' results - a caring and competent teacher brings out the best in her students. On the other hand, 10% of the respondents felt that teachers should not be solely held responsible because other variables such as the student's home environment also impact academic performance.

Opinion Poll
March 2014

Extracurricular activities should be made mandatory in schools, because they are an important part of a well-rounded education.

The overwhelming majority of the respondents, who took part in this poll, felt that schools should offer mandatory extracurricular activities as part of a wide-ranging education. They believed that not only do extracurricular activities help enhance students' credentials, but that they also offer several other benefits such as improved health and social skills. On the other hand, a mere 1% of the respondents thought that schools should not offer compulsory extracurricular activities, because they distract from academics and can also be expensive.

Opinion Poll
December 2013

Increasing salaries is the best way to attract and retain good teachers, and eventually to raise the quality of education being imparted.

59% of the respondents believed that attracting and retaining teachers require a more holistic approach that includes ensuring their status in society and their career progression. On the other hand, a significant 41% respondents felt that financial motivation is the greatest that attracts and keeps teachers in the profession.

Opinion Poll
September 2013

Teachers and students should be able to connect using social media (e.g. Facebook, Twitter), as it is essential for communication in modern times.

There was a clear 60/40 split in the votes, with the majority believing that students and teachers should be able to connect with each other using social media. They felt that within clearly defined boundaries, this can enhance the educational experience. On the other hand, a substantial 41% of the voters did not think it wise for teachers and students to connect using these modes of communication.



Advocacy and Outreach

Speaking out on issues that concern children's education and making public the impacts of what we do are part of the advocacy we believe in. TRC, therefore, painstakingly, attends seminars, dialogues, school events and consultative workshops to make the most out of every opportunity for sharing our viewpoints. This we believe goes a long way for contributing towards strengthening both policy and implementation of child friendly education programmes.

In-house Session on Right to Information

A half day in-house session on "Right to Information, Article 19A of the Constitution of Pakistan", was organised by TRC representatives for other staff members in July 2013. This was in continuation to the workshop attended by TRC representatives on the similar subject organised by Shehri Foundation for various stakeholders. The objective was to inform the team about 19A and raise awareness about information access to public made possible by law.

International Literacy Day

TRC was present at the Literacy Day event organised by the Sindh Education Foundation. For over four decades now, the Literacy Day is recognised and celebrated the world over to remind us that literacy is a human right and the foundation of all learning.

The event was interactive and posed significant questions as far as progress made by Pakistan against the internationally committed literacy targets is concerned. Members from different walks of life including government, academia, private sector and civil society, were in attendance.

World Teachers' Day 2013

Sindh Teachers' Education Development Authority (STEDA) in collaboration with the Reform Support Unit (RSU), Government of Sindh organized an event to mark the World Teachers' Day at the Arts Council Karachi in October, 2013. TRC representative attended the event which was organised to acknowledge teachers' contributions, highlight issues and challenges faced by the teachers' community as well as policy reforms initiated by the government. Honourable Nisar Ahmed Khuhro, Senior Minister, Education and Literacy Department, Government of Sindh chaired the event.

Sindh Government Invites Private Sector for Education Upliftment

TRC was called to participate in a meeting which was convened by the Chief Secretary, Sindh, Mr. Ijaz Chaudry in October, 2013 at the Sindh Secretariat. The main aim of the meeting was to promulgate Sindh Government's willingness to engage with the private sector for improvement of education in the Province. The meeting was chaired by the Honourable Senior Minister for Education, Mr. Nisar Ahmed Khuhro.

Representatives of international donor agencies (USAID, UNESCO, UNICEF, DFID, STC etc), NGOs, civil society and other public sector concerns were present.

Interactive Discussion on the Problems of Coastal Communities

In November, 2013 a representative of TRC attended an interactive discussion titled Hum Sub that was organised by the Indus Earth Trust. The discussion was held at the Arts Council as part of the Pursukoon Karachi festival. Various stakeholders from the coastal communities of Sindh and Balochistan (which IET works with) were present to discuss the issues that face the area due to the deteriorating law and order situation.

Advocating for School based Health Initiatives

TRC was invited to participate by the Bureau of Curriculum, Education & Literacy Department, Govt. of Sindh in an advocacy seminar on school health programme which was held in December 2013. The event was organised in collaboration with UNESCO and aimed to raise awareness and take forward the dialogue on possibilities of integrating health education in the curriculum, textbooks as well as the national education policy. Representatives of public and private sector organizations working in education were present.

TRC Website

TRC has a comprehensive and interactive website which is a forum to showcase the events at TRC and also charts its journey from the time the institute was established to its evolution as a leading teacher education organisation in the country. Easy to navigate with an aesthetically pleasing layout, the website also offers a range of online resources and publications such as IIm o Amal and the Annual Report which are now fully digital documents.

