



Teachers' Resource Centre
making a difference



31st
**Annual
Report**
2016-2017

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Message from the Director

As TRC enters its 32nd year, we stand proud of our legacy of contributions to the struggle for education uplift in general and teacher education in particular, in Pakistan a country rife with educational disparities but never with wilting hope.

Our institutional niche remains stable and so does our vision: to continue to be seen as the leading teacher education institution in the country reaching out to teachers from schools across the urban centres and the rural expanse which simultaneously divide and collate the complex geography and demographics of our country. We strongly believe in the goodness of teachers and the power of the teaching profession. Both have life changing impacts. Both define the way our young will shape or reshape the world.

For years, TRC has remained resolute to provide not just training opportunities but also professional exposure to teachers who are otherwise bogged down by the endless daily demands of classroom, school and family. At TRC, teachers don't just feel they have learnt or acquired new teaching pedagogies; they feel at ease with themselves and their capacities. They know it's a home away from home.

The most notable achievement of last year has been the establishment of a scholarship fund for underprivileged teachers it has also been a true culmination of sorts our mission. We have always strived to provide fair and equitable professional development opportunities to teachers from all walks of life. The scholarship fund has enabled us to take a step closer to the attainment of this cause as we believe that ALL teachers have a right to develop to the best of their abilities by accessing the best of professional development opportunities that there are. To learn more about this fund and how it is helping many teachers to become part of this empowering journey, please come and talk to us. I would like to personally thank all those who have generously contributed towards this fund and have pledged to support us in our endeavours.

As we enter another year, we recommence our resolve to play our part to bring 21st century learning skills into our classrooms via teachers, to provide the best of learning to our beneficiaries and to keep bridging the gap between the private and public sector education systems so that all of our children benefit equally and meaningfully.

I would like to once again thank everyone who believes in TRC and who is committed to help us transform our classrooms as vibrant, intellectually stimulating learning environments. As you read the annual report, please be cognizant of the fact that we work with immense challenges and very limited resources. Our stance is to do all that is good and right and work around our limitations and we don't give up!

Sincerely,

Ambreena Ahmed

About TRC

Mission & Vision

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

To this end, TRC:

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

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

Another significant milestone was the development of the First National Curriculum on Early Childhood Education (NCECE) in 2002. This milestone was achieved through extensive advocacy backed by three years of action research in *katchi* classes (pre-primary) in public sector schools. In 2007, TRC was again requested by the Ministry of Education to enrich the NCECE. To support the implementation of the NCECE, TRC has developed a 50-hour teachers' training module and a learning kit called the *Pehla Taleemi Basta*. Teachers across Pakistan, especially in public schools, have found the training extremely useful for developing their understanding of ECE and for revamping the *katchi* class to make it more interactive and learner-friendly. Due to the positive changes in classrooms and in teachers' attitudes and practices in partner schools, the provincial and federal governments and other institutions working for ECE and primary education, continue to seek technical assistance from TRC.

