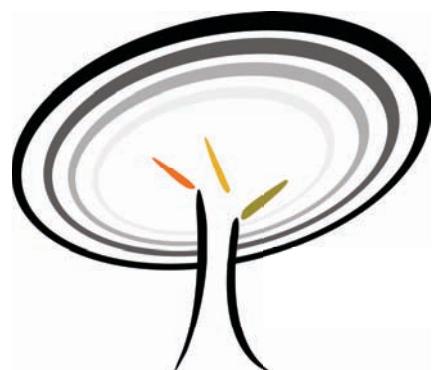


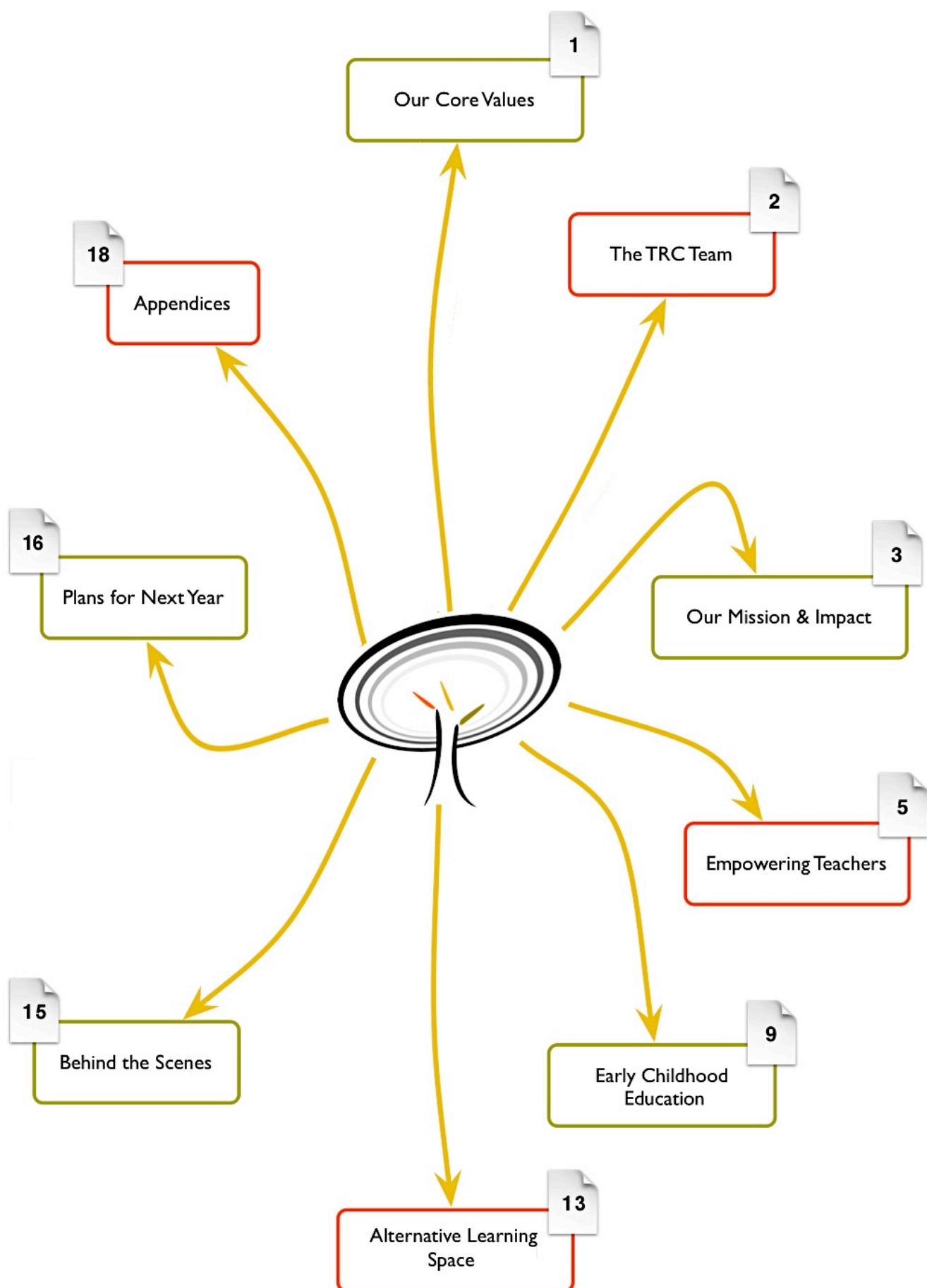


25th Annual Report



Teachers' Resource Centre
making a difference

Contents



Our Core Values



The Child

TRC's focus is on improving children's learning experiences in the school environment. We are committed to this concept in its totality.

Challenge

To stretch towards challenge and accept challenge as part of our daily working life.

Communication

To be open and honest in our communication, and to share whatever information we have which can be of benefit to each other, and the organisation.

Confidentiality

To maintain confidentiality of information, in relation to organisations and individuals that we work with on behalf of TRC.

Creativity and Innovation

To be innovative in our approach, in order to create new ideas which will enhance the child's learning experience.

Environment

To use resources in a sustainable manner, and actively encourage recycling. TRC is committed to the environment and its preservation.

Equal Opportunities

To positively encourage equality of opportunity in both employment and provision of service.

Ethics

To be ethical and maintain integrity in all our work and relationships.

Flexibility

To be flexible in meeting challenges in a changing environment, in organisational roles and directions.

Respect

To ensure that at all times we are courteous and respect others, be they within or outside the organisation and regardless of their socio-economic position in society, their gender, regional or religious affiliations.

Teamwork

To work in collaboration with colleagues, on the basis that through the contribution of diverse individuals, teams can achieve what an individual cannot. To view our work with schools and their staff as a partnership - partners in the child's educational development.

Vision

To have a broad vision which encompasses not only our own organisational goals, but the goals of the community in which we are working.

The TRC Team and Governing Body

TRC is managed by a professional team of 12 diverse and multifaceted individuals, who are supported by an administrative and logistics team of 10. A pool of valued workshop leaders who have worked with us over the years, contribute to our workshop programme. The input of each member is highly valued; without their support the work we do would not be possible. TRC is also supported by a Governing Body who provide direction in all policy matters.

