



Teachers First Celebrating 30 Years!

30th Annual Report
2015 - 2016

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Message from the Director

The completion of TRC's three decades calls for celebrations! My salute to the founding members who envisioned the creation of an institution par excellence, the partners and friends who marched with us throughout the years, the supporters who made so much of it possible and the team members (old and new) who held the institution together in the toughest and most festive of times.

It also calls for a deeper reflection on the legacy that has been created through a passionate struggle against odds adhering to a vision of attaining excellence and more in a space where education ranks the lowest as a human priority.

I dedicate this report to the journey of TRC and its' comrades. I dedicate it to the aspirations and dreams of the founders and the doers. I hope you are proud today.

There are so many success stories to share and statistics to back those up. You are most welcome to visit our website and look through our archives where we have painstakingly documented our history to give you a sense of where we are coming from. You can also look at the repertoire of learning resources and programmes which we have created over the years and which have impacted teachers, schools and children in big and small ways.

Most importantly we have enabled many many teachers to access professional development opportunities where they are not only advancing their skills and knowledge but also meeting and interacting with other teachers from diverse schools. We have been able to open up new avenues of learning and make training more than a mere “event”. Many of you, the teachers, have become role models; empowered not only through skills and knowledge but also through confidence in yourself and your role as primary influencers in schools.

TRC is grateful to the teachers who have been part and parcel of our endeavors. We strongly believe in the power a teacher yields if she/he is passionate about learning and understands the vibrancy of the task she's entrusted with. The task which transcends the prescribed role of teaching the textbook; the task of playing the role of a nurturer, an advocate, a peacekeeper, a friend and a mentor. We will always believe in the inherent goodness of a teacher's role and our programmes will continue to “humanize” the profession.

TRC pledges to stand tall for the teachers of Pakistan. Every teacher has the right to invest in her/his capabilities and outshine so that our children grow up to be better humans and better citizens of the global society.

Happy thirty years to TRC and happy reading friends!

Sincerely,
Ambreena Ahmed

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 certificate courses in ECE and primary
- 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. Ambreena Ahmed	Director
Ms. Mahenaz Mahmud	Academic Programme Advisor
Ms. Rubina Naqvi	Sr. Manager Membership Network
Ms. Noshin Khan	Sr. Manager TRC-IECE
Ms. Nighat Hasan	Member, Training & Development Team
Ms. Uzma Rauf	Member, Training & Development Team
Ms. Farzana Kausar	Member, Training & Development Team
Ms. Tabinda Jabeen	Member, Training & Development Team
Ms. SeemaYasmin	Member, Training & Development Team
Ms. Anwar Khatoon	Member, Training & Development Team
Ms. Faiza GhulamNabi	Member, Training & Development Team
Ms. Sana Lone	Member, Training & Development Team
Ms. Alizeh Zanab Razvi	Member, Training & Development Team
Mr. S. Najm-ul-Hassan Naqvi	Office Manager
Mr. Wahaj G. Hussain	Finance Manager
Ms. Shahida Parveen	Librarian
Ms. Ateka GhulamNabi	Asst. Finance Manager
Mr. Suleman Malik	Finance Executive
Mr. Muhammad Wasif	Admin Assistant
Mr. Zaeem Samson	Telephone Operator
Mr. Mazhar Husain	PTB Helper
Mr. Muhammad Tahir	General Hand
Mr. Jawad Ali	General Hand
Ms. Sharda	General Hand
Mr. Muhammad Zada	Driver
Mr. Khista Mir	Driver
Mr. Raheel	Sweeper
Mr. Kazim Raza	Watchman

* Names in italics show that these staff members left TRC during the reporting period.

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 Lobo	Honorary Secretary, TRC Notre Dame Institute of Education (NDIE)
Mr. A. Rehman Mithani	Honorary Treasurer
Ms. F. D. Tampal	Principal, The Mama Parsi Girls' Secondary School
Ms. Nargis Alavi	Principal, Habib Girls' School
Ms. Seema Malik	Principal, PECHS Girls' School
Ms. Nausheen Leghari	Principal, Links Primary & Secondary School
Ms. Azra Aqil	Principal, Karachi Cambridge School
Ms. Saba Quadir	Head, The AMI School
Mr. Shahpur Jamall	Director Academics & Principal, Primary, Junior & Senior Section, Bay View Academy
Ms Mahtab Akbar Rashdi	Member, Provincial Assembly
Ms Shanaz Ramzi	CEO, STARLINK
Mr. Salahuddin Ahmed	Barrister-at-Law, Malik, Chaudhry, Ahmed & Siddiqi
Ms. Rana Hussain	Advisor, British Council
Mr. Aziz Kabani	Deputy Managing Director, Sindh Education Foundation
Ms. Ambreena Ahmed	Director, Teachers' Resource Centre

The Year in Focus

- TRC conducted a total of 38 workshops this year. The 32 multi school and 6 school focused workshops benefitted approximately 595 teachers, school heads and other school staff.
- A comprehensive training on ECE for teachers from Baluchistan was carried out at TRC.
- The 5th Karachi International Children's Film Festival was hosted by TRC in collaboration with The Little Art. The festival which continues to grow each year and attracts large audiences showcased 56 short films from 24 countries. It was attended by more than 6000 children and teachers from different schools of Karachi.
- The 9th batch of the Early Childhood Education Certificate Programme graduated and the 10th cohort was enrolled marking the completion of a decade of our ECE professional development course for in service and pre service teachers.
- The second phase of the Thinking Classroom project concluded successfully with a series of events including seminars, policy dialogues, a research symposium and an art gala. Over 500 participants from both the public and private education sectors came together. The third project phase started from April 2016. TRC is working closely with the public sector education institutions for curricular and teacher education reforms especially at the ECE and primary levels.
- The 3-year Pathways to School Success Project concluded in March 2016. The project was implemented with support from Child to Child Trust, UK and DfiD in eight community schools of Sehwan, Sindh benefitting more than 600 children aged between 5 to14.
- A scholarship fund was created to support professional development of teachers from under resourced schools. TRC was able to mobilise support from the corporate sector and individual philanthropists and 17 scholarships were received for the cause. These scholarships will be offered to public sector ECE teachers and those from deserving backgrounds.

TRC's Workshop Programme



TRC has been associated with quality teacher's training programmes since its inception. It offers a robust selection of in-house and on-site workshops through its long-running workshop programme. Targeted at teachers, education managers, and heads of private and public schools TRC organizes four or more multi-school workshops at its premises each month and also conducts school-focused trainings on school campuses on request. In addition to workshops, TRC also conducts comprehensive school evaluation to help schools identify gaps in the teaching-learning environments.