Core Values

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

The TRC Team

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

Ms. Ambreena Ahmed	Director
Ms. Rubina Naqvi	Sr. Manager Membership Network
Ms. Noshin Khan	Sr. Manager TRC-IECE
Ms. SairaShahab	Manager, Projects & Trainings
Ms. FarzanaKausar	Member, Training & Development Team
Ms. TabindaJabeen	Member, Training & Development Team
Ms. Seema Yasmin	Member, Training & Development Team
Ms. AnwerKhatoon	Member, Training & Development Team
Ms. Noor Fatima Shaikh	Member, Training & Development Team
Ms. AlizehZainabRazvi	Member, Training & Development Team
Ms. MisbahKaramat	Member, Training & Development Team
Mr. S. HammadHasnain Naqvi	Coordinator, Projects & Trainings
Mr. S. Najm-ul-Hassan Naqvi	Office Manager
Mr. NomanFarooq	Assistant Finance Manager
Mr. Raza Ali	Admin & Finance Officer
Mr. Muhammad Wasif	Admin Assistant
Mr. Zaeem Samson	Telephone Operator
Mr. Mazhar Husain	PTB Helper
Mr. Muhammad Tahir	General Hand
Ms. Sharda	General Hand
Mr. Mathais Paul Joseph	General Hand
Mr. Muhammad Zada	Driver
Mr. Khista Mir	Driver
Mr. Arif Raza Rehmat	Sweeper
Mr. Kazim Raza	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 & Trustee, Babaza Foundation Primary School Trust
Ms. Nancy Lobo	Honorary Secretary - Notre Dame Institute of Education (NDIE)
Mr. A. Rehman Mithani	Honorary Treasurer
Ms. F. D. Tampal	Principal, The Mama Parsi Girls' Secondary School
Ms. Nargis Alavi	Principal, Habib Girls' School
Ms. Seema Malik	Principal, PECHS Girls' School
Ms. Nausheen Leghari	Principal, Links Primary & Secondary School
Ms. Azra Aqil	Principal, Karachi Cambridge School
Ms. Saba Quadir	Head, The AMI School
Mr. Shahpur Jamall	Director Academics & Principal, Primary, Junior & Senior Section, Bay View Academy
Ms Mahtab Akbar Rashdi	Member, Provincial Assembly
Ms Shanaz Ramzi	CEO, STARLINKS
Mr. Salahuddin Ahmed	Barrister-at-Law, Malik, Chaudhry, Ahmed & Siddiqi
Ms. Rana Hussain	Advisor, British Council
Mr. Aziz Kabani	Deputy Managing Director, Sindh Education Foundation
Ms. Ambreena Ahmed	Director, Teachers' Resource Centre

The Year in Focus

- TRC conducted a total of 43 workshops this year. The 34 multi school and 8 school focused workshops benefitted approximately 1371 teachers, school heads and other school staff.
- TRC joined the Badal Do! Initiative and was nominated the training lead in the consortium of 7 partners.
- TRC's team conducted the 'Early Childhood Education (ECE) in light of NC ECE' training under the umbrella of Professional Development Programme for Teachers- (Training of Master Trainers) for early years' teachers for the Baluchistan Education Project (BEP), Secondary Education Department.
- TRC hosted a one-day 'Thinking Classroom and Critical Thinking: Reshaping Educational Prospects' academic conference. Over 500 teachers attended the 8 sessions.
- TRC hosted the 6th Karachi International Children's Film Festival (KICFF) which was attended by over 8000 children and teachers, breaking previous record.
- TRC conducted Training of Trainers (TOT) in Government College for Elementary Teachers, KotLakhat, Lahore. This 5-day training of trainers titled 'Early Childhood Education in light of National Curriculum' was prearranged by the Directorate of Staff Development (DSD), Punjab.
- TRC conducted an assessment of Grade 2 Math in 26 public and private/community schools supported by Indus Resource Centre (IRC) in Karachi, Khairpur and Jamshoro.
- With support from the BRAC Foundation, TRC conducted 2 training sessions for government primary school teachers in Hub, Balochistan Winder, Sakran, Someani and Dam.
- TRC and the British Asian Trust (BAT) collaborated for the 'Strengthening ECE Provisions through Peer to Peer Learning in Government Schools' project which delivered and promoted a complete model for the ECE curriculum in government schools in low income urban areas.
- For the 'Thinking Classroom Project' TRC developed 5 activity booklets on the following topics; Environment, Our Country, Plants, Ethics and Shapes and Angles and also developed a training video on critical thinking pedagogy for ECE and Primary teachers.
- The 10th batch of the Early Childhood Education & Development Programme graduated and the 11th cohort was enrolled. The ECEDP received an endorsement from the Council for Awards in Care, Health and Education (CACHE), UK. The ECEDP was offered in Urdu to reach out to teachers in the public sector and TRC's team procured scholarships from the corporate sector for some of the teachers enrolled in the programme.
- TRC organised The National Consultative Session for Curriculum and Textbook Board. This session was attended by representatives of PITE, BoC, Textbook Board of Sindh, Baluchistan, Punjab, Khyber Pakhtunkhwa (KPK), Azad Jammu and Kashmir (AJK) and National Curriculum Council-Islamabad.