► Ms. Seema Malik	Director
► Ms. Mahenaz Mahmud	Director Programme Development
► Ms. Natasha Ansari	Assistant Director
► Ms. Rubina Naqvi	Senior Manager, Membership Network
► Ms. Amima Sayeed	Senior Manager, Research and Advocacy
► Ms. Shabnam Ahmed	Senior Manager, Programme Development and Research
► 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. Mehnaz Amir Ali	Training and Development Team, Early Years Education Programme
► Ms. Shahida Parveen	Librarian
► Mr. S. Najm-ul-Hassan Naqvi	Office Manager
► Mr. Inayet Ullah Khan	Accountant
► Mr. Muhammad Wasif	Office Assistant
► Mr. Zaeem Samson	Receptionist
► Mr. Muhammad Zada	Driver
► Mr. Pervez Daniel	Driver
► Mr. Muhammad Imran	Ancillary Staff
► Mr. Dildar Khan	Ancillary Staff
► Mr. Mehtab Hussain	Watchman

The TRC Governing Body

► Ms. Azra Raza	Honorary Chairperson, TRC & Trustee, Babaza Foundation Trust Primary School
► Mr. A. Rehman Mithani	Honorary Treasurer, TRC
► Mr. Shanul Haque	Honorary Secretary, TRC & Director, Haque Academy
► Ms. Adiba Kamal (Late)	Principal, Green Shield Public School
► Ms. Nancy Joseph Lobo	Deputy Director, Notre Dame Institute of Education
► Ms. F. D. Tampal	Principal, The Mama Parsi Girls' Secondary School
► Ms. Yasmeen R. Minhas	Founder Principal, Foundation Public School
► Ms. Mahwash Asif	Senior Manager Training, Beaconhouse Regional Office
► Ms. Kermin Parakh	Principal, Bai Virbaiji Soparivala Parsi High School
► Ms. Nargis Alavi	Principal, Habib Girls' School
► Mr. Salahuddin Ahmed	Barrister-at-Law
► Ms. Seema Malik	Director, Teachers' Resource Centre

Our Mission & Impact



A group of concerned educators with a simple belief in one's ability to influence change, sowed the seed for the creation of the Teachers' Resource Centre (TRC). The individuals behind our organization did not just believe in themselves but felt that if teachers in Pakistan's schools believed in *their* power to make a difference, it would transform the teaching-learning process. In 1986, TRC, the first organisation of its kind, was established with the goal of offering in-service education and educational materials to school teachers across Pakistan. Twenty-two years later, this commitment has extended as far as Tharparkar, Quetta and Gilgit.

Rote-learning and lecture-based instruction have long been entrenched in Pakistan's education system. Through workshops, publications, research, curriculum and material development, as well as advocacy and policy dialogue we work to promote active learning and lay the foundation for life-long learning. We believe that teachers are at the frontline of education, and even with limited resources, can be inspired to feel pride in their profession and make a difference in their students' lives.

Our success and professionalism have led TRC to become an influential voice in Pakistan's education sector. We are now an acknowledged leader in the fields of Early Childhood Education and teacher training. We have seen enduring change effected in public and private schools. Such encouraging outcomes of TRC's work have sustained our commitment to keep the needs and rights of the teacher and child at the heart of our endeavours.

Our mission is to improve the learning experiences of children by helping change teachers' perceptions of the learning process.

From 1986 to June 2011, TRC's work has benefited 38,614 teachers and school personnel.



The TRC Logo

TRC was born from a seed; it was the beginning of a concept which has grown and matured, and evolved over the years, to become a provider of imagination and inspiration to the public and private education sector. Our logo embodies the spirit of TRC as the organization enters its 25th year. The tree is a universal symbol of life, knowledge, and enlightenment. TRC empowers teachers to tap into their inherent potential, and the tree represents the enabling environment that we provide.

Overview of the year

- TRC developed a specialised ECE manual and conducted a 6-day training workshop for PITE's (Provincial Institute of Teacher Education) master trainers; 30 participants attended the workshop, from different districts of Sindh.
- As part of the RCC (Releasing Confidence and Creativity) initiative TRC has been working to strengthen ECE in Pakistan. This year, we were invited to expand our support to RCC's recent intervention in two districts of Khyber Pukhtunkhwa. In the first phase we conducted an extensive needs assessment and in the second phase conducted training for teachers and head teachers in the two districts.
- As part of our Media Literacy Initiative, we conducted a six-hour multi-school Media Literacy workshop for teachers from Pre-primary, Primary and Secondary levels. The group explored the concept of media literacy, the need to study and understand it and examined how important it was to develop media literacy/critical thinking skills in our students so that they can make more informed decisions about their choices and the messages they 'consume' throughout the day.
- TRC's Film Club screened *Zor Lagaa Ke Haiya* for 35 head teachers of RCC partner schools in Korangi and Jamshed Towns, Karachi. The film, which draws attention to environmental issues, was screened again for children of public-sector schools from Baldia Town. Later another film, *Udaan*, about following your dreams, was also screened for 22 head teachers of RCC partner schools.
- TRC experimented with the Alternative Learning Space this year. The ALS is an innovative programme, which taps into the natural curiosity of a child by providing an informal learning environment to non-school going children from low-income families as an alternative to school.
- The Annual General Meeting for TRC members was held on 29 January 2011 at the TRC premises. This year, four of our Governing Body members completed their term on the Governing Body and were replaced by new members.
- The number of multi-school workshops scheduled for members totalled 25, which were attended by 493 participants. TRC conducted 10 school-focused workshops for 8 different schools.
- TRC-IECE collected alumni data to enable us to reconnect with them and track how they are doing in their workplaces, and to provide a forum for them to share their experiences and ideas. The data revealed that the majority of our graduates are employed in various education institutions teaching at the early childhood and primary levels. The survey revealed that the alumni felt that the ECE-CP is an extremely effective professional development programme, which helped them grow at both the personal and professional levels.
- In June 2010, TRC bid farewell to its 4th batch of IECE students and welcomed 20 students in September in its 5th batch.
- Our team has been busy translating the ECE-CP into Urdu. Next year, the programme will be offered in both English and Urdu concurrently. The CART (Course Assessment and Review Team) at Bradford University approved the ECE-CP as a validated programme of the university.
- TRC was invited to be part of the technical committee for UNESCO's ECCE Initiative on Parents' Education. We reviewed two manuals and attended meetings to provide feedback in Islamabad and UNESCO's Regional Bureau for Education in Bangkok.
- TRC contributed to the USAID Ed-Links project by developing two CDs, The Magic of Math and Wordtopia. The Ed-Links programme supports education across Pakistan and the Math and English interactive digital games developed by us, will be used in secondary schools in the public sector.

Empowering Teachers Changing Lives



Our Workshop Programme

Since its inception TRC has conducted workshops for over **38,614** participants. In 2010-2011 TRC held **65** workshops: **25** were multi-school workshops, **10** were school-based for member schools, and **30** were project workshops.

TRC'S primary focus is on the professional development of teachers in Pakistan. Teachers are frequently blamed for the generally lamentable state of education in Pakistan's schools. However, the ground reality is that teachers often work under difficult circumstances, enduring a poor working environment, extremely low salaries and next to no respect for their profession. TRC's Workshop Programme is based on a strong belief that the quality of a child's education can be improved by inspiring teachers, and helping them change their perception of the learning process. We work hard to help teachers recognise themselves not only as teachers, but also as lifelong learners. As leaders in the field of teacher training, TRC's workshops are known for their breadth, effectiveness and innovative approach, and so this year, once again, the response to our workshop programme has been enthusiastic.

