

27th ANNUAL REPORT

2012–2013

Contents

<i>Message from the Director</i>	01
<i>About TRC</i>	02
<i>Mission & Vision</i>	
<i>Core Values</i>	
<i>The TRC Team</i>	
<i>TRC Governing Body</i>	
<i>Creating Spaces for Transforming Education</i>	04
<i>The Year in Focus</i>	
<i>Inspiring Classrooms</i>	05
<i>Multi-school and School-focused Workshops</i>	
<i>Project Workshops</i>	
<i>School Evaluations</i>	
<i>Projects</i>	
<i>Media Literacy</i>	09
<i>TRC Film Club</i>	
<i>2nd Karachi International Children's Film Festival</i>	
<i>Advocacy and Outreach</i>	11
<i>TRC - Institute of ECE</i>	18
<i>Governance</i>	21
<i>Appendices</i>	23

Message from the Director

TRC has always believed in going that extra mile. Doing more than what it takes to achieve the special meaningful outcomes. The focus has been to sow, nurture and sustain, with responsibility and integrity, irrespective of the size and volume of an endeavour.

It is with great pleasure that I share with you our 27th Annual Report, highlighting our year long journey of successes, challenges and deliberations. This report covers key activities and events that were initiated, completed or supported by TRC as part of its mission to create better learning opportunities and environments for growing children and their educators.

Creating learning experiences to nurture children's innate potential is an uphill task. What makes it intrinsically challenging is the need to inculcate change in the way teachers think and act in classrooms, and to convince them that they are the primary custodians of children's learning in school. We have committed ourselves to making a difference in the way teachers teach and what they teach to young children. In line with this mission, the year in review has been gratifying. We continued our efforts to enhance skill sets and enrich knowledge amongst our teacher trainees across Pakistan. Through our workshops and capacity building programmes, we enable teachers to transform their roles as co facilitators of learning in child-centred environments.

As part of our education advocacy strategy, we have also continued to make ourselves heard at various policy and planning forums. Our representatives have presented papers and participated in debates and conferences, addressing key educational concerns in contemporary times. This year TRC was also represented at the 57th Annual Comparative and International Education Society (CIES) Conference, held in New Orleans, Louisiana, where our recommendations were well received by the audience. The theme for the conference was "Crafting an ECD Goal in the post 2015 development agenda – making a case for sustained gains for access, quality and citizenship – Lessons from Asia".

As a significant highlight of the year, TRC has embarked on a strategic initiative called the Paths to School Success project in collaboration with the Child-to-Child Trust, London with financial backing from the DFID Global Poverty Action Fund. The project is being implemented in selected schools in the Jamshoro district of Sindh.

On December 01, 2012, our AGM 2011 – 2012 was held at the TRC premises. Members of the Governing Board, representatives of member schools as well as staff members attended the event. During the meeting, this year's activities and our future plans were shared. The Treasurer of the Governing Board presented TRC's financial reports.

However, not everything went as per plan this year. In collaboration with Save the Children and with the financial support of USAID, TRC had embarked on what was perhaps one of our biggest educational ventures, The Sindh Reading Program. Unfortunately, despite major investments of time and effort to develop the project framework in accordance with the USAID policy templates, the project could not materialise, mainly due to a realignment of the donor's programming vision and internal policy overhauls.

In the end, I would like to thank the entire TRC team and all our partners, beneficiaries and stakeholders for continuing to strengthen us. Without your efforts and cooperation, we would not be able to retain our niche as an early year's education and education support organisation.

Happy reading.
Thank you,

Seema Malik
Director
TRC

About TRC

Mission & Vision

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

To this end, TRC:

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

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

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

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

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

Core Values

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

The TRC Team

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

Ms. Seema Malik	Director
Ms. Mahenaz Mahmud	Director Programme Development
Ms. Rubina Naqvi	Senior Manager, Membership Network
Ms. Amima Sayeed	Senior Manager, Research and Advocacy
Ms. Uzma Rauf	Training and Development Team, ECE Certificate Programme
Ms. Tabinda Jabeen	Training and Development Team, ECE Certificate Programme
Ms. Farzana Kausar	Training and Development Team, Early Years Education Programme
Ms. Seema Yasmin	Training and Development Team, Early Years Education Programme
Ms. Nighat Hasan	Training and Development Team, Early Years Education Programme
Ms. Mehnaz Amir Ali	Training and Development Team, Early Years Education Programme
Ms. Shahida Parveen	Librarian
Mr. S. Najm-ul-Hassan Naqvi	Office Manager
Ms. Karen Dias	Admin In-charge
Mr. Inayat Ullah Khan	Accountant
Mr. Zaem Samson	Receptionist
Mr. Muhammad Zada	Driver
Mr. Pervez Daniel	Driver
Mr. Mubarak Husain	Driver
Mr. Muhammad Tahir	Ancillary Staff
Mr. Nasir Hussain	Ancillary Staff
Mr. Mehtab Hussain	Watchman

TRC Governing Body

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

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



Creating Spaces for Transforming Education

The Year in Focus

- A total of 48 workshops were conducted by TRC this year. The multi-school, school-focused and project-based workshops reached out and benefitted 1032 teachers from both the private and the public sector across the country. These workshops clocked over 532 hours of training sessions for mostly pre-primary and primary teachers. Of the 48 workshops, 35 were conducted in English and 13 were in Urdu.
- In response to requests from schools, TRC conducted three extensive school evaluations. The schools, Shahwilayat Public School, the Intellect School and the Catholic Education Board, benefitted from TRC's support and expertise.
- As part of our popular media literacy programme, TRC screened and discussed meaningful films through our Film Club and collaborated with an NGO called The Little Art to successfully organise the second Karachi International Children's Film Festival.
- As part of our outreach and networking activities, TRC contributed to various policy making and knowledge exchange forums, participated in seminars and other stakeholder gatherings and advocated for change in the way children are educated, wherever the opportunity arose.
- The 6th cohort of TRC-IECE graduated this year. The 7th batch was inducted after a comprehensive screening and selection process.
- A partnership was formed with Pak-Arab Oil Refinery (PARCO) for training teachers in PARCO-supported public schools across Pakistan.
- TRC entered into a partnership agreement with the Child-to-Child Trust (CTC), London for a project that is to be implemented in eight communities of the Jamshoro district of Sindh.



