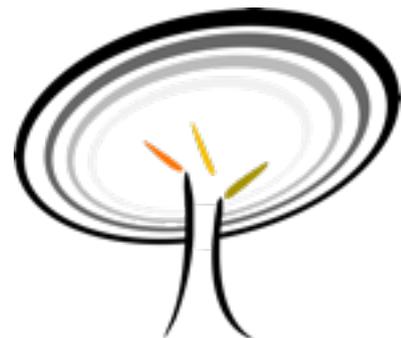


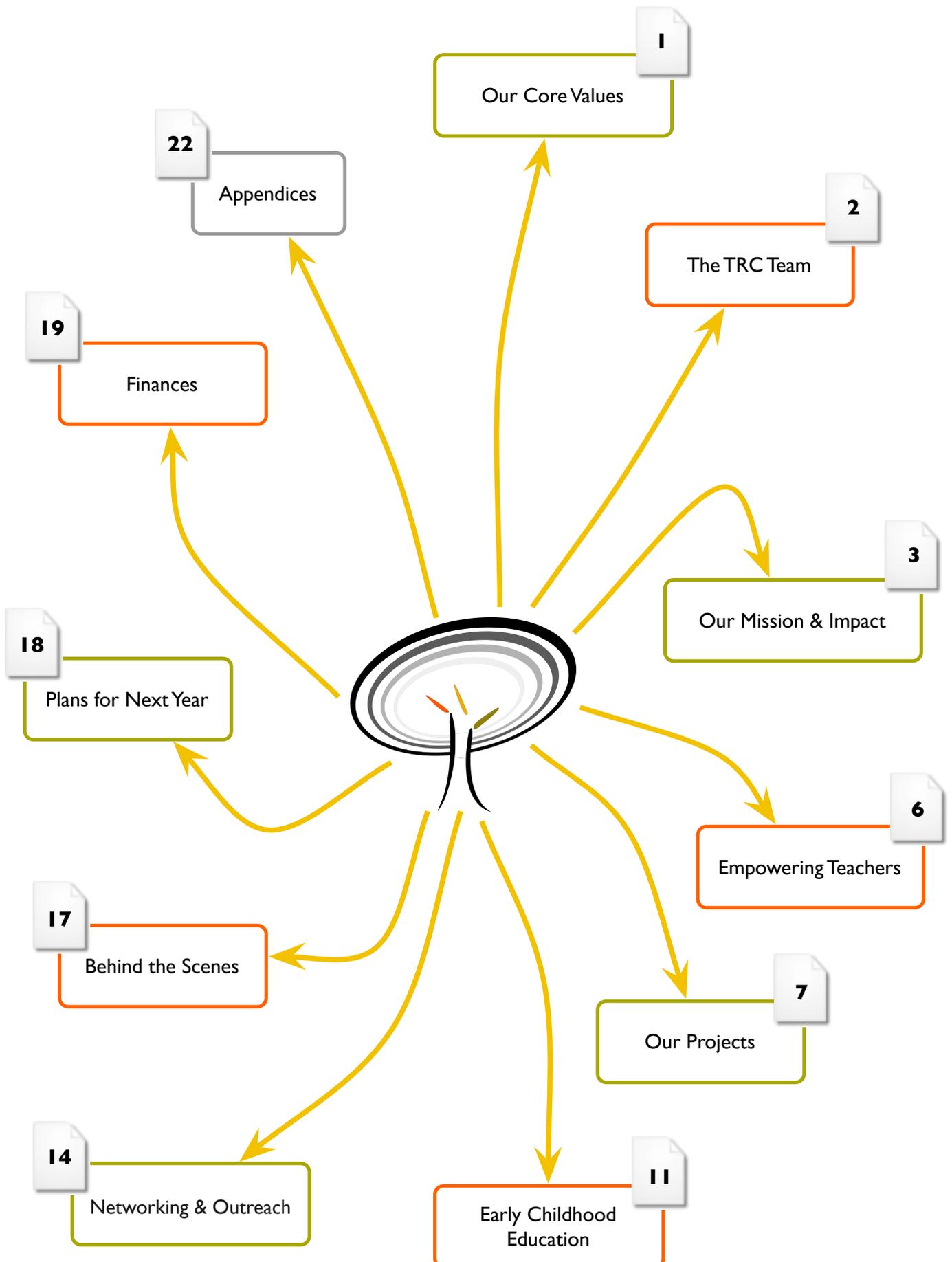


26<sup>th</sup>  
ANNUAL  
REPORT



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 12. 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. 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. Eefa Khalid	Graphic Designer
▶ Ms. Shahida Parveen	Librarian
▶ Mr. S. Najm-ul-Hassan Naqvi	Office Manager
▶ Mr. Inayet Ullah Khan	Accountant
▶ Mr. Andrew Patrick	Assistant Office Manager
▶ Mr. Muhammad Wasif	Office Assistant
▶ Mr. Zaeem Samson	Receptionist
▶ Mr. Muhammad Zada	Driver
▶ Mr. Pervez Daniel	Driver
▶ Mr. Mubarak Husain	Driver
▶ Mr. Dildar Khan	Ancillary Staff
▶ Mr. Yaqoob Pervez	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. 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



In 1982 a group of concerned educators sowed the seeds for what eventually grew into Pakistan’s leading ECE and teacher training institution, the Teachers’ Resource Centre (TRC).

Motivated by the desire to effect change, TRC’s founders did not just believe in themselves, but also believed in the power of Pakistan’s teachers to make a difference. In 1986, TRC was formally established, with the conviction that if we unlock the potential of teachers it transforms the entire teaching-learning process. Two decades on, we know this to be true.

Extraordinary things have happened over the years as we have reached out to teachers across Pakistan and worked tirelessly with them. TRC has been instrumental in enhancing teachers’ skills, enriching the learning environment in both the private and public sector and thus upgrading the generally low quality of education in the country and we have always been fortunate enough to find dedicated staff, generous donors and enthusiastic partners who have helped us further the good work.

It hasn’t always been easy, and sometimes it was downright difficult to carry on, but looking back we can confidently state that we have definitely had more successes and breakthroughs, than disappointments. Through our work we have broken through ethnic and gender barriers to empower thousands of teachers and enable them to create safe and effective environments for thousands of children.

We have surprised ourselves with all that we have achieved and over the years our belief that investing in teachers creates a ripple effect in communities, has only been strengthened.

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

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From **1986 to June 2012**, TRC’s work has benefited **39,823** teachers and school personnel.