In an attempt to enhance the overall environment in schools, TRC's workshops cover a wide spectrum of topics. Apart from a large variety of workshops focused on traditional school subjects and pedagogy, TRC also offers workshops on less mainstream, yet valuable themes such as Anger Management and Media Literacy. Active learning methods are advocated in all our workshops and consequently all the workshops themselves are also activity-based. Thus participants 'learn by doing' and engage in critical thinking. We also make sure that each TRC workshop is informed by our original mission: to encourage teachers to understand that they are at the forefront of education and can singlehandedly make a difference in a child's life.

In addition to our diverse, topical multi-school workshops, TRC also conducts school-focused workshops. For the latter, TRC's staff works closely with the school and tailors a series of workshops that address their particular needs. The workshops are structured according to the school's requirements and often include comprehensive follow-up, observation, mentoring and evaluation. These workshops are an extremely positive experience for all involved.

Below is a sample of the school-focused workshops conducted by TRC over the last year. Details can be found on our website.

Multi Grade Jamatoon Mein Moasar Tadrees for teachers at the HOPE (Health Oriented Preventive Education) School in Korangi. Participants were introduced to the importance of active learning and some of the topics covered were, Stages of Development and Developmental Domains, How Children Learn and Activity-based Learning.

TRC's workshops are known for their breadth, effectiveness and innovative approach, and so this year, once again, the response to our workshop programme has been enthusiastic.

A workshop on “Effective Teaching” was conducted for Minwala Girls’ School. Topics covered during the workshop included: Concepts of Learning, Learning Styles, Levels of Thinking, Role of the Teacher in the Learning Process and Effective Teaching Methods. It was rewarding to see teachers questioning the effectiveness of the systems being followed in their school. A few months later, a follow-up training was held to augment this workshop. Finally, at the end of the year, another 4-hour session was conducted at the school to share all the findings of the classroom support programme.

A workshop on ‘Professionalism’ was conducted at the Korangi Academy. The training focused on the importance of maintaining a positive attitude at work, time management tips and skills, and the difference between a job and a profession.

Other school-focused workshops that were conducted this year were on topics such as, ‘An Effective Learning Environment’ and ‘Continuity and Progression in Curriculum Planning’ for Links School, PECHS Girls’ School, Habib Public School and Habib Girls’ School.



Our Projects

Both TRC’s long-term and short-term projects contribute to our outreach and strengthen the impact we make. Supported by local and international donors, our short-term projects include one-off teacher training workshops and the development of learning materials or publications. Our long-term projects focus mainly on school improvement as well as the professional development and capacity building of diverse educational players, from teachers to district managers and teacher educators.

Funded projects have enabled TRC to work proactively in under resourced environments, to provide innovative approaches that would not be available otherwise and to help to bridge the gap between well-resourced and low-income schools. We are often approached by donor agencies, International Non-Government Organisations (INGOs), local philanthropists, educational institutions, multinationals and other partner NGOs to lend our expertise for capacity building and research initiatives in education. TRC has undertaken numerous projects in the past, such as research studies, project evaluations and training modules and continues to do so.

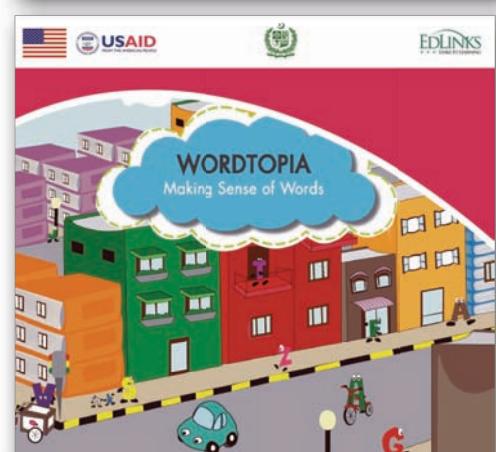
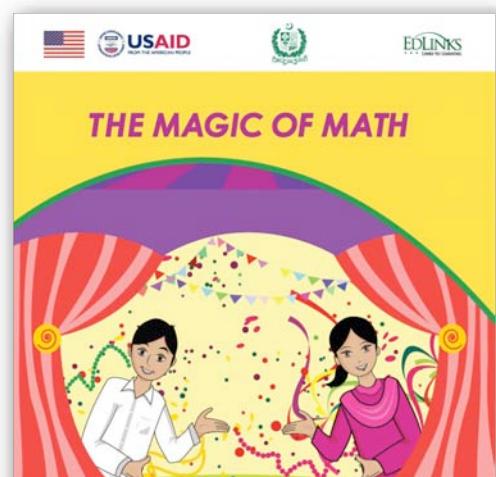
Ed-Links: Links to Learning

Ed-Links is a 5-year USAID-funded project that supports improvements in education in secondary schools in Sindh, Balochistan, ICT and FATA. In partnership with the Government of Pakistan, Ed-Links is involved in improving student learning processes and in the professional development of teachers in Mathematics, Science, Information and Communication Technology, and English Language. Ed-Links is also strengthening educational leadership and management in public sector schools and upgrading the government’s Education Management Information System (EMIS).

TRC’s involvement in this initiative is a critical one. We have been commissioned to develop interactive, self-learning material for grades 6 through 8 for Math, Science and English. The material being developed by TRC is content-rich and enhances children’s interest in learning through technology

Last year, TRC and the B.I.T.S team, who are undertaking the digitalization process of the material, shared the activities, wire frames and the graphic designs with the ED-LINK Programme Managers. The extensive efforts were greatly appreciated. This year the completed Math and English interactive digital games, The Magic of Math and WordTopia were completed and handed over to ED-LINKS for distribution in project schools.

TRC’s efforts were lauded and based on the outstanding quality of the CDs; the ED-LINKS team expressed a strong desire to share the interactive learning material with schools across the public sector.



Releasing Confidence and Creativity (RCC) Advocacy

Supported by the Royal Netherlands Embassy (RNE) and coordinated by the Aga Khan Foundation Pakistan (AKFP), Releasing Confidence and Creativity (RCC) is a multi-partner project with the objective of strengthening Early Childhood Education (ECE) in Pakistan.

As part of the RCC initiative, TRC is working with 40 partner schools functioning under the Local Bodies Wing and Education Department, CDGK, in Jamshed and Korangi Towns in Karachi. The idea is to transform *katchi* classes in partner schools into vibrant learning spaces, through training and regular follow-up support provided to teachers, heads and supervisors.

This year, not only did TRC continue to provide support and improve the learning environment for the partner schools, but we were also invited to provide support to RCC's recent intervention in two districts of Khyber Pukhtunkhwa: Mansehra and Abbottabad. SUNGI and the Mountainous Institute for Education were engaged as partners for this intervention and the programme was conducted in two phases.



knowledge and skills required to implement the National Curriculum for ECE (NCECE). Valuable learning resources that have been indigenously developed after extensive research over the years by the TRC, such as the *Pehla Taleemi Basta* and the training videos *Nazmoan ki Dilchasp Duniya*, 'The Learning Environment' and 'Language and Literacy' were introduced as part of the training.