TRC's Workshop Programme



Teachers' Resource Centre (TRC) has been associated with quality teacher's training programmes since its inception. It offers a robust selection of in-house and on-site workshops through its long-running workshop programme. Targeted at teachers, education managers, and heads of private and public schools TRC organises 4 or more multi-school workshops at its premises each month and also conducts school-focused trainings on school campuses on request. In its quest to support teachers and other learners in fulfilling their intellectual demands and their long term skill development, TRC initiated a series of talk sessions with guest speakers during this reporting period. In addition to workshops, TRC also conducts comprehensive school evaluations to help schools identify gaps in the teaching-learning environments.



Multi-school Workshops

TRC conducted a total of 34 multi-school workshops during the reporting period. The workshops were on a wide range of topics and were conducted in both Urdu and English by a pool of experienced trainers.

A total of 592 participants benefited from TRC's multi-school workshops which clocked in 214 hours.



School-focused Workshops

TRC conducted 9 school-focused workshops during the reporting period. A total of 779 participants attended and benefited from the school-focused workshops, clocking in 305 hours.



Throughout the year TRC received requests to conduct school-focused workshops. In July 2016, TRC conducted an ECED workshop for Shahwilayat Public School teachers.

Later in October 2016, TRC conducted a 6-hour school-focused workshop at Creek View Academy on the 'Role of a School Coordinator'.

In November 2016, TRC conducted a 6-hour workshop on 'Teaching Methodology' at Ilm-un-Nisa Institute for teachers of low-income schools located in the Gizri area in Karachi.

In December 2016, TRC conducted one 6-hour workshop on 'Effective Teaching' at Campus 1 of Creek View Academy. The same workshop was repeated for another batch of 15 teachers at their Qayyumabad Campus later in the month. The focus of the workshop was professionalism, time management, behaviour management, qualities and skills of an effective teacher, lesson planning, checking students' work and dealing with parents.

Other school-focussed workshops conducted during the reporting period were Lesson Planning, Assessing Learning and Teaching and Professional Development of Teachers. TRC also held a talk session for parents on 'Media and Our Children' at Education Bay School.

School Evaluations

TRC conducted a School Evaluation for the Practical Schooling System. A report of the findings was completed and shared in October 2016.

TRC Initiates Guest Lecture Sessions

During this reporting period TRC initiated a series of interactive talk sessions. The talk sessions were highly informative forums, designed to stimulate reflection and debate on various aspects of education in the 21st century.

In September 2016 TRC organised a talk session titled 'Mindfulness: Educating the Whole Child' in September 2016. The guest speaker at the session was Mr. Shahpur Jamall, who is the co-founder, Academic Director and Principal of Bay View Academy, a leading private school located in Karachi, Pakistan, established in 1990.

In October 2016, TRC hosted an interactive talk session on 'The Media and Our Children'. The talk was conducted by a journalist Shahrezad Samiuddin and explored aspects of the age of technology and media and how they are affecting our children.



In November 2016, Dr.Sajida Hassan, a clinical psychologist conducted a session on “Understanding Needs and Challenges in Early Adolescents”. The talk explore the varied changes experienced during early adolescence which can be confusing for both children and parents.

In January 2017, TRC's Rubina Naqvi conducted a 2-hour talk session on 'Lesson Planning' at Ilm-un Nisa Vocational Centre. It was attended by 22 teachers and school heads from the low-income schools located in Karachi's Gizri area

Projects at TRC



TRC serves the cause of education in the public and private sector by addressing the fundamental need for teachers' professional development, comprehensive school support and quality learning resources. Over the years TRC has developed a reputation for delivering technically complex and challenging projects with skill and innovation. Every day, our staff deliver on diverse community-based projects around Pakistan.