Multi-school Workshops

TRC conducted a total of 32 multi-school workshops during the reporting period. The workshops were on a wide range of topics and were conducted in both Urdu and English by a pool of experienced trainers.

A total of 527 participants benefitted from TRC's multi-school workshops which clocked in 356 hours.



School-focused Workshops

TRC conducted 6 school-focused workshops during the reporting period. 68 participants attended and benefited from the school-focused workshops.

School Evaluations

From April-May 2016, TRC conducted a School Evaluation at Creek View Academy. The focus of the evaluations was Management Systems reasons for teacher turnover and student withdrawal. The findings were shared with a Board of Trustees and a two-hour discussion was later held at TRC.

Projects at TRC



TRC conducts trainings at DSD

In May 2016 TRC was requested by the Directorate of Staff Development (DSD), to conduct an Early Childhood Training workshop for its Early Childhood Master Trainers. DSD is a Government of Punjab entity involved in developing a pool of capable teachers in the province's public schools. Trainees were selected by DSD from key districts in Punjab and TRC staff trained 57 master trainers. The training content was derived from the National Curriculum for Early Childhood Education (NC ECE), which was developed by TRC in 2002. The training content covered Child Development, the Learning Environment, Observation & Assessment and role and responsibilities of a teacher.



The trainings incorporated various teaching methodologies such as brainstorming sessions, interactive lectures, pair/group reading, discussions and group presentations.

TRC was later invited to conduct a two-day session on School Improvement at the DSD. The session was part of a six-week promotion training programme, which Grade 17 officers undergo before they are promoted to Grade 18 in the Department of Education, Punjab Government. The session was attended by thirty-one participants from all over Punjab and covered school audits.

Pathways to School Success Project

Since July 2013, TRC and the Child-to-Child Trust (CtC), UK have been collaborating on the 3-year 'Pathways to School Success' project. Under the revolutionary CtC approach, older children, known as Young Facilitators or YFs help younger children, known as Young Learners or YLs learn skills and acquire knowledge and attitudes which enable them to navigate the school environment and reduce the risks of disasters. Through the Child-to-Child approach to learning, pedagogy and community involvement, PSSP aims to enhance school enrolment, retention and learning. TRC is implementing the project in eight communities with support from the Sindh Education Foundation (SEF) and Community Development Council (CDC). The Child-to-Child approach enables communities to improve children's lives and is endorsed by the UNICEF.



In this reporting period TRC finalised the Getting Ready for School (GRS) toolkit. The toolkit includes a 'Teachers' Guide', 'A Guide for Young Facilitators' and an 'Activity Folder for Young Learners.' The toolkit also includes story books for YLs and a booklet of nursery rhymes in English, Urdu and Sindhi. The document has been contextualized and translated into Sindhi and includes tips for facilitators, voices of children and experiences from the field. The documents are being enhanced with on-location pictures of children working on activities. Samples of children's work is also included.

During the reporting period, TRC also conducted a household survey in the eight communities where the schools involved in PSSP are located. TRC conceptualized the activity which sought to collect details on birth registration and possession of National Identity Cards by the families. School teachers and YFs were also involved in collecting data and the exercise was implemented with support from local NGOs.

TRC developed a survey tool in Sindhi for data collection. Based on the data and with support from the local partner, TRC intends to help the local community register with NADRA and become part of the national database.

As part of its endeavor to impact communities at every level, TRC's team interacted with the stakeholders to get feedback on PSSP's impacts. The team also observed junior YFs while conducting GRS sessions and facilitating YLs. The TRC team also conducted safety and awareness sessions with parents on natural and man-made disasters. Seventy-eight mothers and 23 fathers attended these sessions.

The Thinking Classroom Project

In January 2014, TRC and the Open Society Foundation initiated the Thinking Classroom Project which focussed on developing and piloting learning material that promoted critical thinking amongst teachers and students in primary school. A Working Group, comprising teachers, resource developers and educators from both the public and private sector carried out the rigorous process of developing teaching modules infused in critical thinking. Ten modules, each with seven lesson plans for ECE, Grades 1-5 and multi grade classrooms were developed and pretested in public and private sector schools by the TRC team. Based on the feedback received from the pretesting and the National Review Committee, the lesson plans were remodelled and the final lesson plans were translated into Urdu.

During this reporting period the Thinking Classroom Project focused on targeted capacity building of public sector education stakeholders. TRC implemented pre-training orientation session to introduce, implement and sustaining critical thinking in classrooms at the ECE and primary levels.



In September 2015 TRC organized Pre-training orientation sessions in Hyderabad and Nawabshah which were attended by provincial and district level officials, NGOs representatives and teachers from public and private sector.

To conclude the first phase of the project, in November 2015 TRC hosted a series of events. These were an art workshop, a story telling workshop and the closing ceremony of phase 1 of the Thinking Classroom Project. Sixty students from Jaffer Public School attended the art workshop in which they were asked to create a map of their homes and surrounding areas.



Sixty-one students from the AMI School and Daycare Centre attended the storytelling workshop by guest storyteller Unaizah Ali who engaged them with four stories; each with a understatedmoral lesson.

On November 23rd, TRC hosted the closing ceremony of phase 1 of the Thinking Classroom Project. The event, which was held at the Rangoonwala Community Centre in Karachi was attended by children from the primary sections of Habib Public School, HOPE (Health Oriented Preventive Education) School and V.M Public School. The event showcased theatrical and musical performances and storytelling sessions.



In phase 2 of the project, TRC launched a comprehensive capacity building programme to train 200 master trainers from the public sector on critical thinking pedagogy and material. The overarching objective of the training was to develop an in-depth understanding of the critical thinking pedagogy, materials and classroom approaches for early to primary grades. Two manuals were developed as part of this exercise, one for master trainers and the second for TRC trainers. The manuals provide a detailed breakup of activities and expected learning outcomes of each session in the 4-day training. The manuals were developed in Urdu as trainings will be carried out in Urdu. Trainees were also given a complete set of lesson plans.

Prior to the 4-day training of trainers, a one-day orientation was carried out for government officials. Through the orientation session the officials were introduced to the project, acquainted with the concept of critical thinking and its importance in education, and also explored how the government can support district level trainers and head teachers to implement critical thinking plans in their schools.





The orientations and trainings were initiated from November 2015 across Pakistan in Karachi, Quetta, Muzzafarabad, Nawabshah and Lahore.