TRC also conducted workshops on Active Learning and Learning Assessment for RCC's implementing partners SOCIETY and HANDS. Microteaching and simulations were key strategies that were used during the workshop. Details are on TRC's website.

In the first phase, TRC conducted an extensive needs assessment with 20 mentors of the partner teams. MIED participants received advanced training on pedagogy while participants from SUNGI were engaged in community mobilisation, school supervision and coordination activities. Based on the needs assessment, TRC is expected to be extensively involved in capacity building activities, such as lesson planning, assessment, active learning and providing feedback and support to teachers.

The second phase of the programme involved conducting training for teachers and head teachers in the two districts. TRC conducted two 50-hour workshops at Abbottabad and Mansehra to equip participants with the



Provincial Institute of Teacher Education (PITE) Sindh

With UNESCO's support, PITE Sindh requested TRC's assistance in developing an ECE Resource Centre in Shaheed Benazirabad (Nawabshah) District. After the Memorandum of Understanding was signed last year between the two institutions, TRC provided intensive technical assistance to the project. TRC supported PITE personnel in the development of an ECE manual for which they spent several weeks at TRC. We also conducted a training workshop for PITE's master trainers. The 6-day Training of Trainer (TOT) workshop was attended by 30 participants from different districts of Sindh. The workshop focused on a wide range of topics such as 'Child Growth and Development' and 'Teachers' Roles and Responsibilities'. Techniques such as role-play, case studies and participatory lectures are just some of the methods that were used to conduct these sessions. These techniques were a novelty for the participants, and proved to be highly effective.



The TRC Media Literacy Initiative

Pakistan's first ever Media Literacy Initiative was launched by TRC in 2006. This is yet another pioneering initiative undertaken by us. Our Media Literacy Initiative reflects the changing needs of students in the 21st century and takes into account their increasing exposure to media. The initiative was launched in view of the global consensus among leading educators that literacy in the modern world must include media literacy, which promotes the ability and skill to be a discerning consumer of print, electronic, and social media.

Teachers from pre-primary, primary and secondary levels from various schools attended our media literacy workshop in March. The group explored the concept of media literacy, the need to study and understand it and established how the media was showcasing our values and beliefs. The workshop was a success and by the end the participants agreed that given Pakistan's media explosion the time was ripe to integrate media literacy into their respective school's curriculums.

TRC's Film Club is an integral part of the Media Literacy Initiative. Despite encountering roadblocks such as lack of funding and resources, the TRC Film Club continues to function and seeks to promote media that is positive, thought provoking and enlightening.

This year, the film club screened two films for RCC project teachers.

Zor Lagaa Ke Haiya was screened for 35 head teachers of RCC partner schools from Korangi and Jamshed Towns, Karachi. *Zor Lagaa Ke Haiya* is an action comedy and adventure that addresses the apathy of contemporary society to environmental issues. The plot revolves around a group of children who with the help of a homeless man manage to save a tree from being cut by a capitalist construction giant and his contractor. The discussion after the film was animated and revolved around key environmental issues and the role individuals can play in improving their environment.

The same film was screened again, for government schools from Baldia Town, Karachi. Students of Grades 5 to 8 from various schools were invited to the screening. The feedback received from the students showed that they had imbibed a heightened sensitivity to the environment after the screening. During group work, they made plans on how they could be more eco-friendly in the future.

We screened another film, *Udaan*, for the head teachers of RCC partner schools from Jamshed and Korangi Towns. *Udaan* is a coming-of-age drama about a young man who wants to follow his dream of becoming a writer. The protagonist comes into conflict with his father who has more 'practical' plans for him. The film proved to be a moving experience for the audience. It led to an intellectually and emotionally stimulating discussion that touched upon differing parenting styles, the audience's own role in nurturing children and also the Convention of the Rights of the Child.



Early Childhood Education

The TRC Institute of ECE

The Idea Behind Our Logo:

- The logo is comprised of building blocks in primary colours
- The circle represents the cyclical nature of life and learning and is symbolic of harmony and balance
- The sun represents a new day, a new beginning ... hope for the future and is a symbol of warmth and energy
- The child is symbolic of imagination and hope and is at the centre of all our work
- TRC, the parent organisation, is a symbol of sharing and cooperation
- The flower represents freshness and spirit



As a leader in promoting Early Childhood Education, TRC has long recognised the importance of, and need for, trained and qualified pre-primary teachers in Pakistan. Many teachers of young children have no previous experience and must do their best as they learn on the job. Given this situation, in addition to the short ECE workshops we conduct, the establishment of the year-long ECE Certificate Programme (ECE-CP) has been a crucial step in enhancing the pool of ECE resource persons in the country.

The TRC - Institute for Early Childhood Education (TRC – IECE) is the only institution in Pakistan that offers a formal Early Childhood Education programme. The ECE-CP (Early Childhood Education Certificate Programme) is a ground-breaking programme that directly addresses the dire shortage of early childhood educators in the country. It is an academically rigorous, yet flexible programme aimed at developing and supporting early childhood professionals.

The ECE-CP curriculum is informed by the belief that children learn best through ‘active learning,’ that is, through direct, hands-on experiences with people, objects, events, and ideas. The ECE-CP has been developed indigenously and there is a special emphasis on ensuring that the practices imparted are relevant to the school environment of the average Pakistani school. In keeping with TRC’s stress on the active learning philosophy, the ECE-CP curriculum itself attempts to give students as close a taste of the classroom in the real world as possible, and so observations and practical experience in an ECE classroom form an important part of the programme.

We use an interactive and critical pedagogical approach which is one of the reasons behind our success. Our Field Education component gives our students the opportunity to put theory into practice, and so pre-service students are required to complete 280 hours of placement work, while in-service teachers continue with their regular teaching roles and responsibilities. Schools such as Mrs. Haque’s Nursery, P.E.C.H.S Girls’ School and Bayview Academy have been instrumental in our success as they have accommodated several of our pre-service teachers this year, and helped support their learning.

IECE Alumni Tracking

This year we began work on the development of a ‘Community of Practitioners’ for Early Childhood Education as a platform for IECE graduates to reconnect. Efforts were made to collect data on the alumni and the collected information revealed that of the 46 graduates of the last four cohorts of TRC-IECE, 40 are currently employed in various educational institutions. Significantly, a majority of them are teaching at the Early Childhood and Primary levels, thereby putting their professional learning into practice.

Data reveals a near unanimous declaration of ECE-CP as an extremely effective professional development experience by the alumni. A closer analysis of the data reveals that the graduates felt that the ECE-CP has proved useful at three levels. Firstly almost all the graduates have cited the course as being instrumental in developing their understanding of children, how they grow and learn, and the nature of facilitation that is required for their holistic development.

Secondly, the graduates emphasized that the course helped enhance and improve their professional practices. Each respondent mentioned that the ECE-CP experience helped raise the quality of her interactions with children, colleagues and parents. They reported increased confidence levels, confident decision-making, patience, independent learning, and sustained positive changes in attitude.