As we step into our third decade, we feel a great sense of pride in all that we have accomplished, but we also realise that much still needs to be done. Pakistan’s education system (and in turn the country’s development) is still hindered by ineffective educational methods, such as rote learning and lecture-based instruction, which have rendered our general population ill equipped to handle the challenges of the 21st century.

Through our workshops, publications, research, curriculum and material development, as well as advocacy and policy dialogue we have worked hard to promote active learning and lay the foundation for life-long learning. We believe that teachers are at the frontline of education and have motivated and trained thousands of teachers to work with limited resources to create inspiring classrooms that will make a difference in their students’ lives. We have inspired teachers to feel pride in their profession, which is often hard to come by given the conditions under which many of them work.

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.



**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: 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

# 2011 - 2012

- ▶ The number of multi-school workshops scheduled for members totalled 30, which were attended by 654 participants. TRC conducted 09 school-focused workshops for 06 different schools.
- ▶ The Annual General Meeting 2011 for TRC members was held on 17 December 2011. On completion of 25 years we reviewed our mission statement.
- ▶ The ECE-Certificate Programme in Urdu was piloted and launched in September 2011.
- ▶ TRC-IECE bid farewell to the 5th cohort of students and welcomed the 6th cohort to ECE-CP (2011-2012) in September 2011.
- ▶ The TRC-IECE alumni had their first meeting. Through careful deliberation over its role and the scope of its activities, the initial steps towards establishing the association were taken and the TRC-IECE Alumni Study Circle was established.
- ▶ To mark our 25 years, we merged the content of our two websites (TRC Online and Interact) and created a new website which was launched in April 2012.
- ▶ On the 1st of every month, we added fresh and original content to Ilm o Amal on the TRC Website. Several of our TRC-IECE Alumni contributed to this monthly online publication.
- ▶ To mark our 25th anniversary, we published three handbooks for teachers. The Earth Day, Independence Day and Universal Children's Day handbooks are compiled versions of brief booklets we used to put together for teachers, thrice a year from 1998 to 2005.
- ▶ This year 702 of our Pehla Taleemi Bastas were purchased by various individuals and organisations from across Pakistan.
- ▶ As part of our Media Literacy initiative TRC's Film Club screened Stanley ka Dabba for member schools and also collaborated with The Little Art and became instrumental in the success of the Karachi International Children's Film Festival (KICFF).
- ▶ In collaboration with the Pakistan Coalition for Education (PCE), TRC organised a policy roundtable to discuss the Right to Education Act.
- ▶ TRC presented at several forums such as, ECE in Sindh, the Annual PCE Convention, the Quality-Inequality Quandary, and the Inter-Provincial Forum on ECE.
- ▶ As part of concluding the RCC (Releasing Confidence and Creativity) initiative TRC conducted two ten-hour workshops for ECE teachers in public sector partner schools in Korangi and Jamshed Towns.
- ▶ TRC conducted workshops for schools being run by organisations such as, the Concern for Children Trust, HOPE, Haji Maula Buksh Trust and through PCE, also for the We CAN-end all Violence Against Women campaign.
- ▶ From January to June 2012, member schools invited TRC to numerous functions, such as, sports day, debates, elocution, annual celebrations and 25 and 30-year celebrations. Although we would like to attend all the events, it is not always possible. We did however make it to a few. These were at, Shahwilayat Public School, Fatimiyah Girls' School, Beaconhouse, READ and City School KG.
- ▶ TRC won the USAID award in partnership with Save the Children (SC), for implementing the Sindh Reading Program (SRP).

## Empowering Teachers Changing Lives



### Our Workshop Programme

Since its inception TRC has conducted workshops for over **39,823** participants. In 2011-2012 TRC held **51** workshops: **30** were multi-school workshops, **9** were school-based for member schools, and **12** 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 focusing on traditional school subjects and pedagogy, TRC also offers workshops on less mainstream, yet relevant themes. Active learning methods are advocated in all our workshops and consequently all the workshops themselves are also activity-based; 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.

From themes such as *Teaching Literature: Assessing Students' Learning and Managing a Successful School* to *The Art of Mentoring* and *Kbushkbati*, (a session on improving one's Urdu handwriting), once again TRC's workshop offerings lived up to their reputation of being both relevant and meeting a wide variety of teachers' needs. For a complete list of workshops and overview of participation, please go to pages 22-23.

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 a school's requirements and often include comprehensive follow-up, observation, mentoring and evaluation. These workshops are an extremely positive experience for all involved. Some of our school-focused workshops are organised for schools run by NGOs, Corporate Sector Multinationals and International NGOs; these are mentioned in the Projects section.

Below is a sample of the school-focused workshops conducted by TRC for private schools, during this reporting period. For a more detailed account you can look at the TRC News page on our website.

A workshop on Management Styles of School Leaders was conducted for the Reflections School in Karachi. This comprehensive workshop began with a review of the school's mission statement, explored management styles and the concept of professionalism.

We conducted a four-hour workshop on Professionalism at Origins Elementary School, for teachers of all levels. The workshop provided the participants with an opportunity to reflect on their working styles and explored concepts such as the difference between a job and a profession. Candid discussions were carried out on useful issues raised by the participants.



A four-hour session on the Early Learning Environment was conducted for the Ismaili Tariqah and Religious Education Board (ITREB) at one of their premises in Karachi. This interactive workshop was designed to help teachers and community volunteers set up a developmentally appropriate, active learning environment for young children who attend ITREB's religious centres. Workshop participants were introduced to the principles, characteristics, components and significance of an active learning environment for the early years, which were relatively new concepts for them.

A nine-hour session on Managing Behaviour was conducted at the Army Public School, Malir Cantonment. The workshop was attended by primary teachers and coordinators and focused on causes of misbehaviour in children and strategies to manage the situations that can arise as a result. Interactive sessions and discussions helped the teachers and coordinators to reflect on the discipline issues that they were facing. The workshop was tailored to address the specific behavioural problems that the teachers found challenging to deal with. Pleased with the outcome of this workshop, Army Public School approached TRC the very next month with a request for another nine-hour session on Managing Behaviour for teachers of Classes IV to VIII. After the workshop was conducted, the school expressed interest in further training by TRC to assist teachers with their new learning. They came back with a request for a workshop on Professionalism, which was attended by their pre-primary/primary teachers and coordinators.

We conducted another Professional Development Programme for the Bangalore Town School in Karachi; this comprehensive programme commenced with a needs' assessment based on classroom observations of 28 teachers. Following this, we developed and conducted an extensive workshop focused on classroom management, lesson planning, use of teaching resources, and development of English proficiency in the teachers as well as the students.

## 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. Local philanthropists, Trusts and Foundations, International Non-Government Organisations (INGOs), educational institutions, donor agencies, multinationals and other partner NGOs often approach us 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.