Teachers as Critical Thinkers - A Seminar

In September, 2015, TRC held the 'Teachers as Critical Thinkers' seminar at the Pearl Continental Hotel Karachi. This was part of TRC's advocacy efforts, to initiate a wide scale buy-in by stakeholders from both public and private sectors to understand, adopt, practice and scale up TRC's critical thinking teaching-learning material. Achieving readiness in public sector education institutions remains the overarching focus leading to a gradual but transformational shift in the way teachers teach and children learn. This repository of lesson plans is the first step in the process and will be followed by organised efforts and initiatives to reform curriculum, pedagogy and assessment systems.



TRC invited partners and stakeholders to discuss possibilities, avenues and room for innovation in teacher education which is targeted towards transforming their role from a task master to a thinker and facilitator. The seminar proceedings focused on how possibilities can be created to strengthen and reform teacher education institutions, policies and delivery. Representatives from the public and private sector debated diverse and innovative partnership modalities and resource and expertise pooling among other things.

The event was attended by over 200 guests, and the majority of the attendees were government teachers, school heads and EDOs.

2nd Meeting of the National Review Committee

In July 2015, the 2nd meeting of the National Review Committee was held at Karachi's Pearl Continental Hotel.



The committee was established as part of the Thinking Classroom Project. The meeting was attended by NRC members from Baluchistan, Punjab and Sindh. Members from Children's Global Network, Islamabad were also present. The meeting aimed at consolidation of the first project phase by agreeing on and signing the Policy Declaration which was developed by TRC for pledging support for the project. The draft declaration was reviewed and suggestions from the forum were duly incorporated. Before the end of the meeting, all the NRC members present signed the declaration. This was a milestone for the project. During the second phase of the project building capacity of the public sector master trainers was also discussed.

Research Workshop of Critical Thinking study

To initiate a discourse with academia and organizations on critical thinking, TRC hosted a research workshop on September 18, 2015, at the Pearl Continental Hotel. The highly interactive session was attended by over 60 participants from renowned education institutions, research agencies, NGOs and public sector representatives. Key findings of TRC's research study on critical thinking lesson plans were shared at the event which was followed by group activities and discussions on possible directions for future studies on critical thinking in education.



TRC hosts the "From Active Learning to Critical Thinking" seminar

On September 19, 2015, TRC hosted a seminar to mark its nearly three decade journey as an institution working for teachers' professional development in Pakistan.



The event was attended by TRC member schools, friends, donors and partners and representatives of the public sector.

The speeches and panels discussions at the event highlighted how critical thinking can shape children's and teachers' learning experiences in and outside the classroom and also underscored TRC's role as a leader in critical thinking initiatives for both public and private sector stakeholders. TRC's efforts towards improving teachers' capacity for enriching children's learning experiences were lauded.

Seminar on the Thinking Classroom

In March 2016 TRC hosted a seminar to mark the culmination of the Master Trainer's Training Programme under the Thinking Classroom Project. The event was held to share the lessons learnt and chart the way forward with various stakeholders.



The Open Society Foundation (OSF) approached TRC to spearhead the Thinking Classroom project, based on the pioneering role it has played in introducing active learning methods in Pakistani classrooms. Since January 2014, TRC has developed a repository of teaching and learning material and also trained Master Trainers for Seminar schools in both the private and public sector for the Thinking Classroom Project. The lesson plans developed and the training sessions being conducted by TRC staff are grounded in critical thinking and are designed to initiate the process of higher-order thinking among ECE and primary students.

Prize Distribution Ceremony in New Karachi Town

Under 'The Thinking Classroom' project (supported by Open Society Foundations) TRC has trained 205 master trainers across Pakistan. TRC's trainings aim to develop the master trainers' capacity in order to reach out and train teachers in schools and towns across Pakistan. In Karachi, TRC's staff trained a Total of 65 teachers in three clusters. Two master trainers from New Karachi Town, District Central took the initiative and under the supervision of their Taluka Education Officer (TEO), conducted trainings in their Town. They conducted five rounds of trainings and Trained 189 teachers and head teachers in their district.



The TEO, New Karachi town organized a certificate distribution ceremony for trained teachers and head teachers in March 2016. The District Education Officer, was the Chief Guest on the occasion. This ceremony was attended by TRC's training and development team, TEOs of District Central, head teachers and teachers of different schools in that district. The school children welcomed the guests and presented skits. During his address, the DEO acknowledged and thanked TRC's team for training the master trainers and building their capacity.

AZAT Foundation Training

On request from AZAT Foundation, from May 26th to June 2nd 2016, TRC organized and conducted a training session for primary school teachers in Baluchistan. AF is a not-for-profit engaged in advocacy, campaigning, community mobilization, research, networking, challenging anti poor policies, plans and actions at local, national and international level with different coalitions.

TRC's training sessions focused on 'Experiential Learning'. The '*Mazboot Bunyadain*' (Strong Foundations) booklet and 70 Thinking Classroom lesson plans were distributed amongst participants. The 56-hour training content on active learning was shared over 8 days.



PARCO Trainings

TRC has been conducting workshops regularly for PARCO for the past four years. The project has now entered its fourth phase and PARCO has been commissioning the workshops under its Corporate Social Responsibility policy.



In this reporting period, during January and February, 2016, TRC conducted a 12-hour workshop titled 'Promoting Thinking Skills in Children' at four PARCO pumping stations; Karachi, Bhubak, Mahmoodkot and Shikarpur. These workshops were attended by 61 teachers and focused mainly on critical thinking, active learning, the learning environment, lesson planning and assessment. Different teaching-learning methods such as group work, interactive discussions, presentations, picture descriptions, case studies, brain-storming and participatory lectures were used to cater to the varying learning styles of the diverse groups.

Primary Education Course

TRC offered a 100-hour Primary Education course during this reporting period. The course was introduced last year. The Primary Education Course has five modules: Child Development, Learning Environment, Curriculum Experience, Assessment and Evaluation and Continuous Professional Development. Teachers from the Korangi Academy, Habib Boys' School, Habib Girls' School and Jaffer Public School were enrolled in the course. The course culminated with a certificate distribution ceremony in February 2016.



Events

Local Education Group (LEG) Meetings

TRC attended the sixteenth Local Education Group meeting in July 2015 at the Reform Support Unit Education & Literacy Department, Government of Sindh. The meeting was called to share and seek recommendations on District Education Plans (DEPs) from LEG members and endorsement of LEG on the District Education Plans (DEPs). RSU representative shared details of the implementation status of Sindh Education Sector Plan and the status of District Education Plan (DEP).