Inspiring Classrooms: Teacher Education and School Support

During the period under review, TRC continued to make headway through its teacher education and school-support programmes. TRC conducted a range of workshops for teachers as well as customised school improvement interventions, partnered in donor-funded projects, and promoted media literacy through engagement with both public and private schools.

Multi-school and School-focused workshops

TRC offers both short and extensive workshops for teachers. These multi-school, content-rich training sessions are organised in-house, making it possible for both TRC's member and non-member schools to benefit from our expertise in pedagogy and other academic themes. These workshops, conducted by trainers who are part of TRC's resource pool include both in-house staff members and external workshop leaders. School-focused workshops are offered both to public and private sector schools on demand; these are customised and are carried out on site mainly by TRC's own staff. All workshops adopt a child-centred, active learning approach to teaching and learning.

From July 2012 to June 2013, TRC conducted a series of school-focused and multi-school workshops. Details of the workshops that were conducted during the period under review are summarised below:

A total of 32 multi-school workshops, spread over 249 hours were carried out benefitting 668 participants. These were mostly for pre-primary and primary teachers. For more details, please see page 28.

TRC also conducted seven school-focused workshops on request from schools. Bangalore Town School, The Indus Academy, Army Public School, Korangi Academy, The Intellect School and Reflections are the schools, which approached TRC to conduct professional development sessions for their teaching staff. These sessions reached out to 172 teachers, largely from the pre-primary and primary sections of these schools. The total number of workshop hours clocked in school-focused workshops was 211.

During the period under review, TRC conducted 39 multi-school and school-focused workshops benefitting a total of 840 teachers. The total number of workshop hours was 460, spread over 129 training sessions.

Project Workshops

As a pioneering and leading organisation in this field, TRC has been working for decades to improve the quality of education, through professional development of staff and comprehensive school support. It is no surprise then that TRC is often approached by public-and private-sector entities, to design and implement specialised programmes for schools that they are supporting.

During October 2012, TRC conducted three workshops in Karachi for schools supported by the Care Foundation. The workshops covered the following themes: *Tadrees kay Moassar Tareeqay*, *Mansubabandi aur Kamra e Jammaat ka Nazm o Zab* and *Ashiya e Imdadi ka Moassar Istemaal*.

TRC conducted a total of six workshops for PARCO-supported public sector schools. The schools are located close to PARCO stations across Pakistan. Trainings were conducted in Karachi, Muzaffargarh, Faisalabad, Shikarpur, Fazil Pur near DG Khan and Macchike near Lahore.

The nine-hour workshop module on 'How Children Learn' was conducted in all six PARCO supported schools. The objective of the sessions was to equip the teachers with a basic understanding of how children learn and the role and responsibilities of a teacher in creating an environment that is child friendly, non threatening and conducive to learning.

In the period July 2012 to June 2013, a total of nine workshops were conducted by TRC for public sector schools supported by different organisations. About 192 teachers benefitted from 72 hours of training.

"The trainings imparted by the Teachers' Resource Center (TRC) at PARCO supported schools at different locations in Pakistan have had a positive impact. The teachers who have received training have learnt both better ways of teaching, as well as how to create a good learning environment. We are very satisfied with our previous and on-going projects with TRC."

Saba Ahmed | Corporate Communications, PARCO



School Evaluations

In addition to conducting workshops, TRC also undertakes school-based evaluations. These are mostly demand driven initiatives that are requested by schools and are part of their institutional strengthening programme. Upon request, evaluations are followed by feedback sessions, as well as remedial workshops where required.

Evaluation at Shahwilayat Public School

In response to a request received from the trustees of Shahwilayat Public School, TRC commenced an evaluation programme at the school in February 2013. The areas of evaluation that were identified by the management were: classroom management, discipline and grading students' work. A total of 26 teachers from Classes 1 to 3 that were identified by the school management were observed. The grading of students' written work was also reviewed. The programme concluded in May 2013 and a comprehensive report, summarising the findings was submitted to the school management.

External Evaluation of the Catholic Education Board Schools

On behalf of Misereor Germany, TRC was approached to co-conduct an external evaluation of the Programme Office Education of the Catholic Education Board. TRC's representative participated as a local consultant alongside an international consultant from Germany. All six dioceses, Rawalpindi, Lahore, Faisalabad, Hyderabad, Karachi and Multan were visited. The purpose of the evaluation was to gauge the impact of the financial support Misereor has extended to the Programme Office Education for infrastructure development, in-service training and the provision of computer and science lab equipment to Catholic Schools across Pakistan.

Professional Development Programme at The Intellect School

The trustees of The Intellect School requested TRC to implement a programme for the professional development of their teachers. The programme commenced in February with an evaluation of the school's needs and concluded in April 2013. As part of the programme, TRC representatives carried out a series of classroom observations with a focus on lesson planning, classroom management, teaching methodology and assessment. A total of 25 teachers from Nursery to Class VII were identified as needing professional support. Each teacher was observed twice, followed by a feedback session. The observations and individual feedback were followed by a four hour interactive workshop highlighting the good practices observed and areas for school and teacher improvement. A detailed report was submitted to the school at the end of the evaluation.

The Intellect school considers its teaching faculty to be its greatest asset and strongly emphasises on each individual's personal and professional growth. We believe that a teacher must be allowed to reach and exhibit her full potential for her to be a role model for students. Hence, the workshops and courses conducted by TRC are highly expedient in providing focused training for any particular area of improvement. Our teachers also frequently avail the resource material of the TRC Library. The wide range of reference material provides our teachers with handy tools and ideas for their tasks and assignments.

The Intellect school concluded a "Classroom Support" programme in collaboration with TRC and we cannot thank you enough for the impact it has brought. We highly appreciate the fact that the program was tailored as per our request and TRC's representative provided us with invaluable professional support in building upon our team's strengths. Working with an established and reputable organisation like TRC has given us even more confidence in our team of professionals and we look forward to working with TRC again in the future.

Shehla Zubairi, Principal | The Intellect School

Projects

Development partners, provincial and federal government, academic institutes and NGOs regularly approach TRC to undertake joint initiatives for sector strengthening. TRC has a long history of partnering with both national and international agencies for high quality and transformational work in education, particularly in Early Childhood Education.