In August 2010, TRC bid farewell to its 4th batch of ECE students in a graduation ceremony attended by proud family members. Director, Notre Dame Institute of Education, Sr. Margaret Madden, was the chief guest on the occasion; she awarded certificates to the graduates. In September 2010, TRC-IECE welcomed its 5th cohort of 20 students.



TRC-IECE and Bradford University Institutional Linkage

In May 2011, TRC received the long-awaited news that the CART (Course Assessment and Review Team) at the University of Bradford had recommended the approval of our ECE-CF as a validated programme of the university. In an email, the Dean School of Lifelong Education and Development, University of Bradford, emphasized that, "The external examiners were extremely impressed by the programme, in terms of academic rigour, content, quality and high expectation of the students."

Later in May, the Dean and a colleague visited us to discuss the validation and any remaining issues. They also visited a classroom to talk to students about their learning and experiences of ECE-CP. The TRC-IECE Board of Governors were also invited to TRC to meet the visitors.

The terms of the final contract are being drawn up to formalize the institutional linkage. TRC representatives are scheduled to visit Bradford in the first week of August 2011.



The ECE-CP in Urdu

In September 2011, TRC will be offering the ECE-CP in Urdu. This step is expected to automatically amplify the reach of the course and increase its impact manifold. The first batch of students who will benefit from ECE-CP in Urdu comprises of both public and private school teachers. To this end, TRC's Training and Development Team is totally immersed in translating and adapting the course outlines and the teaching and learning resources for all ten courses of the programme.

ECE Advocacy

For over two decades, TRC has championed the cause of Early Childhood Education through projects, innovative initiatives and experience sharing. The aim of TRC's work in ECE has been to broaden impact and increase awareness and capacity in the ECE sector.



UNESCO's Parents' Education on ECCE Initiative

TRC was invited to participate in UNESCO's pilot initiative to educate parents about Early Childhood Care and Education (ECCE), with a view to improving young children's readiness and retention in primary schools. The project attempts to promote parent education on developmentally appropriate child rearing practices, through Community Learning Centres, which is often a meeting point for many parents in local communities.

TRC was invited by UNESCO to be part of the Technical Committee, which was tasked with reviewing the draft Parenting Education Guidebook and the Facilitator's Handbook, developed by UNESCO Bangkok. TRC staff carried out a thorough in-house review of the two handbooks and attended two national team meetings in Islamabad, and the regional handbook review workshop in Bangkok. The workshop brought together participants from the Asia Pacific region: Bangladesh, Myanmar, Pakistan, Samoa and Vietnam.

International Conference on Girls' Education

In April 2011, TRC was invited to participate in an international conference on "Empowerment through Girls' Education in Contemporary Muslim Societies" which was organised by The Pakistan Coalition for Education (PCE) and OXFAM Novib. As a member of PCE, TRC also moderated a plenary session at the conference. Speakers from around the world presented their country frameworks, achievements and challenges for promoting Girls' Education across all levels.

From Pakistan, parliamentarians as well as noted academicians, donor representatives and development workers participated in the plenary sessions. Discussions revolved around the 18th Amendment, devolution of the Federal Education Ministry and the Rights to Education Act.

The conference concluded with a resolution for increasing girls' education for empowerment and equity in the increasingly turbulent socio-political context of Pakistan.

Social Networking Project

TRC was contacted by the Japan Society of New York which has created a website that allows students from around the world to collaborate on creative projects and take part in meaningful, student-driven exchanges. While exchanges between schools in the USA and Japan have already started, schools from Pakistan are expected to join the website later in the year. The Going Global Social Networking Project consists of a series of flexible projects that are designed to engage students of all abilities and interests in authentic, fun, educational international exchange. TRC has identified three Pakistani schools for participation in the project which will begin in September 2011.

Pakistan Children's Television (PCTV)

In collaboration with USAID and Sesame Workshop, Rafi Peer Theatre Workshop (RPTW) is bringing the American children's television series Sesame Street to Pakistan. Sesame Street will be aired in Pakistan as part of the PCTV programme, which aims to promote literacy and reinforce positive messages to children in rural areas through various media including puppetry, live shows, TV and interactive websites.

TRC is part of the Technical Advisory Committee on Sesame Street; our representative attended two meetings in Lahore, to discuss content and provide feedback on relevance and cultural sensitivity.

TRC and HSBC to collaborate on the PTB Project

In March 2011, TRC and HSBC Bank signed a Memorandum of Understanding to officially begin the *Pehla Taleemi Basta* (PTB) project. The PTB is an indigenous ECE kit that has been developed by TRC and is being used successfully by ECE teachers in public sector schools across Pakistan. As part of the project, HSBC will be sponsoring 150 PTBs that will be distributed across schools in six towns of Karachi, namely Keamari, Bin Qasim, Shah Faisal, Lyari, Landhi and Malir. TRC will also train 150 teachers on using the PTB in their classrooms.

National Commission for Human Development (NCHD)

In July 2010, the NCHD Director Education, Iqbal ur Rahman visited TRC with his team. The NCHD team came with the explicit purpose of learning about our history and journey, specifically pertaining to ECE. TRC's ECE resources were shared with the team, which led to a discussion about the possibility of TRC's involvement as technical advisors on any ECE-related initiatives that may be undertaken by NCHD in the future.



Director Education, Federal College of Education (FCE), Islamabad

In August 2010, Director Education, Federal College of Education (FCE), Rafiq Tahir and his team visited TRC. The purpose of the meeting was to learn more about the ECE Certificate Programme and explore how the government could benefit from TRC's expertise and experience. The FCE team viewed the learning-teaching resources that have been developed by TRC over the years and discussed possible future collaboration with the Federal Government. The director expressed a strong interest in commissioning TRC to conduct a 50-hour National Curriculum ECE Training of Trainers (NCECE-TOT) workshop in Islamabad for ECE master trainers.



Alternative Learning Space



Experimental Alternative Learning Space

For over two decades, TRC has been committed to school improvement by placing the needs and rights of the child and the teacher at the heart of all its endeavours. Through workshops, projects, publications, and advocacy, we have made a significant difference. However, we are strongly cognizant of the fact that the traditional school, rooted in the industrial age, is not equipped to handle the different learning styles of children, the onslaught of technology, and the myriad challenges of the modern world.

While we agree that for any kind of educational reform, it is important to adopt an incremental approach. However, sometimes a more radical approach to learning becomes necessary. By experimenting with the Alternative Learning Space (ALS) this year, we have taken a small step towards that radical approach. The ALS aims to provide an alternative to school via an informal, democratic learning environment for non-school going children from low-income families. It features a multi-age environment and an integrated approach to learning that taps into children's natural curiosity. The goal is to nurture self-motivated learners by providing a safe space for creative expression and critical thinking.



From February to June, we spent a very engaging time at the ALS, with children from Korangi and Akhtar Colony. Our multipurpose room was set-up with a wide range of activities, which the children, their ages ranging from 3 to 15, could choose from. A group of TRC staff and student volunteers from private schools were always around to chat with, and support the children. An important part of the day was to make their individual plans and decide what to do; frequent guidance and discussion took place about socially acceptable behaviour and norms were formed, and adhered to.