In September, 2015 TRC representatives attended the eighteenth Local Education Group meeting at the Reform Support Unit Education & Literacy Department Government of Sindh. The attendees discussed the progress of District Education Sector Plans. Director Non Formal Education gave a presentation on Joint Education Sector Reform.

Entrepreneurship Education: SCG-1 Meeting

TRC was represented at a meeting of the Stakeholders Consultative Group at Dawood Public School in August 2015. The meeting was held to formulate the role of the SCG and determine a timeline to finalise the curriculum for primary and secondary schools. The roadmap for teachers' training was also discussed, for which TRC's role is imperative.

The Entrepreneurship Education Report was reviewed. Representatives of primary and secondary education were among the strongest supporters of entrepreneurship education and its importance was underlined as "the need of the hour".

TRC and READ

In August 2015, TRC attended a presentation by Shad Moarif on KarisMath at READ Karachi. The KarisMath programme offers a comprehensive review of mathematical concepts and offers a floor-to ceiling understanding of pre-grade 1 to grade 3 Math. A follow up meeting was arranged between READ and TRC to discuss dissemination of the KarisMath programme and possible collaboration between TRC and READ.

Orientation Workshop for Accessing USAID Small Grants

In August 2015, TRC attended an orientation session organised by USAID's Small Grants Program in Hyderabad in Sindh. The Small Grants Program provides financial and organizational support to local organizations that show enterprise, innovation, and capacity in their efforts to improve Pakistani communities. The program is implemented by National Rural Support Programme (NRSP).

The objective of the orientation was to ensure that prospective implementing partners have better understanding of the program and can submit technically sound and better quality application as per USAID's requirements.

The objective of the orientation was to ensure that prospective implementing partners have better understanding of the program and can submit technically sound and better quality application as per USAID's requirements.

Policy Dialogue on Early Literacy

TRC attended a Policy Dialogue session organized at IED in August 2015. The session was held to share the model, tools and findings of a research project carried out on Early Literacy Research Intervention (ELRIP). This was followed by a story telling session with children and teachers and a video, showing glimpses of the training sessions and classroom activities conducted during the project. A panel also discussed to chart the way forward for Early Childhood and Early Literacy.

Post-Budget Policy Dialogue by Institute of Social and Policy Sciences I-SAPS

TRC was represented at the Post Budget Policy Dialogue on Sindh Education Budget 2015-16 organized by the Institute of Social and Policy Sciences (I-SAPS) in collaboration with Alif Ailaan in September 2016.

The session aimed to enhance knowledge of the participants about the public sector of Pakistan and the numerous challenges it faces in achieving the objectives of provision of accessible, efficient, effective and quality education.

USAID Focus Group Discussion at SZABIST

TRC was invited by USAID, to attend a group discussion at SZABIST in September 2015. The group comprised major players in the education sector in Sindh and focused on the challenges the sector faces in the province and the role of development sector. Other organizations represented at the event were SZABIST, UNICEF, RSU, AKU-IED, Education Fund for Sindh (Dfid), TCF and SEF.

Inclusive Education in Pakistan

Dr. Debbie Kramer Roy visited TRC in September 2015 together with representatives from the project partner organizations. As the project leader, she discussed the 3-year Action Research Project currently underway to further develop Inclusive Education in Pakistan through collaboration between British and Pakistani Occupational Therapists and Teachers from partner organizations: Brunel University London, Dow University of Health Sciences (DUHS) Karachi, Kids Company London and The AMI School, Karachi.

The project is funded by the British Council in collaboration with the Higher Education Commission, Pakistan. TRC's services and resources were shared with the visitors and the various possibilities of training were discussed.

TRC presents ECE material to GoS

Reform Support Unit, Education and Literacy Department, Sindh organised a consultative session in December 2015, immediately after the approval of Early Childhood Care and Education Policy by the Secretary Education & Literacy Department. The session was organized to share teaching and learning material that is relevant to the National Curriculum for Early Childhood Education 2007. TRC and other organizations shared the material they had developed. TRC's presentation of the ECE material was very well received and was lauded as one of the most organised and detailed portfolio presentations of the day.

Principals' Conference

In October 2015, TRC was represented at a Principals' Conference organised by AKU-EB in collaboration with Oxford University Press. Over 400 delegates, mainly school heads, teachers, educationists and government officials from the federal curriculum wing attended the conference.

The event ended with group discussions and presentations on teaching scientific and mathematic skills. The event offered TRC the opportunity to network with educationists and school staff members.

Connecting Classrooms

In October 2015, TRC was invited to attend the Connecting Classrooms award ceremony. The ceremony was organised by The British Council to distribute the International Schools Award to participating schools that had successfully completed the requirements for the Connecting Classroom Project. Connecting Classroom is a global education programme funded by UK AID and was implemented for three years (2012 to 2015). It offered a learning journey to improve classroom practice and develop ideas with like-minded teachers internationally.

TRC on Academic Council of Shahwilayat Educational Trust

In November 2015, TRC was invited to send a representative as an academician on the Academic Council of the Shahwilayat Education Trust. TRC's representative will be consulting with the school to improve the quality of education in their schools. The first meeting was held on Saturday 14 November 2015 at the school premises.

The school's principal apprised the council members on the school setup and achievements through a presentation. The school has adopted the CIE Syllabus and the value of this change was discussed during the meeting. Concerns about the implementation of the extensive training provided by TRC at the school in the past were also raised and emphasis laid on the need for on-going professional development of the teachers.

TRC attends school events

Throughout the year TRC was invited to attend various school events. In November 2015, TRC was invited to attend the celebration of the completion of 40 years of the Beaconhouse School System in November 2015. The alumni shared inspiring speeches and paid their respects to the school and mentor teachers.

In December 2015, TRC was represented at a musical concert at the junior section of Jaffar Public School and at a sports event at BVS Parsi School.

In May 2016, a TRC representative attended the Annual Prize Distribution event at Education Bay as Chief Guest and gave away awards to the High Achievers from the Primary Section of the school.

TRC's hosts Book Sale

In February 2016, TRC hosted its first book sale. Heads and teachers from TRC's member schools were invited to visit the premises and choose books they could incorporate in their own school or home libraries.

TRC stock of books offered a wide range of topics such as School / Financial Management, Special Education, Parental Education, English, Urdu, Science, Math, History, Drama, Environment and more. The Teaching Practice corner, English, Language (in general), Science and Art and Crafts corner proved to be the most popular.