## Releasing Confidence and Creativity (RCC) Advocacy

Supported by the Royal Netherlands Embassy and coordinated by the Aga Khan Foundation Pakistan, Releasing Confidence and Creativity (RCC), a multi-partner project with the objective of strengthening ECE in Pakistan came to a successful conclusion. As part of the RCC initiative, in addition to training teachers and building capacity for other partners, TRC worked with 40 partner schools functioning under the Local Bodies Wing and Education Department, in Jamshed and Korangi Towns in Karachi. The training focussed on transforming *katchi* classes in partner schools into vibrant learning spaces, through workshops and regular follow-up support provided to teachers, heads and supervisors.

This year, we conducted two ten-hour workshops for ECE teachers in partner schools. While the teachers had been working on implementing the National Curriculum for ECE, they still faced the challenge of integrating the activities from the six Key Learning Areas of the Curriculum. This workshop focused on helping them make links and view the curriculum more holistically.

To conclude the RCC training, a workshop titled *Bachon Ki Behter Perwarish*, was also conducted for RCC Head Teachers in July 2011. The workshop aimed to enable heads to raise awareness in their communities and convey important messages on childrearing practices. The workshop addressed some of the following topics: positive discipline, simple tips on health, hygiene and nutrition and the importance of play in their children’s lives. We followed up on some of the heads and found that only two had organised parents’ meetings in September, to pass on the messages of childrearing practices. A lot more is required on this critical aspect of early childhood development.



**Haji Maula Buksh Trust**

During the summer break TRC conducted a workshop on Active Learning for the Haji Maula Buksh Trust at the Kehkashan School in Shikarpur. Teachers from Nursery to Class VII attended. They were introduced to the National Curriculum for ECE, which was developed by TRC in collaboration with the Ministry of Education. During the six-day workshop, teachers learned to set up an active learning environment and how best to play their role in a child-centred environment. It was exciting to see the participants comprehend the potential of active learning as many of the teachers discovered that ECE pedagogies could be adapted to meet the needs of children at the secondary level and above.



**Health Oriented Preventive Education (HOPE)**

TRC conducted a three-day workshop for 16 teachers of the Hope Secondary School in Zia Colony Korangi. The workshop titled *Sabaq Ki Mansooba Bandi* covered aspects of curriculum and lesson planning.



**HSBC Bank**

Last year, TRC and HSBC had signed a MoU to officially begin the *Pehla Taleemi Basta (PTB)* project. This project required TRC to distribute 150 PTBs to public sector primary schools across eight towns of Karachi. The project included training 150 early years’ teachers to effectively use the PTB in their classrooms.

The TRC Team conducted four workshops for teachers from all eight towns. The teachers were introduced to the importance of active learning in the early years and were taught how to plan meaningful learning experiences for children. During the workshops teachers used the materials from the PTB and helped them plan activities for math, science and language.



## Pakistan Coalition for Education (PCE)

The PCE requested TRC's help to develop a pool of lead teachers to support schools in rural Sindh, South Punjab, Balochistan and Khyber Pakhtunkhwa (KP) to raise awareness about Violence Against Women (VAW) through children's participation.

Two, one-day workshops were conducted by TRC in Karachi and Multan, in January 2012. Eighteen teachers, school managers from public sector schools of Sindh and Balochistan and 22 teachers, head teachers and education officers from Punjab and KP participated in the workshops. The key objectives of the workshop were to raise awareness among participants about VAW and about the issues surrounding children's participation in the campaign. A rights-based approach was used to help participants understand children's role in preventing VAW. Interactive sessions helped workshop attendees highlight the issues related to children's participation and also to develop educational tools that could be used to raise awareness in communities through children.



The workshop conducted by TRC was part of the global campaign We CAN-end all Violence Against Women (VAW), that is currently running in 14 countries to reduce the acceptance of violence, through attitudinal change. The campaign is active in 32 districts in all four provinces of Pakistan.

## 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.

### TRC Film Club

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, we screened only one film at TRC; most of our time was taken up organising the Karachi International Children's Film Festival in partnership with The Little Art.



In October 2011, the TRC Film Club screened the Hindi film *Stanley Ka Dabba* (Stanley's Tiffin Box) at our premises. Teachers from four different schools, Civilizations Public School, PECHS Girls' School, BVS Parsi High School and Shahwilayat Public School, participated in the event. This heartrending film about a boy named Stanley who doesn't bring a lunch box to school to the chagrin of his teacher proved to be the perfect subject for the emotional and animated discussion that followed. In addition to talking about the message they took away from the film, some from the audience spoke candidly about real-life experiences with mean-spirited teachers similar to the character of *Khadoos* in the film. Bandura's and Vygotsky's child development theories were woven into the discussion to examine Stanley's role models and the environment, which shaped him.

There was also a heated debate on the issue of competition, which compelled participants to think critically about the negative impact of various competitive activities on children's social and emotional development.

## **Karachi International Children's Film Festival (KICFF)**

TRC and T2F (The Second Floor) joined hands to welcome school children from around the city to the 3-day Karachi International Children's Film Festival (KICFF). KICFF is a sister event of The Lahore International Children's Film Festival which was started by an NGO called The Little Art in 2007 and has seen an extremely successful run in the city of its birth.

This year The Little Art collaborated with TRC and brought the festival to Karachi. From November 23 – 25, 2011, children from several of Karachi's schools were treated to a selection of 69 well-made and wholesome films from around the world. The selection comprised both animated and live action films.

Festival tickets were sold at TRC, which was instrumental in involving many of its member schools in the event. In the mornings, TRC managed the audiences at the venue while T2F volunteers managed the evening shows.



## **Our Publications & the PTB**

### **Ilm o Amal**

Ilm o Amal started out as a bi-annual, print based publication that addressed various educational issues and was circulated in schools. In August 2009, as part of our commitment to a paper free environment and to improve our outreach, we decided to make Ilm o Amal more accessible and interactive by making it available free of charge, online. Every month we add fresh and original content to Ilm o Amal. During the reporting period we discussed a variety of topics through the articles we posted online, such as 'How to love teaching, despite the salary,' 'Managing Challenging Behaviour in the Classroom,' 'A Brush with Bullying,' and 'Punishment or Discipline?'

### **Special Editions**

To commemorate our 25th anniversary, in this reporting period we also published three learning resources. The Earth Day book, the Universal Children's Day book and The Independence Day books were compiled after a painstaking process of selection through which we picked the best, most meaningful classroom activities from TRC's popular series of Earth Day, Universal Children's Day and Independence Day circulars. Beautifully illustrated and packed with valuable information, these theme-based books cater to a wide variety of grade levels, are culturally relevant and affordable.