In addition, the website features a monthly opinion poll on education-related topics. This year, TRC's opinion poll addressed various critical issues in education such as community service in schools, extra curricular activities, responsibility for student performance, and use of social media among others. Enthusiastic viewers cast their vote and had their say on these contentious issues. If you are interested in the results of the polls, see page 13.



Review of Sindh Public-Private Partnership Act 2010

A review meeting of education sector by the Chief Secretary Sindh and Senior Minister for Education, identified that "Amendment and Review of Public Private Partnership - PPP Act and Adopt a School Policy" would be critical for improved access to quality education. Although the PPP Act 2010 is supposed to apply to all sectors, it is framed mainly for infrastructure and services related to various stages of construction and maintenance of facilities. Professional services such as curriculum design or teacher training are not included in the scope of PPP Act. The review exercise aimed to provide a platform where state and non state actors could expand the scope through their experience and insights as well as collective deliberations. TRC also contributed to the process by participating in the meeting and sharing comments on the PPP Act. After two consultative meetings, revisions in PPP Act have been finalised and sent to the Chief Secretary for his perusal and presentation to the law department and final approval from Parliament.

Government of Sindh Steps Up Efforts for ECE

During the year, a series of policy dialogues were organised by the Education & Literacy Department, Government of Sindh to discuss ECE as a significant component of the newly drafted Sindh Education Sector Plan.

The first was held in December 2013 with a view to take stock of existing ECE initiatives in Sindh both in public and private sectors and how synergies could be fostered. The Reform Support Unit arranged a policy dialogue, on December 26 2013 at Regent Plaza, Karachi supported by Plan International Pakistan. This also paved way for initiating the ECE policy development process for Sindh.

The second dialogue was held in March 2014 and focused on chalking out an action plan for the ECE Task Force, following up on recommendations of the 1st dialogue and reviewing progress made so far in the ECE policy development domain.

TRC attended both the events as TRC representatives have been an integral part of the SESP development process.

To consolidate deliberations from both the events, a two day workshop was organised by the Reform Support Unit and Education and Literacy Department, GoS in April 2014 which was also attended by TRC representatives. Designing a policy framework for ECE in line with the SESP was one of the key objectives.

ASER Pakistan 2013

Like every year, TRC participated in the launch event of the Annual Status of Education Report (ASER) 2013 for the province of Sindh in February 2014. The event was organised by the Sindh Education Foundation and Idara-e-Taleem o' Agahi.

TRC Attends Alif Ailaan's Press Event

Alif Ailaan, an education campaigning organization, held a press event in Karachi in February, 2014. The event was a prelude to Alif Ailaan's mobilisation programme in Sindh for education reform and concluded with a pledge to stay committed to the children of Sindh.

Seminar by Habib Girls' School

A seminar was organised by Habib Girls' School in March, 2014 in, Karachi as part of its ongoing celebrations to commemorate 50 years of its existence. TRC was invited to attend. Speakers included Javed Hasan Aly, Nilofer Halai, Isa Daudpota, Mushtaq Chhapra and Fatima Modi. In line with the theme of the seminar, all speakers underscored the need to empower students through education to become independent learners and able members of society.

Certificate Distribution Ceremony for Primary Education Programme 2014

A ceremony was held on June 7 at TRC to mark the successful conclusion of the Primary Education Programme. The first batch of 11 participants were awarded certificates and transcripts.

The school heads from all schools represented in the programme were invited to support their graduating teachers and learn more about the course.

The two course facilitators presented a round up of the programme highlighting the objectives of the primary course and traced the logistic planning that was undertaken to make it possible. An interactive presentation showed how each participant progressed from the beginning to the end of the programme; this was both an evaluation and a tribute to the efforts and hard work put in by all throughout the course. Some of the participants also shared their thoughts and experiences.

The certificates were distributed by the headmistress of Jaffar Public School. The ceremony ended with refreshments and a mutual resolve to stay connected.

School Leaders Forum

TRC was invited to attend a leaders' forum organised by VM Institute for Education at Rangoonwala Community Centre in May, 2014.

The discussions focused around the theme of future schools and how they can be developed. The importance of providing young people, studying in schools, with skills to prepare them for their professional life and citizenship was emphasised.

Heads and teachers of various schools were in attendance and shared their ideas and concerns candidly.

13th LEG Meeting

TRC representatives attended the 13th Local Education Group meeting in May, 2014 at the Reform Support Unit. RSU, with support from UNICEF has developed a roll out plan and strategy for Sindh Education Sector Plan. The objective of the meeting was to consult with the LEG members for developing District Education Plans and discuss issues and challenges involved.

TRC at School Events

TRC attended two sports events during the year. The first was in December, 2013 at Jaffar Public School as part of their celebrations to commemorate 25 years. The second was organised by Fatimiyah Girls' School, in February, 2014.