Teachers' Literature Festival

In February 2016, TRC was invited to the Teachers' Literature Festival by Idara-e-Taleem-O-Aagahi (ITA) to present an interactive session on 'Teachers as Critical Thinkers' as part of the Teachers' Literature Festival.

More than 100 participants, including teachers, education ministers, public and private schools and colleges, school coordinators and students attended the event. The enthusiastic audience was eager to learn more about the concept of Critical Thinking and also about TRC's Thinking Classroom Project. TRC distributed more than 100 lesson plans to the enthusiastic participants.



Consultative Seminar at STEDA

In January 2016 TRC attended a consultative seminar organized by the Sindh Teacher Education Development Authority (STEDA) in collaboration with Right to Play. The objectives of the seminar were to review the CPD framework (i.e. standards of CPD, standards of programme; to review the process and accreditation criteria; to review tools based standards of CPD programme, accreditation of institution and to endorse CPD framework for approval from BoG. This seminar was attended by representatives of STEDA BoG, Right to Play, PITE, BoC, other teacher training institutes and NGOs.

A presentation on the role, progress and future plans of STEDA and the challenges the institution faced regarding recognition and accreditation of the teacher education programme. The STEDA team also shared tools such as the Initial Registration and Accreditation Procedure, Standards for Accreditation of CPD Providers, Standards for the Certification/Accreditation of CPD Programme. The purpose was to review and get feedback from the participants.

STEDA Seminar

In June 2016 STEDA and 'Right to Play' organised a one-day seminar in Karachi. The seminar was attended by representatives of STEDA, BoG, Right to Play, PITE, BoC, Teacher Training Institutes and NGOs. The objective of this seminar was the dissemination of the Mechanism for Accreditation of Institution and programmes.

The event began with welcome remarks and objectives of the programme by Mr. Abdul Majeed Bhurt, Executive Director STEDA. Dr. Khalid Mehmood shared the CPD framework and Dr. Muhammad Babar, consultant STEDA shared the Mechanism for Accreditation of Institutions and programmes. Accreditation standards are set through a peer review process.

Participants shared their ideas and give suggestion to make this process workable. STEDA is responsible for the matters related to the accreditation of institutions and the new programmes offered by the accredited institution. The standards for accreditation will be applicable both to public and private institution.

The Little Art

In April 2016, representatives from TRC attended The Art Beat National Child Art Competition and Exhibition Award Ceremony. Art Beat National Child Art Competition and Exhibitions is in its 5th year now. This year's theme was 'My Teacher, My Hero'. Several parents and children attended the award ceremony with a few receiving the cash prize and certificate. This year 200 schools from across the country and nearly 25 community organisations participated in the competition.

TRC at the Conference on the Comparative and International Education for Society (CIES)

In March 2016, TRC's Senior Manager ECEDP, represented the organisation at the Conference on the Comparative and International Education for Society (CIES) Conference in Vancouver, Canada. She presented TRC's paper on 'Teachers as a Force for Transforming Education in Pakistan'. The CIES is a scholarly association dedicated to increasing the understanding of educational issues, trends and policies through comparative, cross-cultural and international perspectives.

TRC presents at summit in Costa Rica

TRC's Senior Manager, ECEDP Programme attended and presented at the Global Summit on Childhood. The summit was organised by the Association for Childhood Education International and was held in San Jose, Costa Rica from March 31st to April 3rd 2016. The theme of the summit was “Creating a Better World for Children and Youth Through Sustainability, Social Innovation, and Synergy”. TRC's presentation at the summit outlined the state of early childhood education in Pakistan and highlighted the contributions of the Teachers' Resource Centre's in raising awareness and providing support and professional development to individuals working with young children in Pakistan.

TRC attends technical meeting in New York

Senior Manager ECEDP, was the only participant from Pakistan to attend the Consultative Technical Meeting on the Action Network for Early Childhood Development (ECD) that was hosted at the Scandinavian House in New York, NY, between 27-28th June 2016. UNICEF and the World Bank Group launched the meeting under the title “Smart Beginnings for Economies on the Rise”. The goal was progress towards Sustainable Development Targets for ECD. The aims of this meeting were to discuss and review the global operations geared towards pushing forward ECD initiatives.

Karachi University M.Sc. Students visit TRC

Three students in the third year of Masters in Sociology at Karachi University visited TRC on May 3, 2016 to gain an in-depth profile of the organisation. They were briefed on TRC's history and its services in both the private as well as public sector.

Media Literacy



Karachi International Children's Film Festival (KICFF) 2015

With the media boom in Pakistan, TRC has put media literacy high on its agenda. Each year by collaborating with Little Art, TRC reaffirms its commitment to promote media literacy amongst children, teachers and families. TRC joined hands with The Little Art for the 5th Karachi International Children's Film Festival. The festival which continues to grow each year and attracts larger audiences, took place concurrently at two venues, Cinepax, Ocean Towers and City Auditorium, F.B. area. KICFF 2015 showcased 56 short films from 24 countries and around 6000 children from different Karachi schools attended the event.



TRC-IECE Activities for July - September 2015

TRC has been at the forefront of the professional development of teachers in Pakistan and is leading the cause of Early Childhood Education and Development (ECED) in the country. Consistently contributing to the cause of ECED, back in 2002 TRC was able to bring ECED (then ECE) into the national discourse on education, when it collaborated with the Federal government to create Pakistan's first National Curriculum of Early Childhood Education (NCECE).

For the past 10 years, TRC has also been offering the Early Childhood Education and Development Certificate Programme (ECED-CP). The ECED-CP (formerly called TRC-IECE) is a rigorous, content-rich 10-month course for pre-and in-service ECE teachers. The course was developed through collaborations with Sheridan College and Ryerson University in Canada. Since then TRC's graduates have been transforming classrooms and laying strong foundations for young minds, during a stage that is considered critical (ages 3-8) by child development experts.

The ECED-CP is based on the core belief that children learn best through active learning. At TRC, we believe direct, hands-on experiences with people, objects, events, and ideas (as opposed to rote learning and lectures) form the foundation of a quality education.

The need for professionally-trained teachers in both the public and private sector in Pakistan cannot be emphasised enough. Not only do professionally-trained teachers ensure that children enrol in schools, they can also ensure students do not drop out early.

The 10th ECED-CP batch is Onboard!

On August 6, 2015 TRC welcomed its 10th batch of ECED students. The newly enrolled candidates were welcomed by Director, TRC and were given detailed briefings about how the programme by the Senior Manager and Manager of the ECED programme. Students received an education pack which included a student card, library card and academic calendar.