### **TRC's Pehla Taleemi Basta (PTB)**

The PTB remains one of our most in-demand products. This educational kit for young children and their teachers is a folding cloth bag that contains ready to use learning material and teaching aids and has recently been updated. Designed by staff at TRC after considerable research and usability testing, the PTB enables pre-primary teachers with little or no training to instantly create an active learning environment in the classroom. This year we sold 702 PTB's to organisations and individuals. Among the organisations that purchased this indigenously developed educational kit, were the Rural Community Development Council (RCDC), Taraqee Foundation Quetta, Institute for Development Studies & Practices (IDSP), Save the Children and AKU-IED.

## 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 ECE, TRC has long recognised the importance of, and need for, trained, educated 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-IECE is the only institution in Pakistan that offers a formal, holistic ECE programme.

One gauge of the life changing impact that the TRC-IECE course has on some of our students is the incredible sense of ownership and commitment to the programme that they display. In November 2011, one of our alumni raised funds and awareness about the programme by taking the initiative to book a TRC-IECE stall at Haque Academy's Fall Carnival, at her own expense. Another example is when in April, another small group of alumni raised money and placed an advertisement, promoting the ECE-CP in a magazine that has a wide circulation to trigger interest and generate enrolments.

### **ECE-Certificate Programme (ECE-CP)**

The ECE-CP is a pioneering programme that aims to address 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. Although the ECE-CP has been developed in collaboration with our Canadian partners, Sheridan College Institute of Technology and Advanced Learning and Ryerson University, we never lost sight of ensuring that the ideas and 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 and PECHS Girls' School,



our placement sites, have been instrumental in our success, as they have accommodated several of our pre-service teachers and helped support their learning.

In September 2011, TRC-IECE welcomed its 6th cohort of students to the ECE-CP. The students attended a two-part orientation in which they received orientation packs and were introduced to the faculty and other personnel that they would be interacting with over the course of the programme. They were also informed about TRC-IECE policies after which all their questions and concerns were addressed. Classes started soon after.

### **ECE-Certificate Programme in Urdu (ECE-CPU)**

This year commenced with the achievement of a new milestone for TRC-IECE ... the launch of the ECE-CPU. This pilot programme began at the same time as the ECE-CP. We had spent the last 18 months translating and adapting the ECE-CP into Urdu to expand our outreach to where it is most needed. We enrolled a total of eleven in-service students from the public and private sectors.

In August 2011, TRC-IECE management met with the District Officer Education (DOE), Mrs Farnaz Riaz to brief her about the ECE-CPU. She was also apprised of TRC-IECE's policies regarding teachers that were selected for the programme from public sector schools. These teachers were supported in the programme with funds from the RCC Royal Netherlands Embassy supported project. The DOE was extremely interested and appreciative of TRC's initiative and scheduled a second meeting where the selected teachers were introduced to her and asked to sign an undertaking to abide by TRC-IECE policies.



### **Joint Class for ECE-CP and ECE-CPU (U)**

Just before the academic year ended two special joint classes were held for ECE-CP and ECE-CPU students. This resulted in a thought-provoking discussion between public sector and private sector students. Many stereotypes and myths about each other were shattered and the interaction ended with a newfound respect for each other's work and circumstances.

### **ECE-CP (2010-11) Graduation Ceremony**

The 5th graduation ceremony of ECE-CP graduates took place on the eve of September 27, 2011. The graduating students shared their views and experiences of the ECE-CP journey and how the programme had changed their lives. The Chief Guest, Ameena Saiyid, Managing Director of Oxford University Press, gave out certificates to the graduates.

This year's graduates were a mixed batch all of whom agreed that the programme had changed their lives. Shaheen Mehboob Ali, a graduate of the programme who changed track after doing her BBA said 'I had always been interested in child development and spent a lot of time observing children. When I found out about the ECE-CP I knew that this is what I had to do.' A year after she made the "unpopular" decision, Shaheen has no doubt in her mind about the life-



changing choice that she made. She says that one of the best things about the course was its flexibility and the confidence it gave her. With the ECE-CP under her belt, she is now headed to St. Stephenson College at Oxford University UK, to pursue a degree in Child Development.

Sana Anas, another graduate of the programme is a nursery teacher at a private school. She says that the course has enabled her to understand children better. 'The ECE-CP made me realise that teaching is a process in which both the teacher and the child are learning.'

Amina Shakoor, a mother of three says that the course also helped her deal with her own children. 'Teachers tend to judge children based on their background and the ECE-CP undoes all of that to enable children to reach their potential,' says Amina. She says she wants to use what she has learnt to create a greater presence for young children in the electronic media.

### TRC-IECE Alumni Meet-up

The TRC-IECE alumni had its first meeting this year in April 2012. We have been tracking our Alumni and collecting data on where they are, what they are doing and their interests. Using the data, TRC-IECE selected students from five previous batches and invited them to attend the meeting. Through careful deliberation over its role and the scope of its activities, the initial steps towards establishing the association were taken. Fundraising for TRC-IECE, scholarships and the formation of study circles were some of the matters that the group considered during the meeting.

### Alumni Study Circle

The first session of the TRC-IECE Alumni Study Circle was held in April 2012. The Study Circle is organised by TRC-IECE and is an avenue through which our alumni can continue their professional development by revisiting issues and theories related to ECE, discussing and debating them, getting new insights and understanding the relationships and relevance of these theories to our daily lives and our work with young children. For the first session, the students discussed *Attachment Theory*. As a precursor to the discussion, the group was emailed a reading list and questions to ponder over in advance.

In May 2012 the second Study Circle examined the *Appropriateness of Physical Touch*. The topic was chosen based on a participant's experience regarding the matter in her school.



## Networking & Outreach



### 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.

#### **Parent Education Guidebook and Facilitators' Handbook**

In September 2011, UNESCO held its second National Workshop to review the second draft of the *Parent Education Guidebook and Facilitators' Handbook*. A representative of TRC attended this meeting, as did representatives of other education sector organizations. The draft of the handbook was reviewed during the two-day workshop after which the third ECE Technical Committee Review Meeting was held in December 2011. The objective of this meeting was to critically review and improve the Urdu translation of the *Parenting Education Manual and Facilitators' Manual*, in light of the discussions and suggestions made at the last ECE Technical Committee.