Our project experience covers the entire scope of the teaching-learning process in the public and private sector. We work on meaningful projects that benefit the communities in which we work and which are aligned with our belief that teachers are crucial to the success of the education system. During the reporting year TRC was involved in the following initiatives.

TRC Undertakes a Civic Education Project

An independent, non-political and not-for-profit organisation called the Public Interest Law Association of Pakistan (PILAP), approached Teachers' Resource Centre (TRC) to design and pilot a programme to promote Civic Education in schools. The preliminary meeting was held in June 2016 at TRC. The focus of the project was to pilot a programme to promote citizenship awareness among students of grade 1-10 through teachers' professional development and educational resources and material.

The programme commenced in January 2017. Initially, 9 schools in Karachi were selected (3 public, 3 private and 3 community based/NGO run) to assess awareness levels of both children and teachers about citizenship. Informal visits were made to the selected schools by the TRC staff, to familiarise the school management with the project and the baseline study was conducted.

The focus for the baseline study were 'Cleanliness', 'Help - Caring & Sharing' and 'Tolerance & Respect'. Interviews of 15 School Heads/teachers and 45 students from Classes 1 to X were recorded and the environment of the schools was assessed in light of civic practices.

The next phase involved the development of a repository of teaching-learning material to effectively integrate citizenship education into daily classroom teaching in schools from Grade 1 to 10. In the 2nd quarter, 120 activities were designed as per the project plan. Different aspects of Civic Education were considered and it was decided to cover the various aspects under certain themes, and activities were planned accordingly. The 4 themes chosen for the activities were Ethics, Environment, Country and Digital Citizenship and these were covered through the 12 activities for each level from Grade 1 to 10. The activities have been planned keeping in mind the age of the students with continuity and progression. Opportunities for hands-on experiences and group work have been catered for to ensure optimum learning. The process of designing the booklets has begun.

Translation of all the activities in Urdu is being carried out simultaneously.

TRC joins the Badal Do! Initiative

In March 2017, TRC joined a consortium of 7 organisations that are part of a new learning initiative called 'Badal Do!'. The initiative engaged with hundreds of schools through their teachers from a cross section of society and equipped them with tools for inclusive learning. The “Badal Do!” launch took place on the 25th of March 2017 at Arts Council Karachi.

In March 2017, TRC conducted a 3-day Badal Do! “Training of Master Trainers” (ToMT) at its premises. Twenty-two women and 12 men from the consortium partners participated in the training. The participants appreciated the training and recognised the enhancement in their capacity as trainers. TRC office administration provided extended support during the event.



The 7 consortium partners of Badal Do! are: Teachers' Resource Centre (TRC), AzCorp Entertainment, Society for International Education (SIE), Pak-American Cultural Centre (PACC), Children's Museum for Peace and Human Rights (CMPHR), Mindmap Communications and The School of Writing (TSW).



TRC was nominated the training lead for Badal Do! The Badal Do! teacher training programme was launched in April 2017 and will conclude in December 2017. Two-hundred teachers from a diverse range of private schools have been trained under the initiative. This project aims to inculcate reflective practice as an essential skill in teachers to help them transform themselves into advocates of peace, social inclusion, diversity and tolerance in the classrooms and beyond. The trainings enabled teachers to enhance their capacity to self-evaluate, examine the value systems they bring to the classrooms and help them understand the significance and implications of their influence on children and the community at large.

By participating in this capacity development programme, not only do teachers access and benefit from a diversely rich training model but also become part of a larger community that comes together to create impact and reshape our roles as global and local citizens, peace advocates and primary influencers in classrooms.