The idea was to get the children involved in painting, music, storytelling and problem solving activities, alongside providing opportunities to learn to read and write. Soon a computer was added, along with math, science and number games; this created great interest. Before we knew it, the children were managing independently and also teaching each other. With the computer at the core, an entire system evolved around it. The children made a timetable to ensure everyone got a turn and did the math about how many minutes each one could get. A democratic system was established to safeguard fairness for all ... watching the clock and reminding each other and even giving up one's own turn to accommodate someone else on 'compassionate grounds' became the norm. It wasn't always Utopian; the occasional dispute and quarrel broke out, but it was always dealt with through discussion and dialogue.

Initially, we used one of our own cars to pick up the 15 children from their homes and drop them back. It was working at the outset, but as the number of children grew and kept growing, this system of transport didn't suffice. We were unable to carry on ... the children begged us not to stop and carry on through Ramzan, but it was just not possible for us.

The project requires support to take it forward. We want to make the project bigger, both in terms of the size of the group and the range of activities available for the children. If anyone reading this would like to help, please do contact us at TRC



Behind the Scenes



Strengthening our Team

What happens behind the scenes within an organisation is just as important as its visible work within the community. Institutional strengthening has always been an integral part of TRC's core activities, and can generally be seen as the process of improving and challenging ourselves to achieve our goals by the most efficient means. Our diverse activities and programmes require that our staff members think creatively, are well coordinated, are competent in a number of areas, and above all, are always learning new skills.

We consider our staff to be the frontline in maintaining quality programming as well as in our response to change. Therefore, professional development, both formal and informal, is very important to us.

Our team profile, developed a couple of years ago, is still in place and working well. It is a departure from the familiar hierarchical framework; a lateral approach where individuals take leadership in completing projects. This is not a common trend in Pakistan's development sector, but we believe it promotes a culture of intellectual integrity and self-accountability, which helps foster effective collaboration across teams and projects. By changing the way we approach our tasks, we are developing the necessary skills for teams to manage conflict, and work together to reach creative and effective solutions for projects and programmes. By supporting all the members of the TRC Team, we provide them the space to approach our values and activities with a sense of ownership, accountability and commitment.

The Annual General Meeting for TRC members was held on 29 January 2011 at the TRC premises. This year, four of our Governing Body members completed their term on the Board, and were replaced by new members.

Plans for Next Year

In the coming year, we will continue to meet the needs of our members with our workshop programme, both multi-school and school focused. We will also conduct school evaluations on request. We will strive to be eco-friendly and continue to work proactively with public sector and other low-income schools. We will seek new partnerships and collaborative relationships to address issues that affect children and families.

In addition to our on-going programmes, here are some of our plans for next year:

ECE-CP in Urdu

In addition to our yearlong ECE-CP, in September 2011 we will launch our ECE-CP in Urdu, for teachers from both the public and private sectors.

Alternative Learning Space (ALS)

We will aim to formalise our 'experimental' ALS by seeking funds in order to provide transportation for the children.

Positive Discipline Course

We will work on the development of a positive discipline course for parents and teachers.

To Commemorate TRC's 25th Year, we will:

- Organise the Karachi International Children's Film Festival in collaboration with The Little Art (Lahore) and PeaceNiche (Karachi).
- Compile and publish special editions of our Universal Children's Day, Earth Day and Independence Day Booklets.
- Produce a documentary on TRC
- Hold a regional seminar on Early Childhood Education.



Conclusion

And now, something to think about ...

“The essence of teaching is to make learning contagious,to have one idea spark another.” ~ Marva Collins



If you are interested in working, volunteering or contributing to TRC and our vision, please contact us.

Together, we can work to make a difference.

Appendices

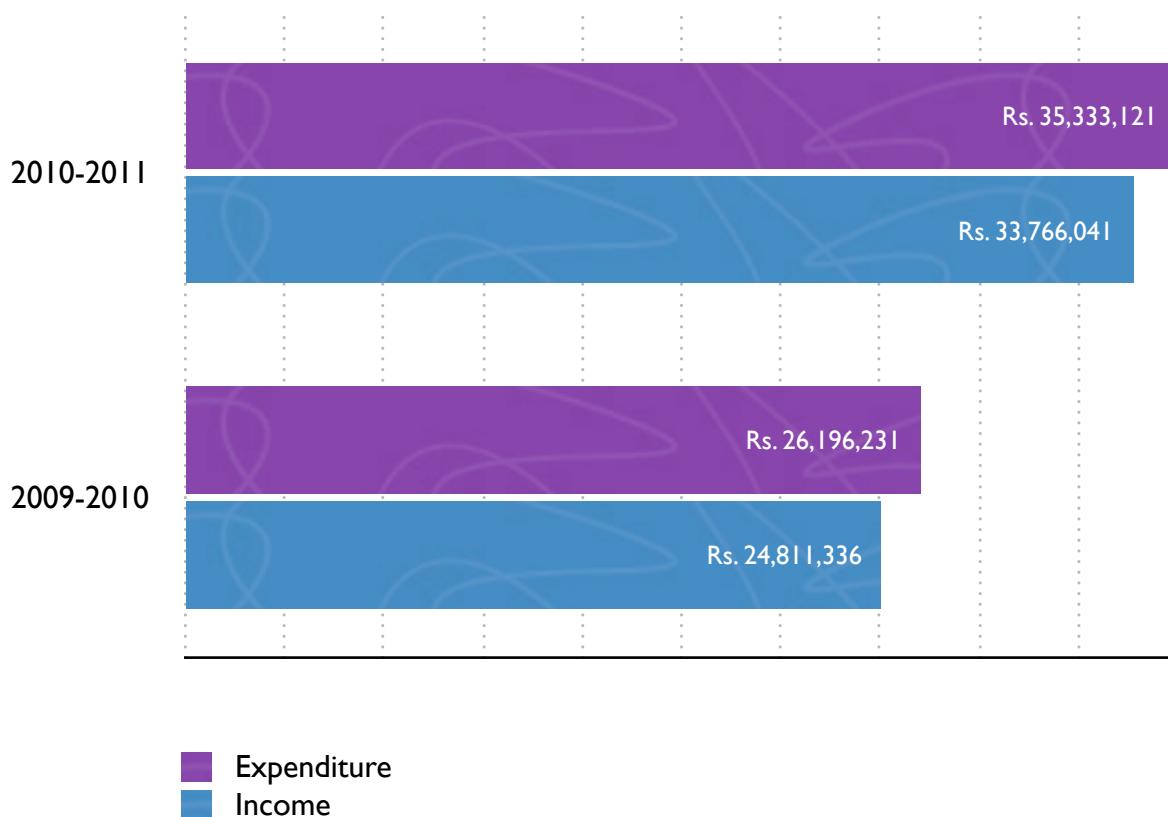
Overview of Workshops | Workshop Participation | List of Workshops | • Finance

Income and Expenditure

2010 - 2011

During the year 2010-11, the total income of Teachers' Resource Centre (TRC) amounted to PKRs 33,766,041 against a total expenditure of PKRs.35,333,121 showing a net loss of PK Rs.1,567,080.