#### **Seminar on Early Childhood Education in Sindh**

TRC attended a one-day seminar on ECE in Sindh that was hosted by the Provincial Institute of Teacher Education (PITE) Sindh. The event was held in December 2011, at the Government Elementary College of Education in Hyderabad with the objective of raising awareness about ECE to enable participants to set up ECE centres in the flood-affected areas of Sindh. Participants included, District Education Officers, the Assistant Director, Bureau of Curriculum and District Education Technology Resource Centre, representatives of UNESCO and the Sindh Text Book Board. The heads of various primary and high schools were also in attendance. A member of our team made an interactive presentation on pedagogical approaches in ECE; the audience shared their views and asked questions about the different ingredients of active learning.

#### **National Stakeholder's Conference on Scaling Up ECE**

In February 2012, TRC attended the National Stakeholder's Conference on Scaling-up ECE. The conference was organised by the Directorate of Staff Development (DSD), School Education Department, and Government of Punjab in collaboration with UNESCO and UNICEF.

Speakers at the seminar talked about the importance of ECE; stressed on the need to implement Article 25 A and the need for more trained teachers to strengthen ECE. An ECE advocacy documentary was screened for the participants.

A panel discussion and Q&A session on the importance of ECE, brain development, the current status of education in Punjab and the strategies to be used for scaling up ECE was also held. During the discussion Arshad Saeed Khan of UNESCO highlighted TRC's *Pehla Taleemi Basta* as a valuable kit for teaching the National ECE Curriculum.

### **Inter-Provincial Forum on ECE**

In April 2012, UNESCO, UNICEF and the Aga Khan Foundation organised an Inter-Provincial Forum on ECE in Islamabad. The forum met with the following objectives: to advocate for the right of good quality ECE in the context of Article 25 A; highlight the catalytic role of ECE towards improving retention and completion rates at the primary school level; and to offer an opportunity for the exchange of experiences and information about good practices in the field of ECE to all stakeholders and service providers. TRC presented on the occasion, highlighting the issue of capacity development of ECE teachers in Sindh.

Representatives of the government, UNESCO, UNICEF, AKF, DSD, and SOCIETY also spoke on issues surrounding ECE in Pakistan. UNICEF proposed a strategic action plan to review current ECE plans, integrate ECD policies and plans and prioritise actions for the education sector.

### **TRC at the SAFED Seminar**

In April 2012, TRC was invited to attend a seminar titled Quality-Inequality Quandary organised by the South Asian Forum for Education Development (SAFED), in collaboration with Idara Taleem-o-Aagahi and the Education Testing Service. TRC was invited to present the position paper on ECE in Pakistan.

TRC's presentation focused on the background of ECE in Pakistan, the National Policy and the National ECE Curriculum. The presentation highlighted the existing issues faced by early learners and the immense need to improve learning conditions for children. Research evidence on childrearing, classroom practices in Pakistan and an analysis of issues that have impeded quality ECE programmes at scale, were shared at the forum.

The paper also highlighted the possibilities of creating constructive learning experiences for young learners both in and outside school. The presentation and its recommendations were well received by policy makers and practitioners at the seminar and the forum endorsed the suggested course of action.

### **Annual PCE Convention**

TRC participated in a two-day convention of the Pakistan Coalition for Education (PCE) in Islamabad in November 2011. The convention brought together member organisations of PCE. Before the convention, the participants were engaged in a discussion on the Right to Education from a national perspective. Various speakers conducted thematic plenary discussions and a member of our team led the discussion on Access and Quality.

TRC's presentation stressed on the fact that quality of access cannot be further ignored and that until public schools ensure a learning environment that is conducive for students, parents will not send their children, especially when they have an option, which promises higher student achievement. We also talked about going beyond indicators such as enrolment and teachers' professional qualifications to determine quality.

Through participants' input a charter of demands was generated which highlighted urgent and core issues in education. The charter is being reviewed and revised by the PCE Board and will serve as the venture point for advocacy and lobbying with legislators and parliamentarians. TRC also participated in the PCE board meeting following the convention.

### **PCE and TRC Organise Policy Roundtable to Discuss the RTE**

In December 2011, TRC and PCE organised a policy roundtable to discuss the Right to Education Act, its implementation and Sindh government's readiness. The objective was to undertake a critical analysis of the 18th Amendment and its implications for the educational system and the quality of teaching and learning. The dialogue also aimed to understand the requirements of RTE promulgation and implementation. The participants agreed that for Sindh to implement the RTE, the first step would be to draft the law, which needs to be tabled and approved by the parliament. The Director of Education,

Karachi, Sajid Mallah said that the draft legislative bill should ensure that the educational cess is used for educational subsidies for the poor and marginalised. He also promised that the government of Sindh would engage civil society to form a committee, which could lead to the drafting of the legislative bill.

### **Pre-budget Policy Dialogue by I-SAPS**

In February 2012, a representative of TRC attended a policy dialogue on Improving Public Financing of Education in Sindh: Pre-Budget Dialogue 2012. The event was organised by the Institute of Social and Policy Sciences (I-SAPS) in collaboration with Oxfam GB.

### **STEDA Visioning Exercise**

In April 2012, TRC attended a strategy development workshop organised by the Sindh Teacher Education Development Authority (STEDA), in collaboration with Pre-STEP and USAID. Six groups of participants were tasked with answering the following questions: 1) In order to prepare students for 2030, what kind of teachers would be needed, in terms of a core set of knowledge, skills and values? Why? 2) What should the reform priorities for Teacher Education in Sindh be (for 2018) and why? The groups engaged wholeheartedly in discussions which resulted in some thought-provoking presentations.

### **Healthy Schools-Healthy Settlement**

TRC attended the Healthy Schools-Healthy Settlements advocacy seminar that was organised in collaboration with UNESCO and the government of Sindh. The event was held in May 2012 and was attended by the Sindh Education Minister, Pir Mazhar ul Haq, Secretary Education, Siddique Memon, several representatives from the development and education sector and also students of UN-Habitat project schools. The seminar was convened with the objective of promoting an eco-friendly environment and also to raise awareness on health issues.

### **Strengthening Private Schools for the Poor**

In June 2012, TRC attended a seminar organised by the Aman Foundation, in collaboration with the Harvard University South Asia Initiative (SADI) and the Centre for Economic Research in Pakistan (CERP). The theme of the seminar was, Investing in the Education Market: Strengthening Private Schools for the Poor.

### **Treasuring Childhood – A Dialogue on Child Labour**

In June 2012 TRC attended another seminar organised by the Sindh Education Foundation (SEF) titled, *Treasuring Childhood*. The participants were given an overview of SEF's achievements and their Child Labour Education Programme (CLEP). Following the presentation, a member of the programme team presented a synopsis on community engagement and academic interventions for working children. This session ended with a short documentary highlighting SEF's Child Development Centre (CDC).