Term 1: Field Education

The ECED programme is unique in the Pakistani context. Unlike other teacher development programmes, hands-on field education is an important aspect of the ECED programme. Field exposure allows teachers to apply what they have learned in the classroom under the supervision of a seasoned teacher. During term 1, students were given an orientation on the Field Education course. Schools were contacted for field placement of the pre-service students.

Following the classroom observation, a post observation discussion was scheduled, during which the student and the Field Study Teacher (FST) meet to discuss the observations and ways in which students can work on their skills and behaviours early year's educators.

TRC Bids Farewell to the Class of 2014-15

On October 03, 2015 TRC hosted the graduation ceremony of its 9th cohort. The event was attended by students and family members. Director, TRC welcomed the guests while Senior Manager, ECED-CP talked about her personal journey, which started at TRC and took her to Canada for a full ladder program. The audience was briefed about TRC and the ECED-CP and also apprised of future plans for the course.

Graduating students shared their thoughts on the occasion and many reflected on how the ECED-CP experience has transformed them both at the personal and professional level.

The ceremony concluded with a key note address by the chief guest, former Director, TRC and Principal of PECHS Girls' School. She awarded certificates to the graduating students and congratulated them on achieving this professional development milestone.



Enrolment Drive

During the reporting period, TRC made a concerted effort to increase enrolment in the ECED-CP. The strategy included disseminating information about the programme through a proactive enrolment drive, that included visiting schools, hosting orientations and information dissemination events.

Orientation session

In December 2015, TRC hosted an Orientation session for the ECED-CP at its premises in Karachi. The session was held to raise awareness about the programme and encourage increased enrolments. Attendees were shown a power point presentation that highlighted the objectives and impact of the programme and shared future plans for enriching the ECED-CP.



The feedback received from the orientation was very encouraging and most of the participants found the session informative and useful. Some participants also indicated an interest in enrolling themselves either for the full programme or for selective modules.

School visits

TRC implemented a proactive enrolment drive for the ECED-EP in February 2016 to increase enrolments in the programme in the year 2016-2017. TRC's team visited twenty-five schools, made presentations to teaching staff and disseminated information on the course and how it could benefit teachers and schools. The drive was successful and the team received a positive response with some schools readily agreeing to display TRC's posters and distributing flyers.

Open House

As part of the enrolment drive, in February 2016, TRC widened its scope and hosted an Open House for potential pre-service and in-service teachers, educators, parents and grandparents who could benefit from the ECED-CP. The event was held at TRC's premises and allowed attendees to see the TRC office, walk around the classrooms and interact with the faculty. Visitors were offered the incentive to register for free during the Open House.

Governance

TRC's Annual General Body Meeting

In January 2016, TRC's 29th Annual General Body Meeting (AGM) was held at its premises. A total of 25 members were present. Of this, eleven were Governing Body Members, and fourteen were heads and teachers representing 13 institutions. TRC staff members were also in attendance.



Director TRC, Ambreena Ahmed, presented the Director's Report in which she highlighted TRC's achievements during the reporting period and future plans.

TRC announced it will be adopting a new direction with talk sessions and workshops aimed at parents. Work plans for the year 2015-2016 include continuation of workshops in Karachi and other cities of Pakistan, school evaluations, Media Literacy through the Film Club, continuation of the ECE-CP and online publications *Ilm o Amal* and *Opinion Poll*. Support for the 5th Karachi International Children's Film Festival (KICFF) was also announced. It was also clarified that TRC will endeavour to continue partnerships with like-minded organisations.

Way Forward | 2016 - 2017

For the next year, TRC aspires to work closely with both the public and private sector education institutions in the capacity of an enabler and catalyst for uplifting quality of education in schools and beyond. We hope to:

- Continue to influence teacher education programmes and policies at the provincial and national levels.
- Advance, innovate and create learning content and resources indigenous to our context and meeting internationally acknowledged knowledge and output benchmarks.
- Cultivate meaningful, long term and cooperative relationships with like-minded organisations, initiatives and individuals to enrich our core programmes and services.
- To influence education reforms and policies through advocacy and research.
- Explore different avenues to raise awareness about our programmes and cause and solicit support for our initiatives from the private and public sectors.

Popular Opinion Poll

A p r i l	2016	<p>Parents and teachers should be frequently in touch so that parents have a clearer picture of what is happening in school. This will enable them to better support their children.</p> <p>The result shows that the overwhelming majority of respondents (76%) believe that when parents and teachers are in touch, children's performance in school improves. They believe that children are compelled to be more responsible and truthful about school when their parents and teachers communicate.</p> <p>On the other hand only 24% of the respondents believe that frequent communication between parents and teachers is not necessary, because they believe it makes children too accustomed to monitoring and as a result they fall apart if left on their own.</p>
M a r c h	2016	<p>School should not mete out harsh punishment to students because the only thing severe consequences reinforce, is a culture of fear.</p> <p>The majority (84%) of the voters believe that schools should not mete out harsh punishments because they are distressing and confusing. They believe that punishments reinforce a culture of fear and children do not analyse their behavior even after they are punished. On the other hand 16% of the respondents believe that punishments and consequences as a result of breaking rules are part and parcel of the real world and so schools should punish students in order to instill discipline.</p>
D e c e m b e r	2015	<p>Schools should focus on teaching real life skills, because students are not likely to use their knowledge of subjects such as literature or trigonometry anywhere practically.</p> <p>A large majority of the respondents (70%) feel that schools should focus more on teaching life skills that will be useful for students when they enter practical life. They feel it is more important for children to learn to operate a bank account or apply for a job, than to study subjects such as Art which do not seem to have much practical value. A minority (30%) feel that life skills should be learnt at home and that all subjects that are traditionally taught in schools are important.</p>
O c t o b e r	2015	<p>Grades reflect a student's intelligence; because they are the most reasonable way of differentiating between those who made the effort to study, understand and apply knowledge and those who didn't.</p> <p>The majority of those who responded to this poll (78%) think that grades do not reflect a student's intelligence. These respondents believe that grades mainly reflect a student's interest in a subject and his proficiency in taking tests. On the other hand, a minority (22%) of those who responded believe that grades are a reliable indicator of intelligence, because they come very close to measuring learning.</p>
A u g u s t	2015	<p>Teachers should not focus on improving handwriting and teaching children to write in cursive, because these have become irrelevant in the age of computers and mobile phones.</p> <p>The majority of those who responded to this poll (85%) think that handwriting is important and should be taught because it has many learning benefits. These respondents feel that when teachers focus on handwriting and children are taught to write cursive, it affects early literacy and improves their creative writing skills. On the other hand, a small percentage of the respondents (15%) believe that handwriting will lose its importance over time (due to technological advances), hence it is not necessary to focus on it or to teach it in schools.</p>