Paths to School Success Project

TRC entered into a partnership agreement with the Child-to-Child Trust (CTC), London, in April 2013 for a project that will be implemented in eight communities of the Jamshoro district of Sindh. The 'Paths to School Success' (PSS) project aims to enhance enrolment, retention and learning achievement using the Child-to-Child approach towards learning, pedagogy and community involvement. The project is backed by financial support from the DFID-Global Poverty Action Fund (GPAF). The American Institute of Research is a project partner and is overseeing its monitoring and research component.

Following technical support from CTC for the training of Master Trainers and the development of the Project Toolkit, TRC is responsible for overall project implementation, including teacher training, community involvement and translation of teacher handbooks from English to Sindhi.

Sindh Reading Program (SRP)

Working alongside Save the Children, TRC undertook a range of intensive and time-consuming activities for the Sindh Reading Program (SRP). On the directive of the Government of Sindh, the scope of the USAID Sindh Reading Program was increased exponentially. Working with 4000 teachers, it was envisaged that the programme would reach out to 750,000 primary level students, through direct intervention in 1350 schools in eight districts of Sindh. The change in the number of target beneficiaries, from 500,000 to 750,000, had a huge impact on the programme's strategy, especially the training of teachers, follow-up support and classroom contact with students.

Unfortunately, the project did not materialise owing to internal policy readjustments of the donor as well as the Government of Sindh.





In the world today many people receive their information through a mix of media such as the electronic and social media. In such a complex environment, people need to make sense of and decipher the messages they receive every day. TRC's pioneering Media Literacy programme was initiated mainly to enable children and adults to access, analyse, and evaluate the information they receive from television, newspapers, billboards, the Internet and other forms of media.

TRC Film Club

Films offer a powerful medium for learning. Coupled with the critical process of reflection and analysis, watching a film can turn into a meaningful learning experience. An integral part of our Media Literacy programme, TRC's highly popular Film Club organises film-screening sessions for school children and teachers on a regular basis. The session entails a Q&A component after the film as well as an interactive discussion. Both are moderated by TRC's team.

During 2012-2013, the Film Club screened three films, which included Do Dooni Chaar, Whale Rider and English Vinglish. The screenings were attended by a cross section of the public and teachers from private schools, head teachers and students.

All three films revolved around the struggles of both male and female protagonists.

The story of Do Dooni Chaar was based on a teacher's personal and professional struggle to make ends meet within limited resources. Following the screening, the audience was divided into discussion groups. Each group was asked to ponder on the aspects of Mr. Duggle's character that they appreciated. They also reflected on ethical issues such as how, as teachers, they could develop moral values in children and what they would do if they discovered that their colleague used unfair means to promote a student.

The small group discussion was followed by an interactive whole group discussion about role modelling and ethics.

Thirty-one, 9th-grade students and 2 teachers from Haque Academy watched Whale Rider. The film is about a Maori girl who fights to fulfill her destiny as the leader of a patriarchal New Zealand tribe. The post-movie discussion touched upon themes such as courage and determination, customs and traditions versus social contemporary values, attempting to prove one's self and also gender discrimination. The thought-provoking questions put forward during the discussion sparked a general consensus from the children with practically all of them agreeing that they needed the freedom to make decisions about their lives.

The Hindi film English Vinglish was also screened for a session of the Film Club at the TRC premises. Nine teachers from public sector schools in Jamshed Town and one supervisor from Korangi Town attended the screening.

English Vinglish is the riveting story of a woman, Shashi, who cannot speak English and is made to feel insecure by her family. The film charts her trajectory as she overcomes her insecurity and is transformed into a confident and self-reliant woman.

After the film, the participants were engaged in a discussion during which the audience responded very positively and shared examples from their personal lives, as well as from the classroom. They highlighted the supportive role of a teacher and also reflected on the importance of verbal and nonverbal language during a conversation.

Participants have generally gone back from Film Club sessions feeling that they could relate to the characters and could connect with the stories. Many participants feel that the TRC Film Club is unique because it combines entertainment and learning in a distraction-free environment.

2nd Karachi International Children's Film Festival

In 2011, TRC joined hands with The Little Art (TLA), a Lahore based NGO, to bring a film festival for children to Karachi. The Karachi International Children's Film Festival is a sister event of the Lahore International Children's Film Festival, which TLA has been organising since 2007. This is the largest event of its kind in Pakistan as it attracts thousands of children and adults from both public and private schools to come together and watch creative and meaningful films from around the world.

For two years now, since TRC has been supporting the event, the festival has received an overwhelming response from children, teachers, schools and parents.

For the International Children's Film Festival (KICFF) in November 2012, 37 out of 86 films were picked after an exhaustive scrutiny for age, cultural appropriateness and the messages the films conveyed. The KICFF was held at the Rangoonwala Community Centre, Dhoraji Colony.

The selected short films included both animated and action films from 20 countries across the world. They were screened over six days in three one-hour slot shows. The films, which were meant to provide food for thought through an entertaining medium, were appreciated both by children and adults, and TRC received an overwhelming request for more such events.





Advocacy and Outreach

Since its establishment, TRC has been advocating for teachers and learning environments which nurture and support children in reaching their full potential. We participate and contribute our expertise across different national and international platforms where children's education is debated. During the year under review, TRC was represented at various forums to advocate for change and to network and share expertise with stakeholders.

Pakistan Coalition for Education (PCE)

TRC participated in a two-day meeting held by the PCE in Islamabad, to consider strategic directions and upcoming grants and funding opportunities.

Advocacy through Mass Media

TRC participated as an expert in ECE in a radio programme on education in September 2012. TRC's representative responded to several questions about ECE in the programme, which was a joint endeavour of the Pakistan Coalition for Education (PCE) and the National Broadcasting Service (NBS) network.

World Teachers' Day Broadcast

EDC (Education Development Centre), an international organisation based in Washington DC, recorded a programme for USAID to be aired on TV and radio on World Teachers' Day (October 05). As requested by EDC, TRC nominated two teachers, one from the public and the other from the private sector; they travelled to Islamabad and participated in the broadcast.