### **LEAF Collaboration**

Learning and Ecological Activities Foundation for Children (LEAF) once again requested TRC to participate in their annual Earth Watching Eco-Panel exhibition. For the last 10 years we have been collaborating with LEAF, to apprise our member schools about their annual theme-based art exhibition. In the past we have collected exhibits at TRC and forwarded them to Nishinomiya, Japan for the event. This year we shared the information directly through our website.

### **Infaq Foundation**

A group of 15 trainers and trainees from the Infaq Education and Training Centre visited TRC in October 2011. The purpose of the visit was to familiarise themselves with our teacher training programme. The visitors toured TRC and were briefed about our activities through a presentation. The coordinator of the group expressed an interest in organising training for a cluster of community schools in Korangi.

### **The Provincial Launch of ASER Pakistan-2011**

TRC Staff attended the launch of The Annual Status of Education Report (ASER) in February 2012. The South Asian Forum for Educational Development (SAFED) in collaboration with the Foundation Open Society Institute (FOSI) had facilitated the survey for this report. The panel discussion following the presentation was on finding a solution to the critical situation of literacy prevailing in Sindh. Professor Anita Ghulam Ali chaired the panel and invited the speakers to put forward their views on the data highlighted by ASER. Educationists, activists, government representatives (both provincial and federal) and members of civil society were among the speakers.

## 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.

This year, in partnership with Save the Children (SC), TRC won the USAID award for implementing the Sindh Reading Program. By their own definition, USAID determined that we were a "high risk" recipient as a result of a pre-award assessment of our management capacity and internal control systems and gave us 120 days to move to being a "medium-risk" recipient. We hired the services of Ernst & Young to help us develop the following: Terms of Reference for the TRC Governing Body, a TRC Board Audit Committee Charter, a new Organisational Chart and Delegation of Authority Matrix. Key Policies Manuals have also been developed, which include: Accounting Policies and Procedures, HR Policies, Procurement Policies, Administration Procedures, IT Policies and Procedures.

### Annual General Body Meeting (AGM) 2011

The AGM 2011 was held at the TRC office on December 17, 2011. Members of the TRC Board, as well as representatives of member schools attended. The Directors highlighted the activities for the year and shared plans for the future. TRC has completed 25 years and so it was felt necessary to review our Mission Statement. A new draft was approved.

## TRC's 25th Annual Report

TRC's 25th Annual Report was written and put online.

### TRC Website

After struggling to update and manage two websites, we finally simplified TRC's presence on the worldwide web. We merged our two websites, unveiling the new site, which combines the best of the TRC site as well as the Interact site. The website was launched in April 2012. Check it out at <http://www.trconline.org>

### TRC & Save the Children Win USAID Award

In partnership with Save the Children (SC), TRC won the US Agency for International Development (USAID) award for implementing the Sindh Reading Program (SRP). SRP aims to improve the literacy and numeracy skills of children with the involvement of teachers, parents and community members. The programme will reach and hopefully benefit more than 500,000 children in eight districts of Sindh over a period of five years, April 2012 - 2017.

TRC and SC will work in eight districts of Sindh: Dadu, Jacobabad, Kambhar Shahdadkot, Karachi, Kashmore, Khairpur, Larkana and Sukkur to achieve the following:

- Improved teacher competencies for effective reading and mathematics instruction
  - Improved early grade reading assessment practice
  - Improved student access to supplementary reading material
  - Increased community engagement and participation in support of early grade literacy
- School health, nutrition and community engagement in learning activities, are also important strands of the SRP.

### Paths to School Success Project

During this period, we sent in a proposal to the DFID (UK Aid) Global Poverty Action Fund, which is a demand-led fund supporting projects focused on poverty reduction and pursuit of the Millennium Development Goals through tangible changes to poor people's lives. If this comes through, TRC will engage in a 30-month project titled Paths to School Success, in collaboration and partnership with The Child-to-Child Trust (UK), American Institutes for Research (USA) and Haiti Connection. The Child-to-Child Trust is taking the lead role in this project.

The Paths to School Success Project aims to increase on-time enrolment, retention and performance of pre- and primary school age children in disaster-affected communities in Pakistan and Haiti. The project toolkit will use Child-to-Child approaches to develop children's academic *and* non-academic competencies focusing on disaster risk reduction, social emotional learning and trauma recovery to promote psychosocial wellbeing, thus providing critical foundations for school success. TRC will work in Sindh, in Jamshoro District, Lal Bux Jatoi and Sobho Khan villages (Sehwan Sharif Tehsil).

## 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, we will commence our ECE-CP in Urdu for teachers from both the public and private sectors, following a successful pilot in 2011 - 2012.

### Sindh Reading Program

In collaboration with our partners, we will prepare the ground and begin implementation of the Sindh Reading Program.

### Paths to School Success Project

The Paths to School Success project will commence in November 2012, if/when the funding comes through.

### The Karachi International Children's Film Festival (KICFF)

We will collaborate with The Little Art to bring the second KICFF to our member schools in November 2012.

## Conclusion

*And now, something to think about ...*

*"The essence of teaching is to make learning contagious, to have one idea spark another."*