Open Days were organised by Ilmesters Academy in January and Tiny Tots in March, 2014. These were interactive events where visitors had an opportunity to visit classrooms and learn more about the school from teachers and students. TRC was invited to both events.

A TRC representative participated as a judge in a range of contests organised by different schools throughout the year. Some of these include an inter school elocution contest of Education Bay, an inter-school declamation contest held at Reflections School, inter branch English debate contest by Beaconhouse School System, annual English and Urdu elocution contest by PECHS Girls' School and Math Smart contest arranged by Reflections School.

Two art exhibitions were also attended by TRC at two different schools. An exhibition of students' art work was held at Haque Academy in April, 2014 titled "Centre Stage" and showcased a variety of art and project work produced by the students. The other exhibit was held at the River Oaks Academy during the same month displaying the works of middle and senior class students. The show was titled "Art for a Cause".

TRC was represented at two musicals arranged by Jaffar Public and Habib Girls' School during the year. Both were elaborate affairs and showcased hard work put forth by both teachers and students.



The TRC - Institute of Early Childhood Education (TRC-IECE)

The Early Childhood Education Certificate Programme has been TRC's landmark contribution to teacher education in ECE in the country. Unparalleled in its content and pedagogical techniques, ECE-CP continues to serve both aspiring and in-service ECE teachers to gear up for taking leadership roles in ECE settings equipped with superior knowledge, skills and attitudes for working with young children.

Welcoming the 8th Cohort of TRC-IECE

TRC-IECE ushered in its 8th cohort of ambitious and enthusiastic in-service and pre-service students in September, 2013. The orientation was organised at the TRC and was a curtain raiser to the commencement of the certification programme. Director, TRC formally welcomed the new batch and introduced IECE, faculty members and administrative staff. She emphasised on the institutional norms of upholding standards of excellence and professionalism and encouraged the students to adopt the same since they will be part of TRC-IECE for the next ten months to come and even longer as members of the alumni. Faculty member, provided a run-down of academic and administrative aspects, touched upon logistic requirements and in-house facilitation mechanisms and responded to specific queries raised by the students during the discussion. The new batch members were also encouraged to breeze through their sets of academic calendars, Student Handbook and Academic Skills' Guide, which were handed over to them during the orientation. Students were also shown the ropes as far as Field Education Course is concerned, since it is a part of all three terms, and differing requirements for in-service and pre-service students were highlighted.

Towards the end of the orientation, students visited the TRC library to collect their textbooks and library cards and interacted with faculty members present for questions and information that they had for the upcoming classes.

Adieu, Class of 2012-2013

The most awaited event of the year for the class of 2012-2013 dawned amidst much fervour and nostalgia. The graduation ceremony for the 7th batch of TRC-IECE was held on September 28, 2013 at the TRC premises and was attended by the graduating batch and their families. In a small yet statuesque gathering, the certificates were awarded to the successful students who had braved the academic pressures while coping with the often-strenuous job and household routines during the ten-month long programme. The 18 graduates beamed with pride of being IECE certified early childhood educators beginning their new journeys to make a difference in the lives of children they will teach.

The memorable ceremony started with a warm welcome note by Director, TRC who also took the audience down the memory lane and shared the account of TRC's evolution as a leading teacher education institution as well as creation of IECE as a labour of love to strengthen early years education in Pakistan. TRC's pioneering work and contribution to addressing the daunting gaps in quality of teacher education in Pakistan especially ECE were also shared. She also welcomed and introduced the chief guest, Dr. Nafisa Shah, Member of the National Assembly, an old friend of TRC and a leading voice in the country for social change. Dr. Shah graciously consented to chair the event despite her hectic schedule.

Academic Advisor, TRC-IECE briefed the audience about the nature and structure of the ten-month programme. She explained how the ECE-CP helps the student transition from a regular classroom teacher to a professionally trained early childhood educator. She then invited two graduating students to represent their group and share some of their experiences of being a part of ECE-CP.

Both graduates narrated a high-spirited account of their association with IECE; this was accentuated with both gratitude and aspiration and reflected how the experience transformed their lives as human beings and teachers. A presentation was also shown to the audience highlighting perspectives of each graduate on how they felt the programme benefitted them. One of the graduates expressed her sentiments in a panoptic phrase, which aptly said, "the ECE-CP changed my life."

In her address, Dr. Nafisa Shah, congratulated TRC-IECE and the students and their families for successfully completing the course and assuming greater teaching responsibilities as qualified early childhood educators. She spoke at length about the deplorable state of education in the country, touching upon issues of access, quality and gender especially referring to the rural areas and reinforced the need for strengthening institutions like TRC and TRC-IECE to bring about real changes in education offered to our children. She emphasized that education like other sectors is in a state of crisis and urgent steps must be taken by creating synergies through public-private partnerships to address the issues. Dr. Shah also highlighted the impacts recent natural disasters have had on the education infrastructure in the country. She openly appreciated TRC's pioneering work in ECE which she said is "otherwise marginal and marginalized in the country" and assured the management of her full support for scaling up the institution. She also committed to advocate for TRC whenever needed and urged that TRC must be transformed into a fully equipped teaching college with government's backing. She was of the view that teachers will be advocates of change in moving towards a tolerant nation.