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



Sources of Income

TRC's Income for the year 2010 - 11 can be divided into ten income heads:

- ▶ Membership Fee
- ▶ Consultancies
- ▶ Workshop Fee
- ▶ Project Grants
- ▶ Course Fee – ECE-CP
- ▶ Gain on sale of listed securities
- ▶ Donations
- ▶ Gain on sale of PTB's
- ▶ Return on Investments
- ▶ Other Income

Appendices

Overview of Workshops | Workshop Participation | List of Workshops | • Finance

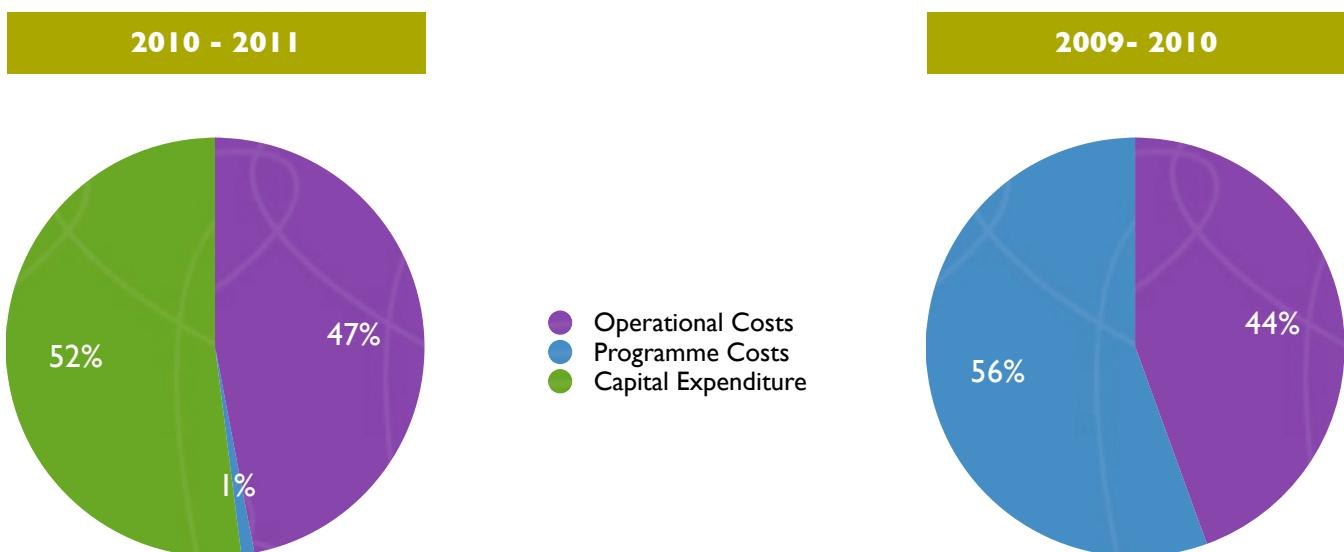
Income Allocation

Table I indicates the percentage contribution of each income head towards the total income and compares the same with the previous year.

Table I	Income Head	Current Year 2010-2011	Last Year 2010-2009
Membership Fee		1%	1%
Course Fees		21%	7%
Course Fee: ECE		7%	6%
Donations		1%	1%
Return on Investments		10%	6%
Consultancy		1%	2%
Project Grants		55%	64%
Gain on listed securities		0%	5%
Gain on sale of PTBs		1%	5%
Other Income		3%	3%

Expenditure Allocation

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.

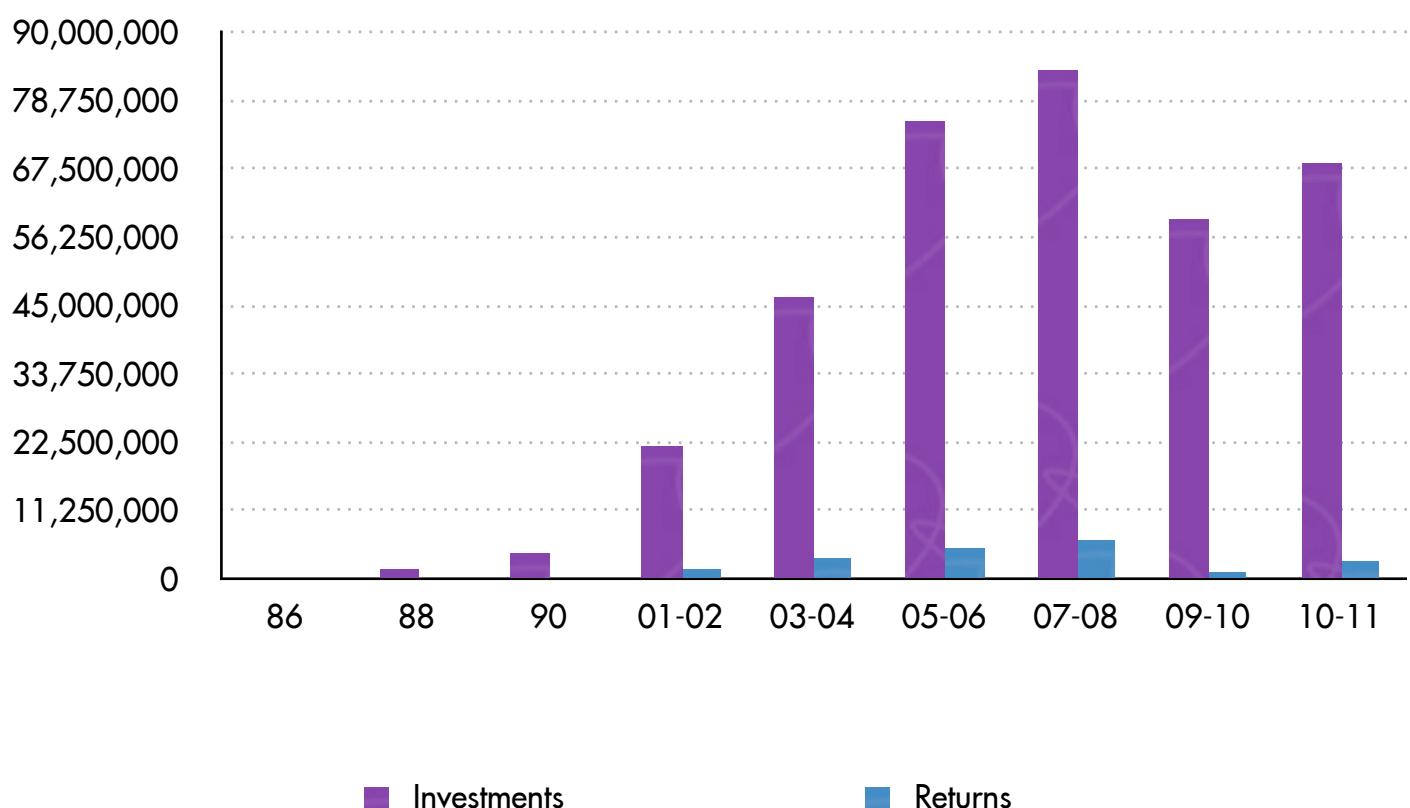


Appendices

[Overview of Workshops](#) | [Workshop Participation](#) | [List of Workshops](#) | • [Finance](#)