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:

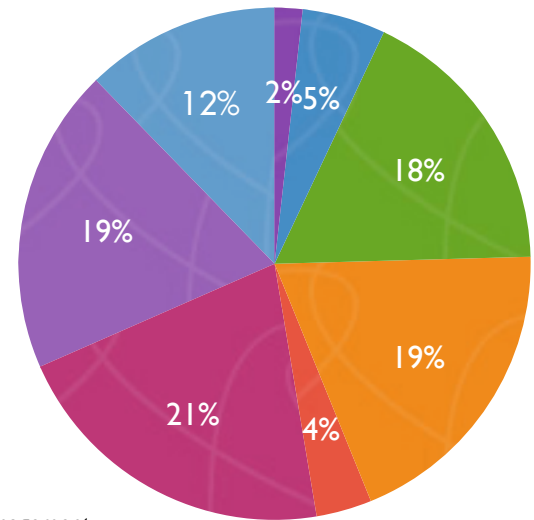
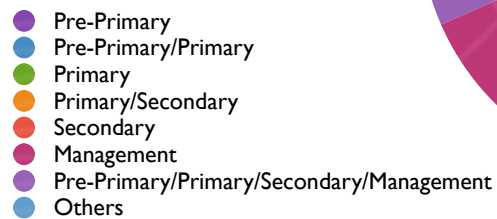
<i>Pehla Taleemi Basta</i>	Educational kit for use in pre-primary and lower primary classrooms
Nurturing Creativity in Young Children CD-ROM	Helps ECE teachers understand how young children learn
<i>Nazmaon ki Dilchasp Duniya</i> Video CD	Training video for ECE teachers highlighting the significance 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 Janib</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
Critical thinking lesson plans (for ECE till grade 5 and for multi age classes)	The lesson plans have been developed based on the themes and competencies of the National Education Curriculums for ECE and primary with the support of Open Society Foundations.
The Thinking Classroom An Action Research	The study captures the pretesting process of the critical thinking lesson plans both in public and private schools.
The Thinking Classroom Training Programme for ECE and Primary Teachers: An Impact Study	The Impact Study highlights the effectiveness of the training of Master Trainers in different cities across Pakistan.

Appendices

- Overview of Workshops
- Workshop Participation
- List of Workshops

Overview of Workshops

Workshops Conducted	57
Workshop Participation	1104
Hours	759
Days	176



	Workshop Programme		Projects		Sub-Total		Total	%
	F	M	F	M	F	M	Both	
Teachers	405	23	196	68	601	91	692	67.6
Heads	65	8	51	29	116	37	153	15.0
Coordinators	69	9	2	1	71	10	81	7.9
Admin Staff	8	1	0	1	8	2	10	1.0
Librarian	1	0	0	0	1	0	1	0.1
Parents	0	0	0	0	0	0	0	0.0
Others	5	1	92	69	97	70	167	16.3
Total	553	42	341	168	894	210	1104	
	595		509		1104			

Appendices

Overview of Workshops | Workshop Participation | • 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 2015 and June 2016 is provided below:

July-September 2015	January-March 2016
Framing Learning Objectives	Developing Students as Active Learners
Developing the Young Scientist	Promoting Physical Fitness in Schools
The TRC Primary Education Course	Teachers as Confident Speakers
Successful Mentoring of Beginner Teachers	Developmentally Appropriate Practices in Early Childhood
Promoting Comprehension Skills	Evaluating for School Improvement
Active Learning	Student-Centered Approach to Teaching Literature
October-December 2015	Teaching Oral Skills in Early Childhood
Celebrating Events in Schools	Observing and Assessing the Young Learner
Enhancing Mental Maths Skills	Making Homework Meaningful
Differentiated Instructions in the Classroom	Feedback of Classroom Support Programme
Teachers as Decision Makers	Correct Way to Correct
Enhancing Mental Maths Skills	<i>Terbiati Programme Bara-e-Master Trainers</i>
Organising Science Projects in Schools	<i>Bachon mein Sochney ki Maharat ki Nashonuma</i>
Ethics and School Leadership	<i>Bachon mein Sochney ki Maharat ki Nashonuma</i>
Planning Motivating Activities for Introducing New Concepts	<i>Soch ki Maharat Perwan Cherhana</i>
<i>Khushkhati</i>	<i>Soch ki Maharat Perwan Cherhana</i>
Integrating ICT with the Curriculum	April-June 2016
<i>Bachon mein Sochney ki Maharat ki Nashonuma</i>	Understanding Inclusive Education
A Talk Session on "Role of a School Head"	Promoting Critical Thinking through Art
<i>Tanqeedi Soch Aur Qaumi Nisab</i>	Role of a School Coordinator
<i>Terbiati Programme ka Taaruf</i>	Understanding Physical and Health Education as part of the School Curriculum
<i>Terbiati Programme Bara-e-Master Trainers</i>	Teachers as Counsellors
<i>Terbiati Programme ka Taaruf</i>	Early Identification of Learning Difficulties in the Classroom
<i>Terbiati Programme Bara-e-Master Trainers</i>	Managing a Successful School
<i>Terbiati Programme ka Taaruf</i>	Lesson Planning and Classroom Management
<i>Terbiati Programme Bara-e-Master Trainers</i>	Effective Teaching
<i>Terbiati Programme ka Taaruf</i>	School Improvement
<i>Terbiati Programme Bara-e-Master Trainers</i>	ECE in Light of National Curriculum
<i>Terbiati Programme ka Taaruf</i>	Experiential Learning
<i>Terbiati Programme Bara-e-Master Trainers</i>	