*Marva Collins*

# Appendices

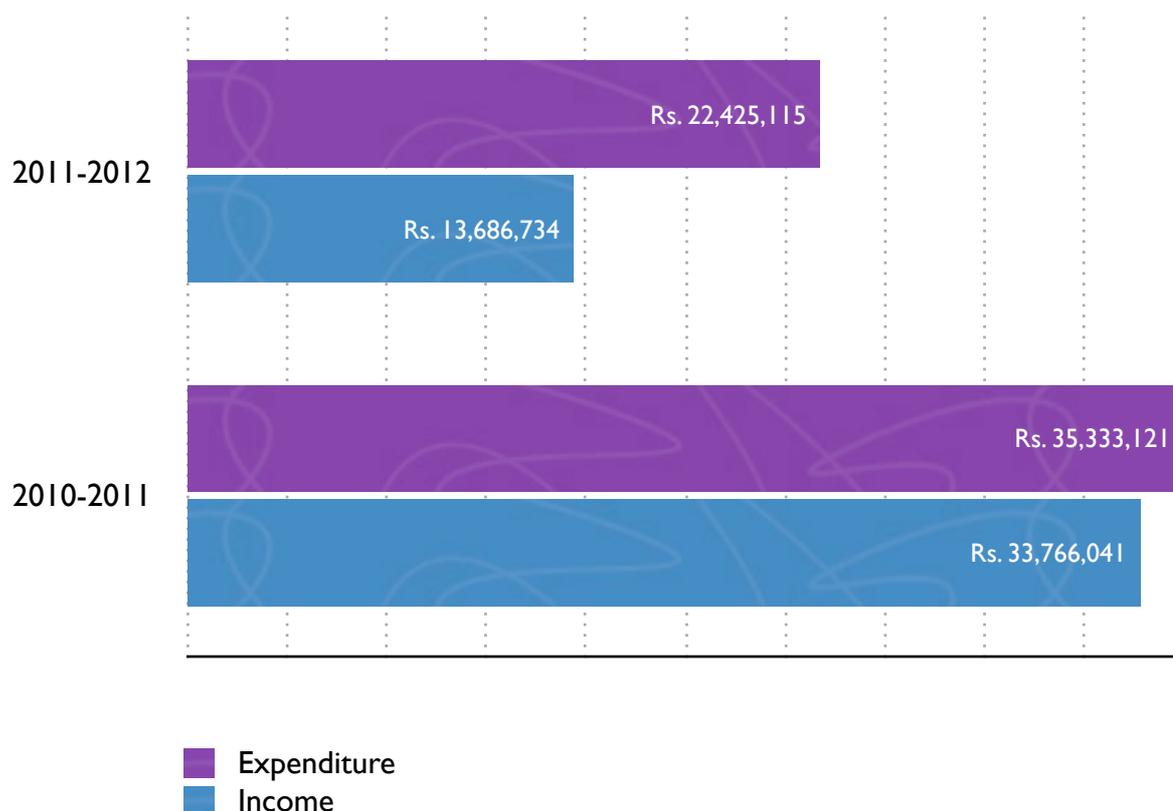
Overview of Workshops | Workshop Participation | List of Workshops | • Finance

## Income and Expenditure

2011 - 2012

During the year 2011-12, the total income of Teachers' Resource Centre (TRC) amounted to PKRs 13,686,734 against a total expenditure of PKRs.22,425,115 showing a net loss of PK Rs.8,738,381.

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



## Sources of Income

TRC's Income for the year 2011 - 12 can be divided into nine income heads:

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

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## Income Allocation

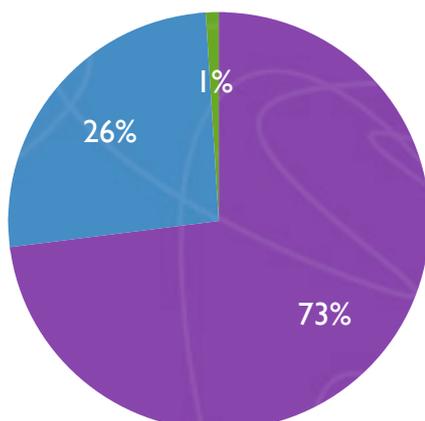
Table I indicates the percentage contribution of each income head towards the total income and compares the same with the previous year.

Table I		
Income Head	Current Year 2011-2012	Last Year 2010-2011
Membership Fee	2%	1%
Course Fees	7%	21%
Course Fee: ECE	14%	7%
Donations	1%	1%
Return on Investments	16%	10%
Consultancy	0%	1%
Project Grants	44%	55%
Loss on listed securities	(2)%	0%
Gain on sale of PTBs	5%	1%
Other Income	3%	3%

## Expenditure Allocation

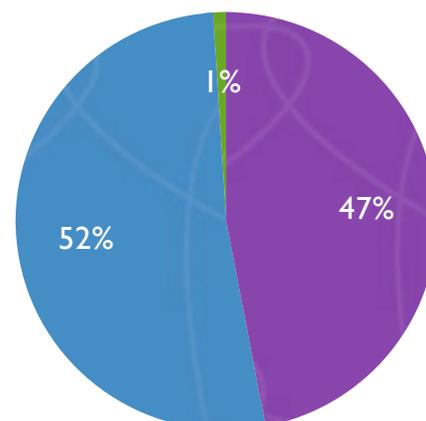
TRC's expenditure is divided into operational costs, programme costs and capital costs. The charts below illustrate the percentage apportioned to each of the three areas during the reporting period and compares them to the previous year.