In the end, Director TRC thanked the audience for attending the ceremony and invited everyone to a scrumptious tea treat bringing the send-off to a cheerful close.

Term Activities

The 2013-2014 session officially began on September 9, 2013 with the Play Experiences course. The terms of ECE-CP progressed as per the Academic Calendar. The faculty kept busy with pre-class weekly planning, preparation, post session reviews and marking student assignments.

Field visits to schools kept the in-service students on their toes and so did the feedback sessions with Field Supervising Teachers who provided detailed critique of students' on-site performance.

TRC-IECE Reunion 2014

The TRC-IECE Alumni Reunion was held on March 14, 2014 at TRC. A total of 18 alumni members from different batches attended. Both faculty and alumni got an opportunity to reconnect, find out how everyone has grown

and progressed after graduating from IECE and discuss possibilities of how alumni members can get involved and contribute meaningfully for institutional strengthening of IECE. It was an informal, fun-filled gathering and those who did not attend for various reasons were thoroughly missed.

Recruiting Students for ECE-CP 2014-15

Admissions to the ECE-CP 2014-15 formally opened in May, 2014 with admission forms and schedule announced on the website. A series of inquiries from interested candidates followed which was managed by the staff. Based on the scrutiny of registered candidates, written tests and interviews were held in June. The candidates were duly informed about the selection or rejection decision.

Open Day: ECE-CP 2014-2015

An open day was organised at TRC on May 19, 2014 to showcase its Early Childhood Education Certificate Programme (ECE-CP). The purpose was to introduce the programme in detail and facilitate interaction of the potential candidates with the faculty. The open day sessions were held in two time slots during morning and late afternoon hours, to allow both in-service and non-teaching candidates to attend.

A number of visitors from different walks of life attended the event; teachers, coordinators, fresh graduates aspiring to be teachers and even seasoned teachers who were looking for a comeback to the profession. Through a gallery of displays, the visitors were walked through the ECE-CP classroom giving them a sense of what to expect from the programme. Visitors who opted to come in the second half had the opportunity to observe a class in session. The testimonials from some of the alumni members, who volunteered to be present at the occasion, inspired the candidates to opt for registration.

The open day was well received by all those who attended and provided insights into what the 10-month journey would look like in terms of its academic rigour, diversity of approaches and relationship with the faculty.



TRC and IECE Merged

With due consent from all TRC and TRC-IECE Board Members, the issue of the dissolution of the TRC-IECE was put forward at the TRC Annual General Meeting (AGM) on March 29, 2014. TRC-IECE was initially set up as a parallel organisation, registered separately under a board of governors, but worked under the umbrella of TRC. At the Board meetings, it was decided that the two bodies would be merged; advice for the same had already been solicited from TRC's Legal Advisor and GB member, Mr. Salahuddin Ahmed who was of the view that the dissolution could be aligned to a clause in the Memorandum of Association. The dissolution of TRC-IECE was formally approved at the AGM in March 2014.

TRC-IECE is now an integral part of TRC and will no longer function as a separate institution. Selected IECE Board members have been co-opted onto the TRC Governing Body.

TRC-IECE Programme Advisory Committee Created

A Programme Advisory Committee (PAC) has been established with the purpose of creating an informed and interactive platform for strengthening the ECE-CP. With representation from reputable schools, the PAC will advise on ongoing academic enrichment of the programme, share latest developments in the field, reflect on employability trends for IECE graduates and collaborate for programmatic strengthening.

TRC Publications and Resources

TRC offers an exciting range of learning resources that facilitate teachers in the classroom. These resources have been developed after years of research, close classroom observations and engagement with both children and teachers across Pakistan. Invest in one or more of the following innovative and affordable products, as a contribution to the cause of improving teaching-learning experiences in schools:

<i>Pehla Taleemi Basta</i>	Educational kit for use in pre-primary and lower primary classrooms
Nurturing Creativity in Young Children CD-ROM	Helps ECE teachers understand how young children learn
<i>Nazmaon ki Dilchasp Duniya</i> Video CD	Training video for ECE teachers highlighting the significance of the fascinating world of poems
Strong Foundations, English and Urdu	Pedagogical handbook for ECE teachers to implement the National ECE Curriculum 2007
<i>Behtar School Ki Jaanib</i>	A leadership guide for newly appointed schools heads in public sector schools
The Learning Environment Training Video CD	Training video for ECE educators highlighting the role of culturally relevant & conducive learning environment in child-centered learning
Language and Literacy Training Video CD	A resource for ECE educators that focuses on major areas of language development
Earth Day Handbook	Beautifully illustrated compilation of environmental education activities for the classroom
Independence Day Handbook	Beautifully illustrated compilation of classroom activities to celebrate Independence Day
Universal Children's Day Handbook	Offers a range of activities which can be used round the year to raise children's awareness of their rights & enhance their self-esteem



Governance

TRC is a great place to be with; one of the most significant indicators of our well being is the marginal rate of staff turnover. Our veteran employees are not only a source of immense pride but also are role models for the new incumbents to follow. Their commitment reinforces TRC's credibility and continuity of the value system of its founders.