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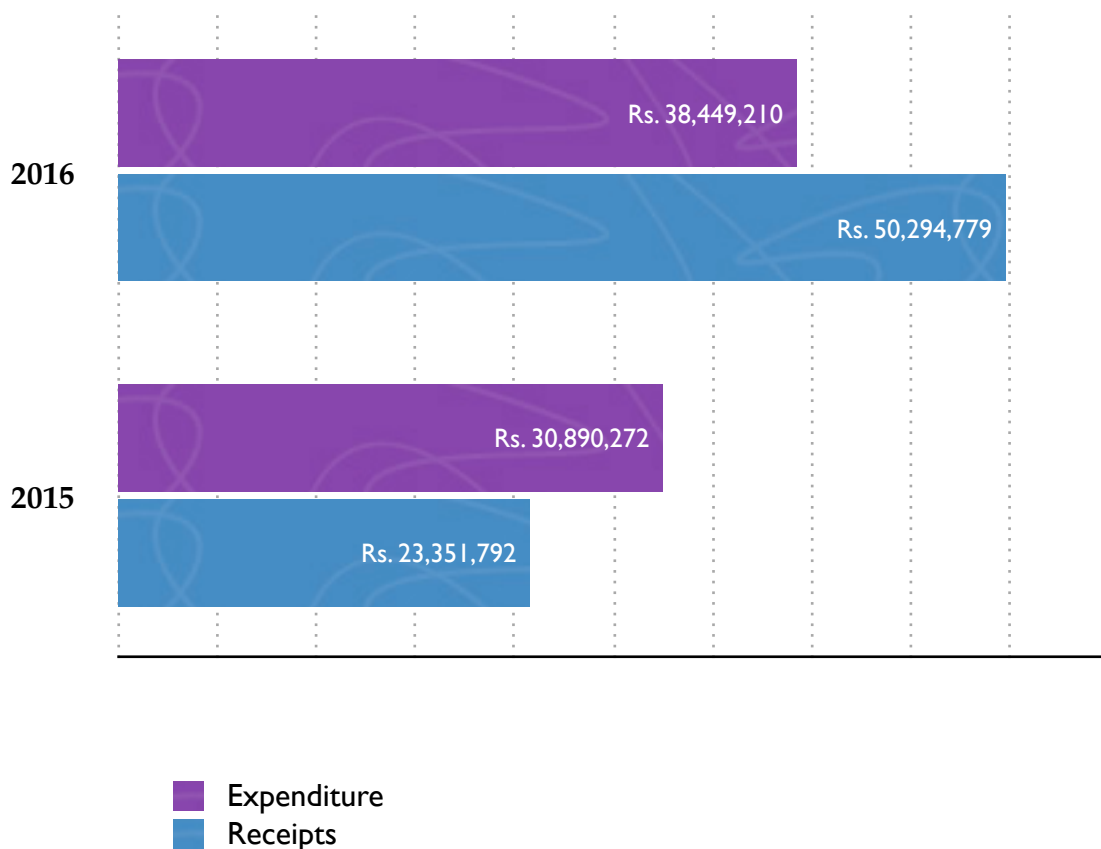
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Summary of Financial Performance during the Year 2015-2016

Overview

During the year 2015-16, the total income of Teachers' Resource Centre (TRC) amounted to PKR 50.30 million against a total expenditure of PKR 38.45 million showing a net surplus of PKR 11.84 million.

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



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Receipts

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

Income Head	2016	2015	Variance from last year	
			PKR	%
Membership Fee - Institutions	224,000	296,000	(72000)	-24%
Workshop Fee	3,336,046	2,323,876	1,012,170	-44%
Course Fee: ECE	1,730,000	2,665,500	(935,500)	-35%
Consultancy Income	10,000	312,500	(302,500)	-97%
Return on Investments	1,964,488	1,694,962	269,526	16%
Donations	211,000	20,500	190,500	929%
Profit from sale of PTBs	305,644	387,950	(82,306)	-21%
Profit on sale of listed Securities	20,210,277	319,789	19,890,488	6,220%
Other Income / (Loss)	1,419,659	583,974	835,685	143%
Project Grants utilised	20,883,665	14,746,740	6,136,925	42%

Given below are some of the major increases that led to Surplus for TRC.

- Gain realized on an investment due to redemption of JS Growth, National Investment Trust and MCB Islamic Stock Fund.
- Gain on sale of Vehicles.
- Foreign Exchange Gain arose due to GBP currency devaluation

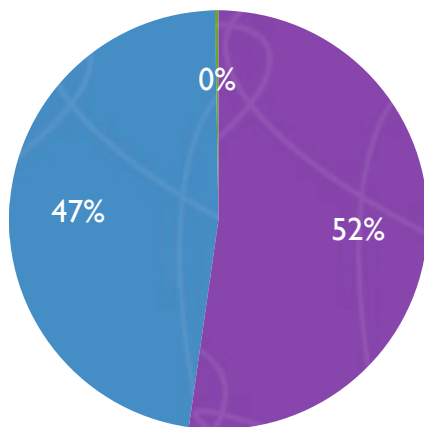
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Expenditure

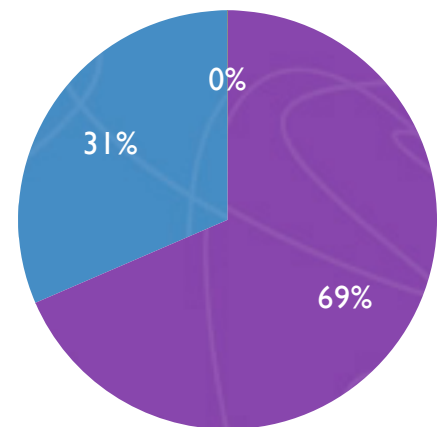
TRC's expenditure is divided into operational costs, programme costs and capital costs. The charts below illustrate the percentage apportioned to each of the three areas during the reporting period and compare them to the previous year.

2016



● Operational Costs
● Programme Costs
● Capital Expenditure

2015



The overall operational cost has decreased due to appropriation charged to the project where major activities were utilised.

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Financial Position of the Centre

Investments

TRC's market value of investments now stands at PKR 75 million, which shows decreased of PKR 23 million as compared to last year.

Cash and bank balances

Cash and bank balances at year end has Increased from prior year. This increased has resulted due to excess in income.

Deferred liability

The gratuity payable balance decreased by 80% due to the Gratuity paid to employees in current year

Deferred Income

The Deferred income increased by 400% as compared with last year due to we have received advance received from ECE course.

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.
- Mrs. Haque's Nursery Block-4 and Haque Academy, for their assistance, cooperation and facilitation of field placements for our pre-service students enrolled in the ECE-CP (2015-2016).
- Ms Navaira Dhedhi, Ms. Ayesha Umair, Ms. Aliya Ladiwala and Ms. Sana Lone for their contribution towards TRC monthly Ilm o Amal articles

Thank you :-)



SUPPORT TRC. SUPPORT QUALITY EDUCATION IN PAKISTAN

You can make a financial contribution to TRC in several ways. You can send us a donation, buy our products, send your teachers to our workshops and request a consultation for school evaluation and institutional strengthening. Your contribution can help us make a difference in the lives of teachers and students across Pakistan.



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