TAKE Conference

In October 2012, TRC's representative presented a paper on 'Understanding the Needs of the Child' at an education conference organised by TAKE (Trust for Advancement of Knowledge and Education) in Karachi. Aimed at professional educators, the conference was held in association with the Institute of Education, University of London. The theme of the conference was 'Progress in Learning'. TRC's presentation was interactive and enriched the session by highlighting the factors that impact a child's holistic development, including the role of the environment and the school.

Group Consultations for Sindh Education Sector Plan

TRC members participated in a series of meetings initiated by the Reform Support Unit (RSU) to develop the Sindh Education Sector Plan (SESP) starting in October 2012. The members were divided into 12 Thematic Working Groups (TWG) for the plan preparation. Initially TRC worked with two TWGs, namely ECE & Primary and Teacher Training and in subsequent meetings provided input in other TWGs also including Secondary Education, Public Private Partnership and School Rehabilitation & Consolidation. TRC was also represented in the Teacher Education and the Curriculum Group. A total of five meetings were attended in this regard.

In the final meeting, it was decided that a core committee comprising experts and consultants would review the SESP and their feedback would be circulated amongst all members of the working groups.

Subsequently, a consultative workshop was held by RSU in April 2013 to get input from all stakeholders on the Draft Sector Plan. TRC representatives attended the session and made contributions to the process.

Modular Curriculum: Paper Presentation at AKU-IED Conference

In November 2012, TRC was invited to present at the ninth international conference on 'In Search of Relevance and Sustainability of Educational Change.' The event was organised by the Aga Khan University Institute for Educational Development (AKU-IED) and was attended by teachers, school administrators, teacher trainers as well as education researchers.

TRC's representative made a presentation on 'The Modular Curriculum' focusing on the concept of a curriculum, its role in effective learning, the four essential factors of planning a curriculum, planning modules for different levels and the advantages and drawbacks of a modular curriculum.

TRC Website

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

In addition, the website features a monthly opinion poll on education-related topics. This year, TRC's opinion poll addressed various critical issues in education such as homework for primary level students, the use of punishment, cheating, cell phones in schools, open-book tests, the public display of grades, and schools selling junk food among others. Enthusiastic viewers cast their vote and had their say on these contentious issues. If you are interested in the results of the polls, see page 17.



Arrival of the New Director of the British Council

An event was held at the Acton House in November 2012 to formally welcome Barbara Wickham, the new British Council Director. The British Deputy High Commissioner, Francis Campbell, hosted the reception. A TRC representative attended the event.

TRC Extends Research Support

The Deputy Director of the Federal Ministry of Information, Ashique Hussain approached TRC for academic support in November 2012 for his research paper, 'The syllabus of primary schools in Sindh and KPK: Reforms to maintain national standards' and reference material from the TRC library was shared with him.

We received a similar request for support in research by a student of MA (final) from the Education department at the Jinnah University for Women. The research was on 'TRC's role in the educational sector in Karachi through its ECE-CP'. TRC extended full support to the researcher and helped collect data from ECE-CP and ECE-CP (U) students, as well as course facilitators.

A group from NIM, previously NIPA, visited TRC, as part of their 14th Mid Career Management Course for officers of Grade 18, who were at the threshold of promotion to the next grade. TRC extended facilitation to the group and provided the requisite information and helped them gather educational data.

Child Rights Convention 2012

TRC was invited to attend The Child Rights Convention 2012 held at the Karachi Expo Centre in December 2012. The theme of the exhibition was 'Protect and Empower the Future of Pakistan'. A panel discussion on the media's role for child rights and a symbolic walk against corporal punishment were the event highlights. TRC staff members participated in the convention.

Participation in Educational Dialogue

In December 2012, TRC participated in an educational dialogue organised by the Sindh Education Foundation (SEF) and AKU-IED, as part of the 'Strengthening Teacher Education in Pakistan (STEP) Project'. The dialogue focused on the issue of quality teachers and governance.

Contribution to New Pakistan Education Policy Document

TRC was invited to contribute to a consultative process that was initiated to shape the new Pakistan Education Policy document. TRC's staff conducted background research on previous policies, examined other documents on education in Sindh in order to fill out the research questionnaire as well as to propose concrete steps for policy making. The process was a joint initiative by the UN and World Bank. The Children's Global Network Pakistan was soliciting stakeholders' input through the questionnaire and consolidating information for the document.

Launching Ceremony of ASER Pakistan-2012 Report

In January 2013, TRC was invited to the launch of The Annual Status of Education Report (ASER) Pakistan – 2012. The launch ceremony was organised by SEF, ITA and the South Asia Forum for Education Development (SAFED). A TRC Representative attended the event.

Sindh Provincial Bill (Article 25-A)

The Education and Literacy Department, Government of Sindh and UNESCO organised an event in Karachi, in February 2013, to celebrate the historic passage of the Sindh Provincial Bill on the Right to Free and Compulsory Education Act 2013, and the Road Map to the Future. TRC was represented at the event, which was attended by parliamentarians, educationists and government officials.

Policy Dialogue on Career Counselling for Youth

In February 2013, TRC participated in a policy dialogue on the significance of career counselling, organised by the Youth Affairs Department, Government of Sindh. The main aim of the project was to provide support to the youth in making informed career choices; it targeted students enrolled in schools, colleges and universities.

Annual Comparative and International Education Society Conference

TRC contributed to a panel presentation on 'Crafting an ECD Goal in the post 2015 development agenda – making a case for sustained gains for access, quality and citizenship – Lessons from Asia' at the 57th Annual Comparative and International Education Society (CIES) Conference, held in New Orleans, Louisiana in March 2013. The Education Support Programme of the Open Society Foundation, facilitated participation in the conference. A presentation was made on TRC's behalf and the panels' findings and recommendations were well received by the audience.

Envisioning a National ECD Network in Pakistan

The Rupani Foundation hosted a discourse in April 2013 on Early Childhood Development to share their vision of forming a National ECD Network in Pakistan which would advocate ECD issues at the national level and bring about social and behavioural changes in society. A representative of TRC attended the event and shared experiences.

TRC Represented at Karachi's Business Schools

In April 2013, a TRC representative was invited as guest speaker at two events: PAF KIET's MBA-Education Leadership seminar and a debate competition organised by Greenwich University. At PAF-KIET, students made presentations on Integrated Curriculum, Learning Spaces and Differentiation, as part of their MBA course on Curriculum Planning and Implementation. The TRC representative gave feedback to the students on their presentations and shared with them her experiences and views on the importance of curriculum in the process of learning.