TRC Holds its 27th Annual General Meeting

The Annual General Body Meeting (AGM) of the Teachers' Resource Centre (TRC) was held at the TRC office on March 29, 2014. A total of 18 members were present. Of that number, 06 were Governing Body Members, 02 were IECE Board members and 10 were heads and teachers representing 10 institutions. TRC staff members were in attendance.

The meeting opened with Chairperson's welcome note; the minutes of the last meeting were confirmed and reasons in delay of the AGM were shared which mainly pertained to the audit completion of USAID's Sindh Reading Programme to which TRC was a partner in the period covered. The Chair informed those in attendance that there would be two AGMs in this calendar year. The Director's Report for the reporting period was presented by Academic Programme Advisor, TRC. She was joined in her presentation by Rubina Naqvi, Senior Manager, Membership Network and Ambreena Ahmed, Assistant Director for their respective portfolios. Details of projects, workshops and advocacy and outreach were shared with the forum as well as plans for future were discussed. Merger of IECE and TRC as one institutional entity was also highlighted. To this end, two members of the IECE Board, Mehtab Akbar Rashdi and Shahnaz Ramzi, were co-opted onto the TRC Governing Body with the other members' consent. A.R. Mithani, Honorary Treasurer, presented the financial statements for the year ended June 30, 2013 that was audited by

Messrs. A. F. Ferguson & Co. The auditors have expressed a clean and unmodified opinion on the financial statements. The accounts were confirmed by the Chair as proposed by Ms. Seema Talat and seconded by Ms. Yasmeen Shahzad.



TRC bids farewell to Ms. Seema Malik

With a heavy heart, TRC said good bye to its beloved Director, Ms. Seema Malik on June 30th 2014. Ms. Seema served in the leadership position since 1992 and rendered invaluable services to the institution which were instrumental in shaping TRC as one of the leading teacher education institutions of the country.

She will be sorely missed.

The charge was handed over to the Assistant Director, Ms. Ambreena Ahmed.

The vision for the next year is to consolidate our best practices and set expansion goals realistically to realise our full institutional potential. TRC hopes to take its work forward vis-à-vis its core initiatives including the critical thinking programme and the child to child model.

TRC wishes to further strengthen itself as a credible, self-sustaining and quality driven organisation committed towards children's learning and teacher empowerment.

We hope that through an enabling policy environment and resource provisions, we will:

- Set realistic expansion targets.
- Continue to enrich the content of our teacher education programmes in line with emerging trends and professional development needs.
- Create avenues to advocate for best practices in education to benefit children's learning in schools.
- Form linkages with like-minded organisations across the country and beyond.
- Continue to review and upgrade our quality assurance system for achieving higher benchmarks for both processes and outputs.
- Strive to further improve our governance for greater accountability, transparency and sustainability.
- Be seen as the most empowering hub of teacher education in the country.