Investments

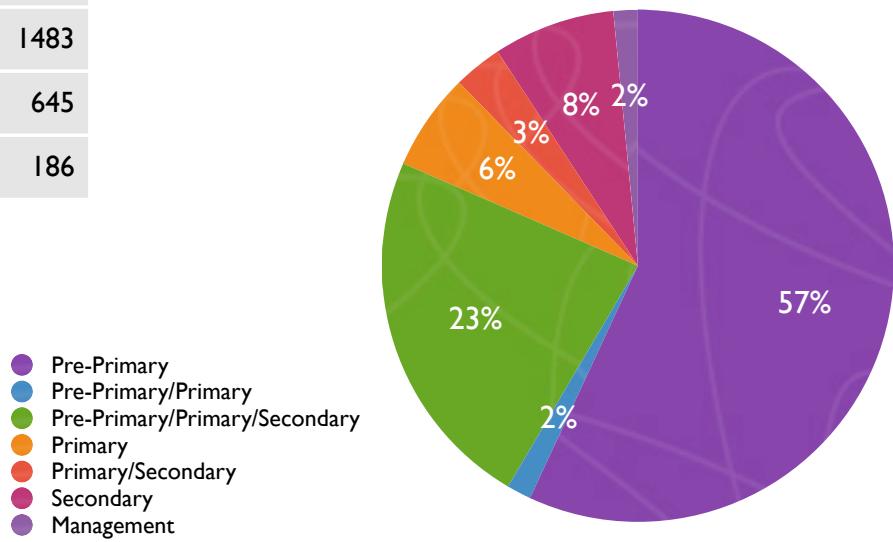
TRC's value of investments now stands at Rs. 60,208,143 up by Rs. 10,484,008 or 17.41% from the last financial year.



Appendices

- Overview of Workshops | • Workshop Participation | List of Workshops | Finance

Overview of Workshops	
Workshops Conducted	65
Workshop Participation	1483
Hours	645
Days	186



	Workshop Programme		Projects		Sub-Total		Total	%
	F	M	F	M	F	M	Both	
Teachers	608	35	513	109	1121	144	1265	101.4
Heads	23	1	33	14	56	15	71	5.7
Coordinators	54	0	5	2	59	2	61	4.9
Admin Staff	1	0	0	0	1	0	1	0.1
Parents	0	0	0	0	0	0	0	0.0
SPEs	0	0	1	0	1	0	1	0.1
ADOs	0	0	2	1	2	1	3	0.2
Librarians	24	1	1	0	25	1	26	2.1
TRC Staff	0	0	0	0	0	0	0	0.0
Others *	8	1	31	15	39	16	55	4.4
Total	718	38	586	141	1304	179	1483	
	756		727		1483			

* Managers, Assistant Director, Programme Associate, Research Associate, Master Trainer, Focal Person, Lecturer, Subject Specialist, M & E Officer, Field Coordinator, Intern

Appendices

Overview of Workshops | Workshop Participation | • List of Workshops | Finance

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 2010 and June 2011 is provided below.

Workshop Title	Workshop Title
Early Childhood Education	Subject-based
Integrating Play into the Early Years Curriculum	Poetry:Appreciating it and Teaching it
Enhancing Self-Esteem in Young Learners	Introducing Math Concepts in Early Years
Beginning To Read	Essentials of Teaching Art
Creating an Active ECE Learning Environment	Approaches to Learning and Teaching Geography
Understanding the Young Learner	Media Literacy
<i>Behtar School ki Janib Gamzan</i>	
<i>Ibtadai Bachpan Key Hawalay say Kiye Gaye Kaam ka laada</i>	
<i>Qaumi Nisab Ibteda-e-Bachpan ki Taleem Par Moassar Amal</i>	
<i>Tadrees Ka Moassar Amal</i>	
<i>Bachon Key Rawayye Aur Ustad Ka Kirdar</i>	
<i>ECE Asatazah Ki Mahartoon May Izafah</i>	
Language Development	School Management
Bringing Stories to Life	Teamwork in Schools
Teaching Grammar: Inductive & Deductive Methods	Managing Staff in Schools
<i>Khushkhati</i>	Managing Stress
<i>Urdu Sabaq Ki Mansoobabandi</i>	Planning Library Programme
Into the Realm of Reading	Effective Teaching
Engaging Young Minds	Professionalism
Strategies for Teaching English	Feedback Session of Classroom Support Programme
Poetry:Appreciating it and Teaching it	An Effective Working Environment
Teaching Drama Texts	Continuity and Progression in Curriculum Planning
Teaching Novels and Short Stories	Promoting Sport Initiatives in Schools
	Pedagogy
	Teaching Thinking: A Holistic Approach
	Managing Challenging Behaviour in Young Learners
	Understanding One's Own Belief Systems
	<i>Multi Grade Jamaton Mein Moassar Tadrees</i>

Appendices

- IECE Lecture Participation | • List of IECE Lectures

IECE-Lecture Participation <small>July '10 - June '11</small>	IECE Lecture Series			Total	%
	F	M	Both		
Teachers	28	0	28	28	28.0
Heads	0	0	0	0	0.0
Coordinators	1	0	1	1	1.0
Parents	0	0	0	0	0.0
Librarians	0	0	0	0	0.0
TRC Staff	14	0	14	14	14.0
Others *	0	0	0	0	0.0
Total	43	0	43		
			43		

Lectures Title
Early Childhood Education
Exploring Piaget's Ideas
Exploring Erikson's Ideas
Exploring Bronfenbrenner's Ideas
Exploring Vygotsky's Ideas

Acknowledgements

- ▶ Alloo & Minocher Dinshaw Charity Trust for their encouragement and consistent monthly donations since 1986.
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- ▶ The TRC Governing Body for their time and support.
- ▶ The Board of Governors of the TRC Institute of ECE for giving the newly established 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-4 & Block-9, for their assistance, cooperation and facilitation of field placements for five of our pre-service students enrolled in the ECE-CP (2010-2011).

Thank you :-)



Partnership and Collaboration



Aga Khan Foundation



RYERSON UNIVERSITY



LEAF Learning and Ecological Activities Foundation for Children



Teachers' Resource Centre (TRC) is dedicated to the improvement of school education in Pakistan. It is a non-profit, tax exempt, non-sectarian and non-political, organisation, registered under the Societies Registration Act XXI of 1860 (KAR No. 0380 of 1985) at Joint Stock Companies, Sindh and the Voluntary Social Welfare Agencies Ordinance 1961 (DSW 414 of 1989) at Directorate of Social Welfare, Sindh.



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