At Greenwich, TRC's representative was part of the panel judging the debates, which were on 'Intolerance is the root cause of violence in our society,' and 'Image is more important than knowledge.'

Exploring Institutional Linkages

In May 2013, TRC's team visited two organisations as part of the efforts to develop and strengthen institutional linkages with institutions working for a common cause.

Presentations were made to the Managing Director of Sindh Education Foundation (SEF) and PARCO, which is already a TRC partner.

Details regarding TRC's services and products were shared and avenues of mutual collaboration were explored. TRC's ECE and workshop programmes were of special interest to the audience.

TRC's team also made a similar presentation to Mr. Shah M. Saad Husain, GM Corporate Affairs at PARCO. The purpose was to take the partnership forward. Mr. Husain expressed his appreciation for TRC's initiatives and showed keen interest in the *Pehla Taleemi Basta* and the evaluation of PARCO-supported schools. PARCO and TRC agreed to a second round of workshops for PARCO schools followed by school evaluations.

Partnership in the Offing – TRC and NDIE

A meeting was held between representatives of Notre Dame Institute of Education (NDIE) and TRC to discuss opportunities for collaboration between the two organisations, especially with respect to online courses. Areas of mutual interest like TRC-IECE supporting NDIE's M.Ed. students were explored. The use of the TRC library as a resource for ECE and faculty sharing (which has been done in the past) was also discussed.

Children's Literature Festival in Islamabad

TRC was invited to a panel discussion on 'Early Years' Reading' at the Children's Literature Festival, Islamabad in May 2013. The significance of reading in the early years for developing an interest in books as well as bonding with parents was discussed.

TRC's representative emphasised how reading should be used as a tool for developing creativity and children's imagination, in addition to their literacy skills. Schools' obsession with completing syllabi and achieving quantitative targets and their marginal focus on cultivating the love for reading, imagination and creative expression were also some of the aspects highlighted in the TRC presentation.

TRC's 'Strong Foundations' is Part of the ECE Course at IBA Sukkur

A representative from the Department of Training and Development, IBA Sukkur visited TRC to purchase 35 copies of 'Mazboot Bunyaadein', the Urdu translation of 'Strong Foundations, A Guide for ECE Teachers' and sent an encouraging and uplifting email appreciating TRC's work in ECE and acknowledging our status as a progressive institution that offers quality services to teachers.

Right to Information Workshop

Two representatives of TRC attended a half-day capacity building workshop on the Right to Information, Article 19A of the Constitution of Pakistan organised by Shehri – Citizens for a Better Environment (CBE). The objectives of the workshop were to build awareness & knowledge about Article 19A and to enhance citizen's skills on using this law to bring changes in the existing system. Following the Shehri session, the TRC representatives organised a brief session for all members of TRC staff to raise awareness about Article 19-A.

Learning Metrics Task Force Meeting

The Learning Metrics Task Force (LMTF) Secretariat and task force members collaborated with the in-country

facilitator from ITA to conduct a consultation meeting at RSU in June 2013. Those attending the event included representatives of civil society, academia, the Education Department, PEACE, The Aga Khan University Examination Board and the Sector Planning team. This was Phase III of the consultation.

The participants were divided into three groups and asked to propose a framework for improving the current assessment system in Pakistan. TRC participated in the consultative rounds and made concrete contributions to the overall framework.

TRC at School Events

In October 2012, TRC was invited by the Fatimiyah Education Network to attend the convocation ceremony for Matric students. Later in January 2013, a TRC representative also attended the Annual Sports Day of the Fatimiyah Girls' School.

Members of the TRC team attended a unique art exhibit put together by the staff and students of Haque Academy titled "Paklaleidoscope" in December 2012. The exhibition held at the Faraar Gallery, PeaceNiche, showcased work inspired by Truck Art.

TRC was represented at the 152nd Annual Secondary Sports Day of BVS School held at the Karachi Parsi Institute in February 2013.

A TRC representative was invited as chief guest at the Education Bay School for a prize distribution ceremony for students from grades 1 to 10.

Future Collaboration – OSF and TRC

The Open Society Foundation team, including the Deputy Director and Education Programme Manager, visited the TRC office in June 2013 to discuss possible collaboration for developing critical thinking skills and pedagogies in public and private sector schools. OSF shared its Critical Thinking Programme (CTP) that has been implemented in various countries including Pakistan. A large-scale initiative to inculcate critical thinking skills across different systems of education and teacher development initiatives was discussed. Structured advocacy for ECE was also discussed.

Following the meeting, the TRC team visited The Citizen's Foundation, which was already a partner with OSF on the Critical Thinking Programme. The purpose of the meeting was to learn about how TCF has adapted and implemented teaching-learning material to promote critical thinking in its schools.

Popular Opinion Polls

Opinion Poll
November 2012

Homework should be banned in primary schools because it is a waste of children's time.

Respondents of this poll, which posed a very critical question, having direct bearing on us as parents and caregivers, were almost equally divided over the issue. At least 52% disagreed and felt that homework in primary years fosters good study habits and strengthens the link between schools and home and therefore should be given. The rest of our respondents (48%) thought that there should be no homework for children studying in primary grades, as they saw no learning benefits of it.

Opinion Poll
December 2012

Children cheat during exams because honesty and hard work is just not valued anymore and hardly anyone cares about personal integrity.

An overwhelming 97% strongly disagreed and felt that it is actually the immense academic pressures and competitiveness instigated from schools, which force children to succumb to cheating. The 3% who agreed to the motion held the ground that children resort to cheating as a shortcut to short term glory since they feel hard work is neither valued nor pays off. This is an interesting result, because it shows that despite rampant cheating in schools and society in general, the respondents believe that essentially no shortcut can beat what one learns through hard work and honesty.

Opinion Poll
February 2013

Older students should be allowed to bring cell phones to school, because they are a modern-day necessity and convenience, and especially useful in case of emergencies.

We found only a marginal difference in opinion between those who agreed and those who did not on the issue of allowing cell phones to older children in schools. 53% thought schools should allow older students as cell phones come in handy for communication in times of crisis and emergencies. 47% were of the view that schools should completely disbar them.