Appendices

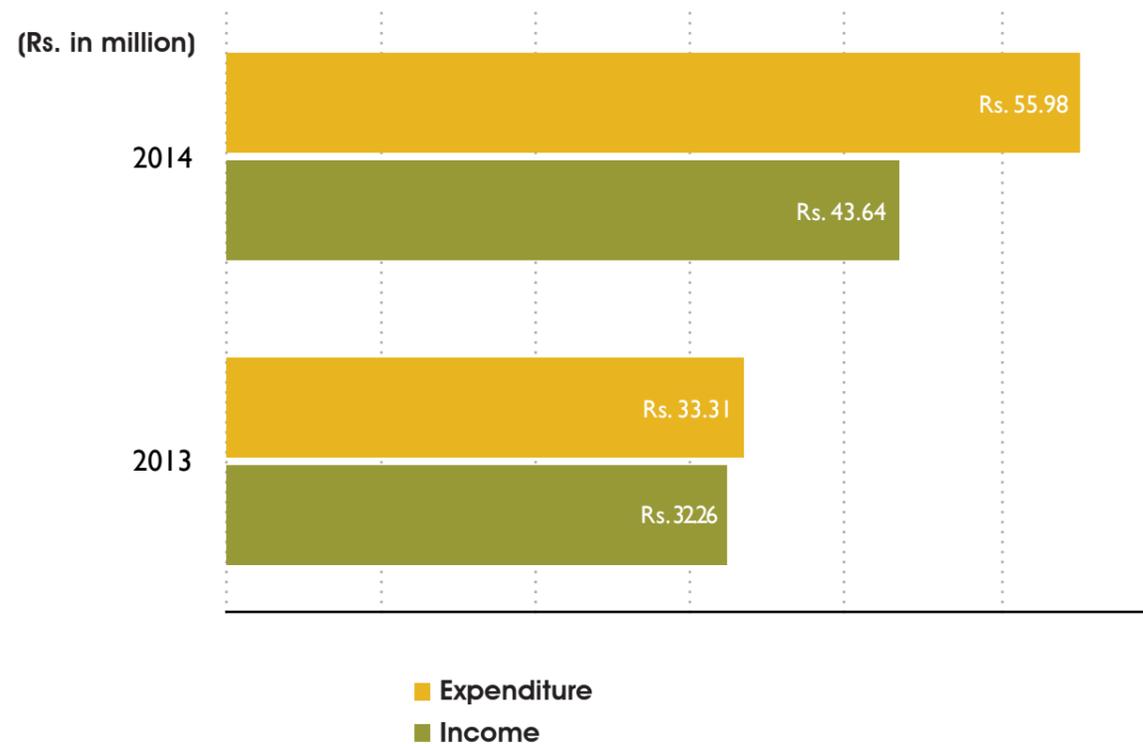
Finance

Summary of Financial Performance during the Year 2013-2014

Overview

During the year 2013-14, the total income of Teachers' Resource Centre (TRC) amounted to PKR 32.26 million against a total expenditure of PKR 33.31 million showing a net loss of PKR 1.05 million.

The graph below illustrates the comparison between income and expenditure of two years:



Appendices

Finance

Income

TRC's income for the year can be divided into nine major heads. The following table shows the variance in these income heads from the prior year, and also indicates percentage contribution of each income head towards the total income along with its comparative.

Income Head	2014	2013	Variance from last year		%age of total income	
			PKR	%	Current Year	Last Year
Membership Fee - Institutions	280,000	304,000	(24,000)	-8%	0.9%	0.7%
Workshop Fee	4,360,250	3,017,804	1,342,446	44%	13.5%	6.9%
Course Fee: ECE	2,575,000	2,453,000	122,000	5%	8.0%	5.6%
Return on Investments	1,855,676	1,833,795	21,881	1%	5.8%	4.2%
Donations	47,000	129,346	(82,346)	-64%	0.1%	0.3%
Profit from sale of PTBs	386,358	208,268	178,090	86%	1.2%	0.5%
Profit on sale of listed Securities	11,945,382	4,943,733	7,001,649	-142%	37.0%	11.3%
Other Income / (Loss)	447,976	510,105	(62,129)	-12%	1.4%	1.2%
Project Grants utilised	10,364,069	30,244,815	(19,880,746)	-66%	32.1%	69.3%

The major decrease from prior year in Project Grant Utilized is due to the termination of USAID project.

The Centre also earned profit on sale of listed securities. These were sold to meet regular operating expenditure during the year and to improve the liquidity position of the Centre.

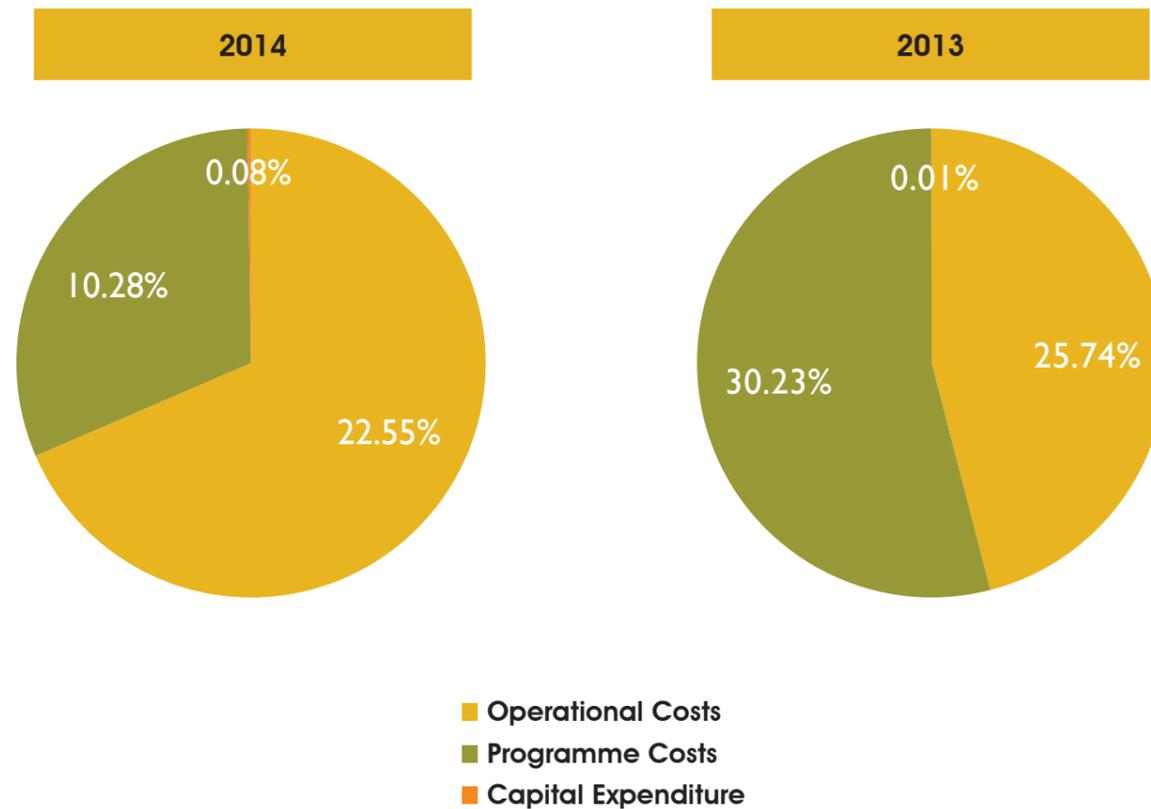
The fee structure of workshops was revised during the year based on inflation index from December 2013. This has resulted in an increase of approximately 87% in such fee from the prior year.