TRC Trains Mari Petroleum Teachers

Mari Petroleum Company requested TRC to conduct a professional development workshop for their teachers at Mari Field, District Ghotki, Sindh. TRC trainers conducted a school-focused workshop for a mixed group of 36 teachers who worked with children from the preprimary grades to higher secondary. The 'Professional Development for Teachers' workshop was conducted in June 2017. The objectives of the workshop were to enable teachers to understand the learning process, reflect on the theory of multiple intelligences,

become aware of the importance and different aspects of critical thinking, and explore various dimensions of professionalism.



TRC Conducts DSD ECE Training of Trainers

In December 2016, TRC conducted Training of Trainers (TOT) in Government College for Elementary Teachers, KotLakhat, Lahore. This 5-day training of trainers titled 'Early Childhood Education in light of National Curriculum' was prearranged by the Directorate of Staff Development (DSD), Punjab. TRC's team facilitated 4 groups of 160 master trainers in 2 phases.



The participants were from all 36 districts across Punjab and included in-service public school teachers, head teachers, senior subject specialists and master trainers of Punjab Education Foundation (PEF). Through the cascade model, these participants will train ECE teachers throughout Punjab.

The objectives of the training were to develop an overall understanding of Early Childhood Education & Development (ECE), sensitise the participants to the ECE philosophy and core values, help them understand the importance of brain development and the process of learning, setting up a conducive learning environment to meet the diverse needs of children and assessing children's learning and development effectively.

TRC Conducts Training for Baluchistan Education Project

TRC's team conducted the 'Early Childhood Education (ECE) in light of NC ECE' training under the umbrella of Professional Development Programme for Teachers- (Training of Master Trainers) for early years' teachers for the Baluchistan Education Project (BEP), Secondary Education Department. This full 8-day training session was conducted in Quetta in November 2016. A total of 30 females and 10 males attended the training.

The objectives of the training were to develop an understanding of the national curriculum for ECE 2007 and the teacher's guide 'Strong Foundations'. Participants were also introduced to the basic concepts of child development and the learning process while setting up an effective learning environment. They developed lesson plans and explored the process of observation and assessment in early years and the teacher's role and responsibilities.

TRC's team also conducted a 'Training of Master Trainers for Head Teachers' under the umbrella of Professional Development Programme for Teachers (Training of Master Trainers) as part of the Balochistan Education Project (BEP), Secondary Education Department. This 6-day training was conducted in November 2016 and focused on education management and



Leadership skills. Sixteen participants attended this training which aimed to equip them (master trainers for head teachers) with attitudes, knowledge and skills required to be effective master trainers who could further train head teachers to become efficient education managers and transformative leaders.

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TRC Conducts Assessment for IRC-supported Schools



TRC conducted an assessment of Grade 2 Math in 26 public and private/community schools supported by Indus Resource Centre (IRC) in Karachi, Khairpur and Jamshoro. More than 800 children of Grade 2 participated in the study.

ECE Trainings For BRAC Supported Government Teachers



With support from the BRAC Foundation, TRC conducted 2 training sessions for government primary school teachers in Hub, Balochistan Winder, Sakran, Someani and Dam. The trainings were conducted in July and August 2016 and were attended by 97 participants. Workshop participants were given a copy of TRC's "MazbootBunyadain" (Strong Foundations) and a set of the Critical Thinking lesson plans that TRC developed under the 'Thinking Classroom Project'. The training was based on the principles of ECE that are integrated into the National Curriculum for Early Childhood Education (NC ECE) which was developed by TRC in collaboration with the Ministry of Education.



TRC and British Asian Trust (BAT) Collaborate

The 'Strengthening ECE Provisions through Peer to Peer Learning in Government Schools' project was developed with the collaborative efforts of Teachers' Resource Centre (TRC) and British Asian Trust (BAT). The goal of this project was to deliver and promote a complete model for the ECE curriculum in government schools in low income urban areas. The project tested the model for quality learning improvement by positioning inputs for teacher development & pedagogy; ECE materials provision; and engagement of peer learners as mentors in government schools. As an added value, the project also focused on developing social and life skills of young learners from Grades 6-8 in the same government schools by engaging them as mentors for younger learners. The project engaged the local government of three Karachi districts; East, South and Central in 20 schools where ECE facilities are lacking or missing. This project will enable the completion of a replicable ECE model for adoption in government schools while indirectly impacting parent awareness and demand for quality ECE provision.