Opinion Poll
April 2013

Students' grades should not be posted publicly because it leads to situations, which could be humiliating and awkward for those who haven't done well.

89% voters were in favor of the motion and admitted that public display of grades could potentially lead to demotivation and in extreme cases mar students' self esteem because many a times the students get bullied or ridiculed by peers for "under performance". We also saw some of the respondents (11%) vote against the motion and believed that pressure of publicizing results often led students to work harder for better grades.

Opinion Poll
June 2013

Schools should not be allowed to sell junk food in their canteens, because they should be promoting smart food choices.

Since a whopping majority (94%) was found to second the notion, it points towards an increased consciousness amongst parents and caregivers regarding healthy food choices for children and school's role as a catalyst. This group believes that schools should restrict supply of junk in their canteens and instead make healthier and nutritious options available to children. 6% thought schools should be allowed to sell junk food, because it is the parents' job to control what their children eat.



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

Formally established in 2007, the TRC-IECE was set up to meet the need for trained, professional ECE teachers in private and public sector schools. Based on years of collaborative international research and expertise, the yearlong certificate programme equips ECE teachers with the knowledge, skills and attitudes necessary to enable them to respond appropriately to the needs of young children in early childhood settings. The programme places special emphasis on cultural relevance.

ECE- Certificate Programme Review

During July and August 2012, the IECE faculty undertook an extensive review of the courses and policies for the next session. The documents that were reviewed and updated included the Students' Handbook and the Academic Skills Guide, which is designed to support students throughout the programme.

Admissions and Interviews for 2012-2013

TRC-IECE receives several applications throughout the year. During June and July 2012, the team was occupied with short-listing prospective students and also with responding to queries. The student induction process was rendered more rigorous with intensive revisions in the interview and written tests mechanisms. Those who qualified in these rounds were sent acceptance letters along with the TRC-IECE Students' Handbook and the Academic Skills Guide.

Ushering in the New Batch

In September 2012, IECE welcomed its new batch of both aspiring and in-service teachers. The students were an interesting mix of teachers ranging from those who were beginning their careers to one who was a grandmother. The group was walked through the programme routine and norms and were introduced to each other and their course leaders at the Orientation. The interaction helped in easing them into the programme. The ECE-CP classes formally commenced a few days later. Some of the highlights for this seventh cohort follow.

In June, the students organised a well thought-out awareness campaign on child abuse. What started out as an individual course assignment, turned into a meticulously coordinated group endeavour to raise awareness about this critical issue; the campaign was very well received.

TRC participated in a seminar on ECE organised by SEF in June 2013. SEF agreed to accommodate 18 students of ECE-CP at the seminar who were awarded credit hours for their Professional Practices course, as the seminar was on a class day. An ECE-CP student made a presentation on behalf of TRC, focusing on the Principles of a Quality ECE Programme, based on the National ECE Curriculum: 2007, which was equally applicable to private, and public sector schools. The presentation discussed Developmentally Appropriate Practices (DAP) and engaged the audience by demystifying prevalent misperceptions about DAP. Professor Anita Ghulam Ali, MD, SEF welcomed the students and appreciated their efforts.

Graduation Ceremony for the Class of 2011-2012

TRC-IECE hosted the 6th graduation ceremony for the 2011-2012 graduates. Mr. Randy Hatfield (USAID) an old friend of TRC was chief guest at the occasion. He talked about the power and influence of the teacher and told the graduating class that they were uniquely placed to 'unlock children's minds'.

The TRC Director spoke at length about the programme and its painstaking development. Ms. Mahtab Akbar Rashdi, Chairperson of the Governing body of TRC-IECE said that the institute had a significant purpose and saluted the teachers as they continued their teaching careers with a new perspective after completing the course. The Academic Coordinator of the TRC-IECE took the graduating students down memory lane with a heart-warming photographic presentation of their months studying for the course.

TRC-IECE Alumni Reunions

Two graduates of the 2010-2011 cohort organised an Alumni Reunion in October 2012. A total of 25 alumni and the Academic Coordinator, IECE attended the event. The alumni used the occasion to generate ideas on ways to move forward and raise awareness about TRC-IECE and the ECE-CP. The Alumni held another reunion in March 2013, which was attended by 28 alumni and TRC representatives. The reunion offered graduates the opportunity to reconnect. It was also mutually decided to revive the Study Circles to update IECE graduates on current issues and research in ECE.



TRC-IECE Alumni Study Circles

Two study circles were held for the IECE alumni. This was the first time that the alumni conducted the Study Circle themselves. The purpose of the Study Circle is to help TRC-IECE alumni stay in touch with current ECE themes and issues. The topic of the first Study Circle was "Toddlers who lie will do better" and the second was "At what age should children start going to school?"

Open Day at TRC-IECE

An Open Day was held during May 2013 to welcome aspiring and potential students to the institute. Participants included teachers, coordinators, school heads, and vice principals. They were given a detailed orientation of the programme and were walked through display galleries and the project work of past students. Some guests also got a chance to observe a live classroom. The day was a huge success in terms of feedback and appreciation received from enthusiastic guests.



TRC Publications and Resources

TRC offers an exciting range of learning resources that facilitate teachers in the classroom. These resources have been developed after years of research, close classroom observations and rare insights from experienced teachers and heads around Pakistan. Invest in one of the following innovative and affordable products, to spark a love of learning in your students and to awaken your own passion for teaching:

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



Governance

Institutional Management

TRC believes in investing in people to ensure quality of processes and outcomes and so staff development continued to be our focus. TRC's core teams including trainers and office support personnel were closely involved in planning, management and in quality assurance of key activities. TRC thrives on teamwork transcending the hierarchical barriers that often bring about input-output divides in conventional organizational structures. All staff members freely exchange and share views and expertise to enrich the quality of our work which speaks volumes about a well-knitted and integrated staffing system.

Professional ethos as well as human compassion characterize our organizational framework. This is reflected in the way in which we conduct our business both within and outside TRC. At TRC, we believe in sharing both stresses and successes and that's how we have come this far in being able to retain our staff members, most of who are veteran teacher educators and have been with TRC for over a decade.