2011 - 2012



● Operational Costs  
● Programme Costs  
● Capital Expenditure

2010 - 2011

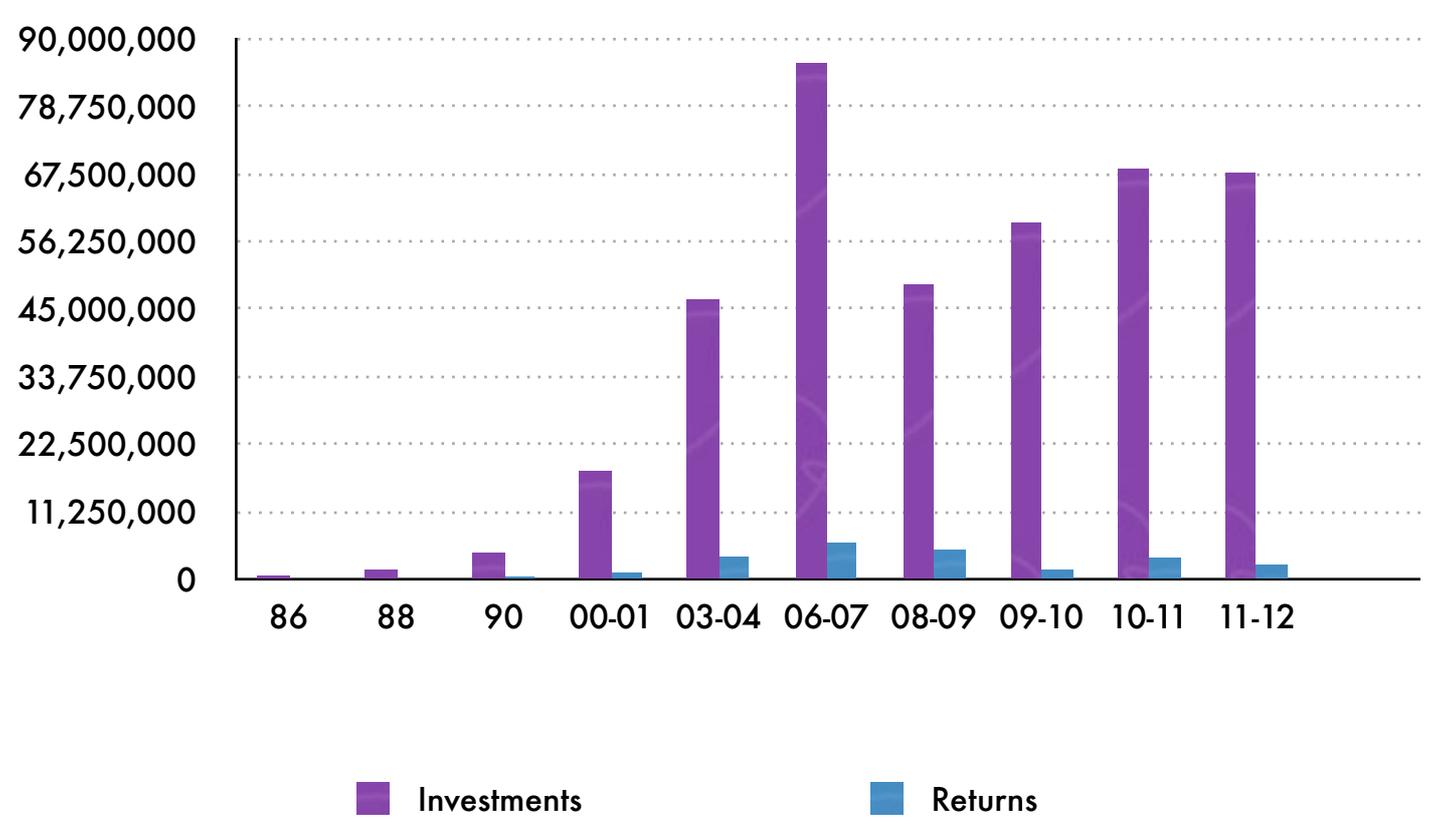


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## Investments

TRC's value of investments now stands at Rs. 62,303,087 up by Rs. 2,094,944 or 4% from the last financial year.



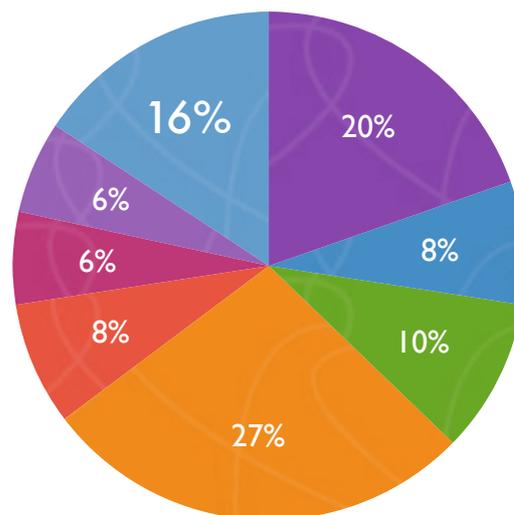
# Appendices

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

## Overview of Workshops

Workshops Conducted	51
Workshop Participation	1209
Hours	545
Days	133

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



	Workshop Programme		Projects		Sub-Total		Total	%
	F	M	F	M	F	M		
Teachers	692	43	241	23	933	66	999	80.1
Heads/Deputy Head	53	11	3	4	56	15	71	5.7
Coordinators	88	2	1	0	89	2	91	7.3
Management/Admin Staff	29	3	5	0	34	3	37	3.0
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	2	0	0	0	2	0	2	0.2
TRC Staff	5	0	0	0	5	0	5	0.4
<b>Total</b>	<b>869</b>	<b>59</b>	<b>253</b>	<b>28</b>	<b>1122</b>	<b>87</b>	<b>1209</b>	
	<b>928</b>		<b>281</b>		<b>1209</b>			

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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 2011 and June 2012 is provided below:

## July-September 2011

Managing a Successful School

Learning to Teach

Becoming a Professional Teacher

Essentials of Cooperative Learning

*Khushkhati*

Active Learning

Managing Styles of School Leaders

Professionalism

Feedback of Classroom Support Programme

*Bachoon Ki Behtar Perwarish*

*Sabaq ki Mansooba Bandi*

## October-December 2011

*Bachon Main Takhleeqi Soch Ki Nashonuma*

Free Writing: a pathway to creativity

Counselling Students Towards Success

Understanding One's Own Belief Systems

Understanding Dyslexia

Promoting Nutrition Health Education in Schools

School-Parent Partnership

Managing Behaviour

Early Learning Environment

Managing Behaviour

Professionalism

*Qaumi Nisab Ibtidai Bachpan Ki Taleem Par Mubni Sargarmiyaan*

*Qaumi Nisab Ibtidai Bachpan Ki Taleem Par Mubni Sargarmiyaan*

## January-March 2012

*Urdu Shairee ki Tadrees kay Moassar Tareeqay*

Dealing with Misbehaviour

Thematic Learning in Early Years

Understanding Math a Practical Approach

Creating a Stress - free Classroom

Developing Children's Word Power

*Urdu Tadrees Mein Tulaba Ki Dilchaspki*

Developing Oracy Skills in Young Learners

Designing a Creative Curriculum

Setting and Achieving Goals in Life

Formative Assessments

Interactive Teaching

Feedback of Classroom Support

Violence against Women (Karachi/Multan)

*Tadrees Ka Moassar Amal*

*Pehla Taleemi Basta*

*Pehla Taleemi Basta*

*Pehla Taleemi Basta*

*Pehla Taleemi Basta*

## April-June 2012

*Khushkhati*

The Magic of Positive Self Esteem

Off to a Good Start

The Art of Mentoring

Learning to Teach

Teaching Literature :Assessing Students' Learning

*Moassar Tadrees ki Marhartain*

## Acknowledgments

- ▶ Alloo & Minocher Dinshaw Charity Trust for their encouragement and consistent monthly donations since 1986.
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- ▶ Ms. Penny Davis and Ms. Amanda Rawlings from YES Prep East End School, Houston, Texas, USA for conducting workshops at TRC, and generously donating their honorarium to our endowment fund.
- ▶ Mr. Don Heath, from Innovative Humanitarian Solutions, USA, for making the above visits and workshops possible.
- ▶ 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 and Block 9, for their assistance, cooperation and facilitation of field placements for our pre-service students enrolled in the ECE-CP (2011-2012).
- ▶ P.E.C.H.S. Girls' School, for their assistance, cooperation and facilitation of field placements for our pre-service students enrolled in the ECE-CP (2011-2012).
- ▶ Sahar Tanveer (IECE Graduate 2010-11) for setting up a stall at a carnival to raise funds and awareness about TRC-IECE.
- ▶ Nida Aftab, Afshan Fazil, Huba Aziz and Uzma Rauf (TRC-IECE Alumni) for contributing and raising funds to place an advert in a bi-monthly magazine for TRC-IECE.
- ▶ Nida Aftab for taking responsibility for the text, design and placement of the advert.

# Thank you :-)



## Collaboration and Partnerships



Aga Khan Foundation



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 the Directorate of Social Welfare, Sindh.



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