Appendices

Finance

Expenditure

TRC's expenditure is divided into operational costs, programme costs and capital costs. The charts below illustrate the percentage apportioned to each of the three areas during the reporting period and compares them to the previous year.



The overall operational costs have decreased due to decrease in salary and other benefits to the employees (approximately 6%). Other than that, the Centre has been successful to curtail its other operational costs such as printing and stationery, rent, and vehicle running and maintenance.

Appendices

Finance

Financial Position of the Centre

Investments

TRC's value of investments now stands at PKR 78.14 million, with a decrease of PKR 3.77 million from the prior year. It was proposed by the Treasurer to divest funds amounting to PKR 16.76 million from mutual funds, and invest in instruments which are more secure and provide a higher rate of return to the Centre. The remaining investment in listed securities resulted in an unrealized gain of PKR 7.24 million.

Cash and bank balances

TRC's cash and bank balances at year end have increased from prior year. This increase is due to sale of listed securities and project grant received from Open Society Foundation (OSF).

Deferred liability

The gratuity payable balance increased due to increase in salaries during the current year. The expense for the year amounts to PKR 3.87 million, whereas payments made to retiring employees amounted to PKR 0.34 million, resulting in net increase of PKR 3.53 million from the prior year.

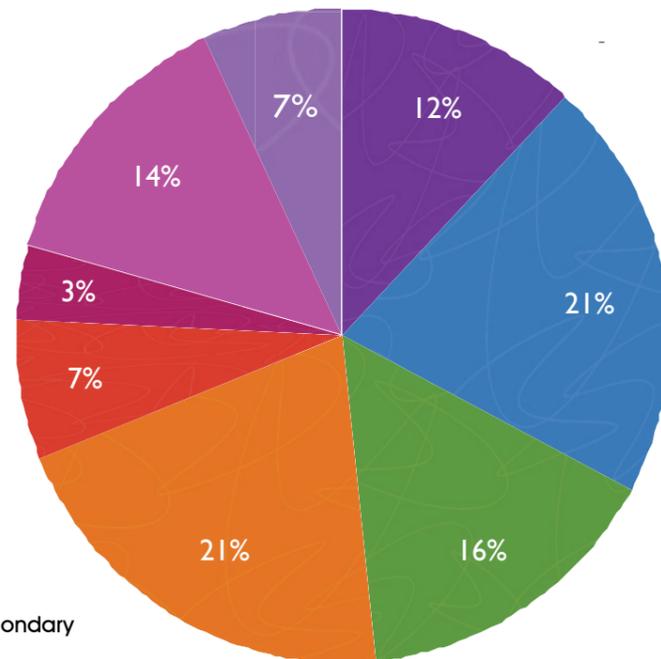
Accrued and other liabilities

The increase in accrued and other liabilities is mainly attributable to the project grant received from Open Society Foundation (OSF).