Although the Sindh Reading Programme presented huge setbacks for TRC both financially and programmatically, we bounced back with renewed vigor to take on bigger challenges. We have further raised the bar for ourselves as part of continuing institutional strengthening and hope to celebrate many more milestones in the future.

Annual General Meeting

On December 1, the AGM 2011 – 2012 was held at the TRC premises. Members of the Governing Board, representatives of member schools, as well as staff members attended the event. During the meeting, the activities of the past year and future plans were shared. The Treasurer of the Governing Board presented TRC's financial reports. The Chairperson urged GB members to contribute towards fund raising efforts to ensure smooth operations and sustainability of TRC.

Way Forward | 2013-14

TRC intends to continue to grow as an organisation that will reach out to stakeholders with a focus on improving educational practices.

We hope 2013-2014 will bring opportunities to:

- Expand the outreach of our programmes and services
- Enrich teachers' professional development through the inclusion of new pedagogical aspects and by strengthening our resource pool
- Integrate technology creatively for wider outreach of our teacher education initiatives
- Increase the visibility of TRC's core strengths
- Further strengthen quality assurance mechanisms
- Cultivate stimulating partnerships with similar organisations to give fresh impetus to our mission
- Further strengthen TRC-IECE as a vibrant and quality professional development institution
- Mobilise resources to ensure the financial sustainability of TRC

Appendices

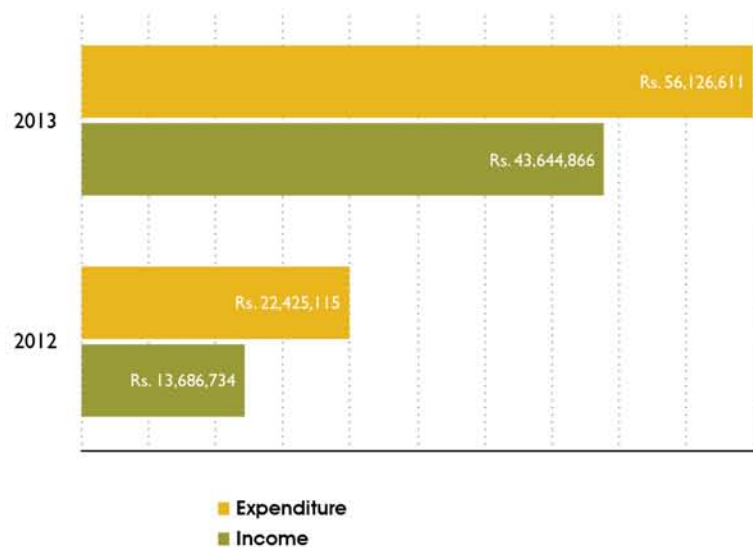
Finance

Summary of Financial Performance during the Year 2012-2013

Overview

During the year 2012-13, the total income of Teachers' Resource Centre (TRC) amounted to PKR 43.64 million against a total expenditure of PKR 56.13 million showing a net loss of PKR 12.49 million.

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



Appendices

Finance

Income

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

Income Head	2013	2012	Variance from last year	
			PKR	%
Membership Fee - Institutions	3,04,000	3,04,000	-	0%
Workshop Fee	30,17,804	22,88,904	7,28,900	32%
Course Fee: ECE	24,53,000	18,73,180	5,79,820	31%
Return on Investments	18,33,795	22,97,659	(4,63,864)	-20%
Donations	1,29,346	24,630	1,04,716	4 times
Profit from sale of PTBs	2,08,268	7,37,280	(5,29,012)	-72%
Profit on sale of listed Securities	49,43,733	(2,32,450)	51,76,183	22 times
Other Income / (Loss)	5,10,105	3,79,076	1,31,029	35%
Project Grants utilised	3,02,44,815	60,14,455	2,42,30,360	4 times

The major increase from prior year pertains to project grant utilisation against project expenses incurred. The grant realised from USAID Sindh Reading Program amounts to PKR 30.17 million during the current year.

The Centre also earned profit on sale of listed securities. These were sold to meet regular operating expenditure during the year. However, this has resulted in decrease in return on investments.

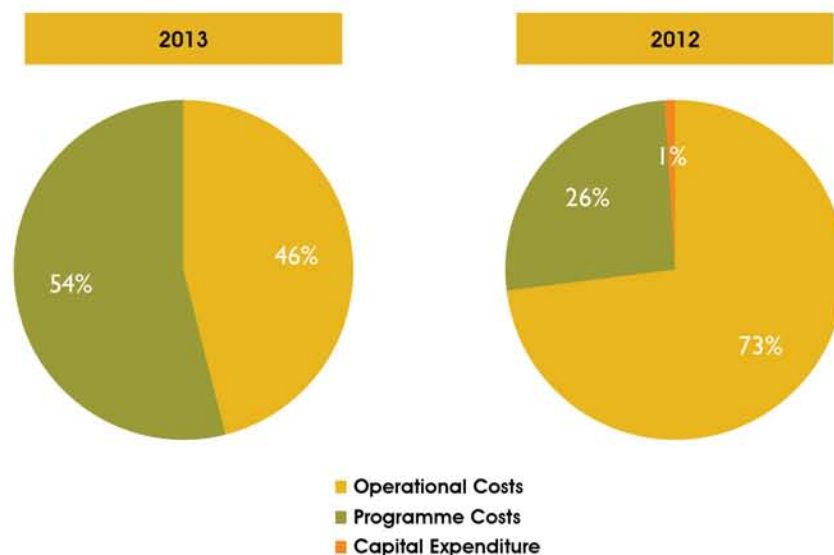
The number of workshops and fee structure was revised during the year based on inflation index. This has resulted in an increase of approximately 30% in such fee from the prior year.

Appendices

Finance

Expenditure

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



This percentage of programme costs have increased significantly because of the USAID Sindh Reading Program. The Centre incurred total expenditure of PKR 30.17 million during the current year.

The overall operational costs have increased because of salary and other benefits to the employees. However, other than that, the Centre has been successful to curtail its other operational expenditure such as printing and stationery, travelling and conveyance, communication costs and other costs. This has resulted in net increase of PKR 9.33 million in the operational costs from the prior year.

Appendices

Finance

Financial Position of the Centre

Investments

TRC's value of investments now stands at PKR 81.91 million, highest in its 26 years history, with an increase of PKR 19.6 million from prior year. The difference is attributable to increase in fair value of the investments held as on the closing date.