TRC's The Thinking Classroom Project

Since 2014, TRC has been involved in the OSF (Open Society Foundation) supported 'The Thinking Classroom Project'. The 3rd project year ended in March 2017 and proved to be a productive year for the initiative. TRC developed 5 activity booklets which contained a variety of extension activities on the following topics; Environment, Our Country, Plants, Ethics and Shapes and Angles. These booklets were especially developed to provide teachers with ideas to reinforce the different concepts and skills in the classroom. Each booklet contains a total of 16 activities, (i.e. 4 activities for each grade level: ECE, Class 1, 2 and 3).



TRC also developed a training video on critical thinking pedagogy for ECE and Primary teachers. The video will help teachers understand different critical thinking strategies and ideas to implement The Thinking classroom lesson plans effectively. The video was shot in 6 different public sector schools in Karachi where teachers demonstrated The Thinking Classroom lesson plans in real classroom settings.

As part of TRC's ongoing commitment to provide access to professional development to as many educators as possible and to create an environment where they can be heard and their views discussed, we hosted a number of stimulating events to support their intellectual development and the exchange of knowledge between them.

The National Consultative Session for Curriculum and Textbook Board

In December 2016 TRC organised The National Consultative Session for Curriculum and Textbook Board. This session was attended by representatives of PITE, BoC, Textbook Board of Sindh, Baluchistan, Punjab, Khyber Pakhtunkhwa (KPK), Azad Jammu and Kashmir (AJK) and National Curriculum Council-Islamabad.



The objectives of the 4-day session were to conduct a review exercise on the provincial efforts on curriculum and textbooks, review curriculums and textbooks for critical thinking and develop action plans at provincial level focusing on gap identification in curriculum and textbooks for critical thinking, development of strategies for embedding critical thinking in curriculum through SLOs. The outcomes of the session were the sharing of progress on curriculum and textbook development of all provinces, a review of the curriculum for integration of higher order thinking, and development of provincial action plans for the integration of higher order thinking in curriculum and textbooks.

The session was highly valued by the provincial representation, as its important feature was the exchange of knowledge on the progress on curriculum and textbooks development in all provinces and regions.

TRC hosts Academic Conference

On 18th March 2017 TRC hosted a one-day 'Thinking Classroom and Critical Thinking: Reshaping Educational Prospects' academic conference at the Karachi School of Business and Leadership. Over 500 teachers attended the 8 sessions. The Keynote speakers at the conference were Rafique Tahir, Joint Educational Advisor Ministry of Federal Education and Professional Training, Asfandiar Khan, director of Global Partnership for Education in Balochistan and Nargis Sultana of the Open Society Foundation. Pop star Shahzad Roy, founder of the Zindagi Trust, which is working to improve the quality of education in the country, also attended the conference.



A critical thinking activity book and training video, which were created as part of TRC's "Thinking Classroom" project, were launched at the conference. Public sector teachers attended morning session and private sector teachers attended evening sessions. The 4 informative and interactive sessions conducted in the morning were, "Creating Inclusive Classrooms" (Noshin Khan, Anum), "Creating Thinking Classrooms in Public Sector Schools" (Ambreena Ahmed and Farzana Kausar), "Action Research" (Rubina Naqvi and Saira Shahab), and "Media Literacy" (Tabinda Jabeen and Hammad Naqvi). Private school teachers attended the afternoon sessions, which were, "Creating Inclusive Classroom" (Noshin Khan, Ali Sayeddain), "Critical Thinking Through Art, Play and Story Telling" (Sheetal Suleman and Tabinda Jabeen), "Action Research" (Rubina Naqvi and Saira Shahab), and "Media Literacy" (Shahrezad Samiuddin and Hammad Naqvi).



