

### *Farzana Kausar*

I have been working with TRC since September 1999. Being deputed to TRC from the public sector for an ECE project, proved to be a turning point in my professional career. I took my learning and newly developed skills back to my Department with the Local Bodies' Wing, which was a huge benefit to them.

At TRC I learned an amazing new way of working with young children. I learnt so much and developed my skills as an ECE workshop leader. TRC provided me with many opportunities to learn and grow. I have conducted 50-hour ECE workshops across Pakistan and have now started working as a faculty member at the TRC-Institute of Early Childhood Education. I am part of the team that teaches the ECE-CPU (Early Childhood Education-Certificate Programme, Urdu). I have improved my professional skills, which has reflected on my personal life too. I feel great pride in being a part of the TRC Team.

### *Mehnaz Amir Ali*

I had been working in a government school in Ranchore Lines since 1991. TRC came to our school in 1998, when the first ECE project was launched in public sector schools ... what I learnt was quite magical for me, it changed my life forever. I have remained associated with TRC since then. In October 2010, I was deputed to TRC and became a part of the training and development team. I conduct workshops in public sector schools and provide them with classroom support. I really enjoy working at TRC and have learned a lot from here, not just at the professional level but also at the personal level. The atmosphere at TRC is friendly and various opportunities for growth keep coming my way.

### *Nighat Hasan*

I have been working at TRC since January 2000 and this is my 12<sup>th</sup> year here. I joined TRC as a Programme Officer and the first project I worked on was PEP (Primary Education Programme). PEP was a comprehensive whole school development programme, which required us to conduct workshops for the staff and all stakeholders of four public sector schools. Besides conducting workshops I was also responsible for providing classroom support to teachers. That's when I had to learn how adults learn, in order to make them understand how children do. PEP was extremely challenging, yet also exciting. Since then I have conducted workshops for private and public school teachers and I have realised that I love to teach adults.

Since 2002 I have been involved with ECE. This brought a very positive turn in my professional life. I conduct workshops for ECE teachers and provide them classroom support as well.

Over the years TRC has given me the opportunity to stretch myself, work in different areas and hone my various skills. Teaching a course in the ECE-CPU (Early Childhood Education-Certificate Programme, Urdu) is a case in point.

I love all the tasks in my job description, but if one were to ask me what I enjoy most I would say I truly enjoy conducting workshops for teachers. And why am I still here? Because the environment is so friendly and I can work freely giving every task I do my best.

### *Seema Yasmin*

I joined TRC in 1996 as a member of the TDT. I used to be a Montessori teacher. I came to TRC wanting to learn how to teach young children. I felt that TRC would give me the opportunity to improve my skills and learn more about education.

Little did I know then, that my search to enhance my skills would take me on a completely different path. TRC gave me the opportunity to learn and develop my skills as a workshop leader and a professional. I learned a great deal while working here and now I teach a couple of courses in the ECE-CP Urdu.

### *Shahrezad Samiuddin*

Looking back I now realize that TRC came into my life at a time when I needed it most. It is just that back in 2000, I didn't realise it. I was a new, struggling mother who spent a lot of time not knowing what she was doing. When TRC came along, it was ideal: a part time role that would allow me to fulfil myself professionally *and* look after my growing family.

But what I didn't realise when taking up the writing position was exactly how ideal it would prove to be. My work at TRC involved looking after some of the publications ... which meant a lot of discussions and reading up on child development, which was precisely what I needed while bringing up my children. It was synchronicity!

I have been associated with TRC for over a decade now (with breaks in between) and it has been a great relationship, one that supports me as I learn and grow both professionally and personally.

### *Tabinda Jabeen*

I have been working with TRC since August 2010. I am a part of the Training and Development Team and of the ECE-CPU faculty. It's a great experience working at TRC. I appreciate the atmosphere of mutual respect. This experience has helped me to identify my strengths and weaknesses and provided me with the opportunity to enhance my skills as a workshop leader and an educator.

### *Uzma Rauf*

I have been associated with TRC since I enrolled in the ECE-CP in 2007. In my role as a faculty member at the TRC-IECE, I work with ECE teachers. Throughout my career as a teacher, I always wanted to bring about a change in our education system. I hoped and dreamed of an education system where children took responsibility for their own learning.

Here I feel I'm working towards that dream. That feeling of hope that I can make a difference helps me enjoy what I do at TRC and TRC-IECE. I value the culture of respect and acceptance that is prevalent in our organisation. Irrespective of any preferences or biases, one is supported, nurtured and groomed to become a better professional. And it is this acceptance that makes me stay on and continue to do what I do.