Appendices

Overview of Workshops | Workshop Participation

Overview of Workshops	
Workshops Conducted	58
Workshop Participation	1488
Hours	799
Days	202



- Pre-Primary
- Pre-Primary/Primary
- Pre-Primary/Primary/Secondary
- Primary
- Primary/Secondary
- Primary/Secondary/Management
- Secondary
- Management

	Workshop Programme		Projects		Sub-Total		Total	%
	F	M	F	M	F	M		
Teachers	806	12	171	51	977	63	1040	
Heads	71	4	1	0	72	4	76	
Coordinators	53	8	0	0	53	8	61	
Admin Staff	1	0	0	0	1	0	1	
Librarians	5	0	0	0	5	0	5	
TRC Staff	0	0	5	0	5	0	5	
Others	9	0	235	56	244	56	300	
Total	945	24	412	107	1357	131	1488	

Appendices

List of Workshops

TRC offers a wide range of workshops for members and for donor-supported projects, in Karachi and throughout the country. Workshops are conducted for teachers from pre-primary through to secondary levels, as well as for managers, coordinators and heads of public and private schools. A comprehensive list of workshops conducted between July 2013 and June 2014 is provided below:

July-September 2013

- Managing a Successful School
- Integrating Language with Literature
- Formative Assessment
- Mushahedey aur Janch Ka Moassar Amal*
- Learning Through Stories
- Effective Teaching
- Classroom Management
- Feedback of School Evaluation
- Pehla Taleemi Basta*
- Maussar Tadrees ki Maharatain*

October-December 2013

- Leadership & Management in an ECE Setting
- Designing Multiple Choice & Constructed Response Question
- Seekhney Key Amal Mai Khel ka Kirdar*
- Effective Use Of Teaching Aids
- Cross-Curricular Integrated Teaching
- Khushkhati*
- Teaching History Creatively
- Paradigm Shift Towards Creative Teaching
- Moassar Taleemi Mahoul*
- E-Learning for Schools in the Digital Age
- Gearing up to O Level Poetry
- Understanding Curriculum Development
- Planning Effective Art Lessons
- Are you an Effective Teacher?
- Active Learning
- Effective Teaching
- Active Learning
- Training of Teachers
- Training of Trainers
- Training of Young Facilitators
- Training of Parents

January-March 2014

- Teachers as Student Mentors
- Understanding Behaviour of Young learners
- Teaching Directed Writing at O Levels
- Are You an Effective Teacher?
- Building Vocabulary
- Bachon ki Nashonuma aur Seekhney ka Amal*
- Professional Excellence in the Primary Classroom
- Creating a Positive Learning Environment
- Designing and Administering Tests
- Numbers are Fun
- Maussar Tadrees ki Maharatain*
- Maussar Tadrees ki Maharatain*
- Training of Trainers

April-June 2014

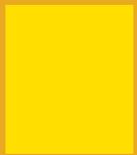
- Understanding Growth and Development in Early Childhood
- Numbers are Fun
- Ibtadai Bachpan mein Ustad ka Musbat Rawayya*
- Enhancing Memorising Skills and Concentration Power of Children
- Improving Pronunciation and Spelling Skills
- Making History Come Alive
- Leadership Skills in Adolescents
- Managing a Successful School
- Feedback of School Evaluation
- Professionalism
- Professionalism
- Classroom Management
- Maussar Tadrees ki Maharatain*
- Maussar Tadrees ki Maharatain*

Acknowledgments

- *Alloo & Minocher Dinshaw Charity Trust for their encouragement and consistent monthly donations since 1986.*
- *The Red Crescent Group of the Mama Parsi Girls' Secondary School for their annual donation to our endowment fund.*
- *The TRC Governing Body for their time and support.*
- *The Board of Governors of the TRC Institute of ECE for giving the institute direction and helping with policy making.*
- *PECHS Girls' School for unstintingly sharing their resources with us: their personnel, storage space and photocopying facilities.*
- *Mrs. Haque's Nursery Block-9 and Haque Academy, for their assistance, cooperation and facilitation of field placements for our pre-service students enrolled in the ECE-CP (2013-2014).*
- *P.E.C.H.S. Girls' School, for their assistance, cooperation and facilitation of field placements for our pre-service students enrolled in the ECE-CP (2013-2014).*
- *Dr. Maliha Ahmed, Ms. Lynette Viccaji, Mr. Shahpur Jamall, Ms. Sana Lone, Ms. Saubia Fatemi, Ms. Amina Shakoor and Ms. Fauzia Azami Zubair for their contribution towards TRC monthly Ilm o Amal articles.*
- *Ms. Maria Haque and Ms. Afshan Fazil for teaching different components of one of the TRC-IECE course pro-bono.*
- *Ms. Sahar Tanveer for teaching one of the components of the TRC-IECE course and donating honorarium to TRC.*
- *Ms. Zarafshan Husain for conducting two workshops and donating honorarium to TRC.*
- *Ms. Basarat Kazim of Alif Laila Book Bus Society for donating three story books for TRC library.*
- *Ms. Farida Dawood Rokadia for donating "Pakistani Women, Journey of Success" for TRC library.*
- *Dr. Nilofar Aziz Vazir for donating three sets of language and literacy activity books "Dear Nani by Maryam Saad" for TRC library.*
- *Karachi Grammar School for donating storybooks and magazines to TRC.*
- *Ms. Shahida Alam, head of KMC Primary Government school JT-19, Jamshed Town for giving permission to test the pre-testing observation tools in different classes of her school.*

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