Cash and bank balances

TRC's cash and bank balances at year end has increased from prior year. This increase is due to funds received from USAID during the current financial year. However, the agreement was mutually ended in December 2012. The funds remain with the Centre which is also reflected in other liabilities in the balance sheet, and will be required to be paid back to USAID after close-out costs are finalised.

Deferred liability

The gratuity payable balance increased significantly due to increase in salaries during the current year. The expense for the year amounts to PKR 5.4 million, whereas payments made to retiring employees amounted to PKR 0.65 million, resulting in net increase of PKR 4.75 million from the prior year.

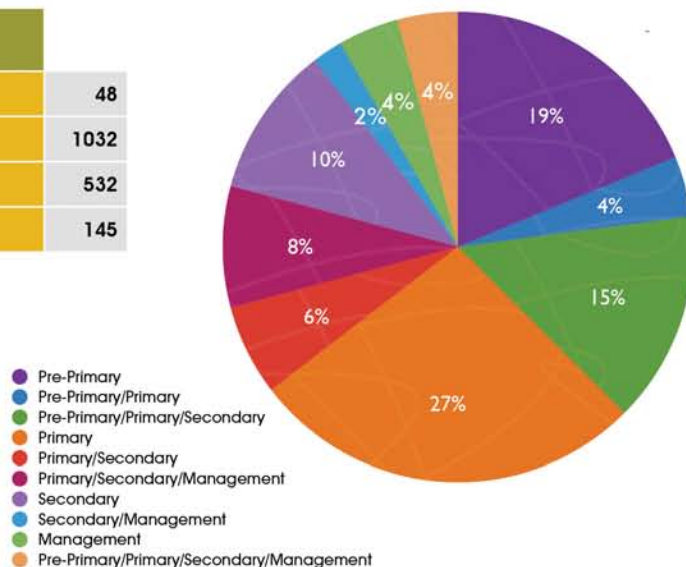
Accrued and other liabilities

The increase in accrued and other liabilities is mainly attributable to the payable balance of USAID amounting PKR 11.63 million.

Appendices

Overview of Workshops | Workshop Participation

Overview of Workshops	
Workshops Conducted	48
Workshop Participation	1032
Hours	532
Days	145



	Workshop Programme		Projects		Sub-Total		Total	%
	F	M	F	M	F	M		
Teachers	664	23	129	57	793	66	859	68.9
Heads/Deputy Head	54	9	3	0	57	9	66	5.3
Coordinators	71	1	0	0	71	1	72	5.8
Management/Admin Staff	10	1	3	0	13	1	14	1.1
Parents	3	0	0	0	3	0	3	0.2
TRC Staff	4	0	0	0	4	0	4	0.3
Total	806	34	135	57	941	77	1032	
	840		192		1032			

Appendices

List of Workshops

TRC offers a wide range of workshops for members and for donor-supported projects, in Karachi and throughout the country. Workshops are conducted for teachers from pre-primary through to secondary levels, as well as for managers, coordinators and heads of public and private schools. A comprehensive list of workshops conducted between July 2012 and June 2013 is provided below.

July-September 2012
Managing a Successful School
Mastering Cursive Handwriting
Counselling Students in Planning Career Choices
Interactive Approach To Teaching Grammar
Planning Daily Routines in an ECE Classroom
Maintaining Academic Records
October-December 2012
Developing Multiple Intelligences in the Classroom
<i>Nazmon ki Dilchasp Duniya</i>
Beginning to Read
Promoting Learning through Talk
Mastering Problem Solving Skills
Making Effective Presentations
Optimizing Learning through Effective Timetabling
Alternative Ways to Assess Learning
Writing the Creative Essay
<i>Tadrees Kay Moassar Tareeqay</i>
<i>Mansooba Bandi Aur Kamra-e-Jamat Ka Nazm-o-Zabt</i>
<i>Ashiya-e-Imdadi Ka Moassar Istemaal</i>
<i>Bachay Kaise Seekhtay Hain</i>
<i>Bachay Kaise Seekhtay Hain</i>

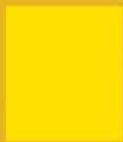
January-March 2013
Maintaining Academic Records
Observing and Assessing the Young Learner
Understanding the Adolescent
Media Literacy
21st Century Skills for Effective Classroom Teaching
<i>Khushkhat</i>
Inspiring Children to Explore Art
Creating Learning Spaces in Schools
Promoting Learning through Poetry
<i>Tadrees ke Moassar Tareeqay</i>
Active Learning
Active Learning
<i>Bachay Kaise Seekhtay Hain</i>
April-June 2013
Raising Phonemic Awareness
Exploring the World of Science
Teaching Comprehension: An Interactive Approach
Making Every Math Minute Count
Dealing with Adolescent Behaviour
Understanding the Needs of the Growing Child
Teaching Literature in Middle School
Building Learning Power
Feedback of Classroom Support
Active Learning
Understanding the Needs of the Growing Child
Active Learning
<i>Bachay Kaise Seekhtay Hain</i>
<i>Bachay Kaise Seekhtay Hain</i>
<i>Bachay Kaise Seekhtay Hain</i>

Acknowledgments

- *Alloo & Minocher Dinshaw Charity Trust for their encouragement and consistent monthly donations since 1986.*
- *The Red Crescent Group of the Mama Parsi Girls' Secondary School for their annual donation to our endowment fund.*
- *The TRC Governing Body for their time and support.*
- *The Board of Governors of the TRC Institute of ECE for giving the newly established institute direction and for 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 (2012-2013).*
- *P.E.C.H.S. Girls' School, for their assistance, cooperation and facilitation of field placements for our pre-service student enrolled in the ECE-CP (2012-2013).*
- *Ms Sehba Mahmood, an ECE Teacher Educator in the US, for sending us cartons full of ECE handouts and photocopied articles from her vast collection.*

SUPPORT TRC. SUPPORT QUALITY EDUCATION IN PAKISTAN

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



2nd Floor, C-121, Ehtesham Centre
National Highway
Defence Housing Authority
Phase I, Karachi - 75500, Pakistan



Ph: (92-21) 3539-2976, 3539-4059



info@trconline.org



www.trconline.org



facebook.com/TRCpakistan