TRC's Early Childhood Education & Development Programme (ECEDP)



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

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

The ECED programme is unique in the Pakistani context. Unlike other teacher development programmes, hands-on field education is an important aspect of the ECED programme. Field exposure allows teachers to apply what they have learned in the classroom under the supervision of a seasoned teacher.

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

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

The 11th ECED-CP batch is On board!

In September 2016, TRC welcomed the 11th batch of ECED students. The 34 newly enrolled teachers were given briefings about the course and also apprised of the new CACHE certification that the programme has acquired. The 11th cohort of the ECED programme will be the first one that will receive the CACHE certificate. For more information on CACHE, please see 'CACHE endorses TRC's ECED course'.



TRC Bids Farewell to the Class of 2014-15

In August 2016 the 10th batch of TRC's Early Childhood Education and Development Programme (ECEDP) graduated. TRC hosted a graduation ceremony, which was attended by the graduates and their families.

Director, TRC and the Senior Manager, ECED-CP addressed the audience and also apprised

them of future plans for the course. Director, TRC announced that the Urdu stream of the ECED-CP will be resumed. (Please see 'ECEDP in Urdu' for more details of the programme).



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

The first semester of the ECED commenced with a separate orientation session for the teachers enrolled in the English and Urdu streams of the programme. The students were introduced to the faculty, programme team and TRC management. Details about what they could expect during their yearlong association with TRC were conveyed to the students.

Selected public sector teachers and their Taaluka Education Officers (TEOs) were invited to attend the orientation session for the Urdu stream of the course.

The second semester of the ECEDP (English and Urdu) ended in April 2017. Three courses, “Learning Environment”, “Promoting Prosocial Behaviour” and “Observation and Assessment” were taught during this period. Several assignments were completed in class and a flipped approach to teaching was adopted. Students enjoyed all 3 courses. It was a very productive semester as all 38 students (21 from the private sector and 17 from the public sector) attended classes regularly and consistently engaged in discussions.

The 3rd semester of the Early Childhood Education and Development Programme (English and Urdu) concluded in June, 2017. The 3 courses taught during this period were Health, Nutrition and Safety, Professional Practice and History and Philosophy of Education. As part of the course requirements by CACHE, TRC invited Pakistan Red Crescent Society (PRCS) to conduct a first aid training with teachers in both the English and Urdu programmes, which enhanced their capacity to deal with emergencies at school. This was the final semester of the one-year ECED programme.

CACHE endorses TRC's ECED course

TRC's team is constantly exploring various avenues to enhance the quality of professional development and improve the qualification of teachers. During this reporting period TRC received an endorsement from the Council for Awards in Care, Health and Education (CACHE), UK. TRC's ECEDP programme is now an Endorsed Learning Programme of CACHE.

In October 2016, TRC representatives also attended the CACHE Conference in Dubai. The conference explored a range of topics, but stressed on the value of play in promoting healthy child development and maintaining strong parent-child bonds. The programme included seminars and interactive sessions. The CACHE leveled certification courses were also explained in detail during the conference.

ECEDP in Urdu

After discontinuing the ECEDP (Urdu) for 5 years, during this reporting period a second batch of students was enrolled in the programme. Some 17 public sector, in-service teachers enrolled in the course which was supported by the corporate sector through a scholarship programme. To maintain consistency in the Programme a similar teaching approach was used in both the English and Urdu classes.

TRC's team worked hard to mobilise financial support from the corporate sector for the public sector teachers.



The Corporate Sector Supports ECED students

During this reporting period TRC's team made a concerted effort to raise fund to offer scholarships for ECED students. The team approached various large corporations and were able to procure 17 scholarships for teachers who work in the public sector. TRC received funds for scholarships from Engro Corporation, Colgate Palmolive and Getz Pharma.

TRC at School and Interschool Events

The opportunity to attend school events gives TRC the chance to interact with teachers and school staff in the learning environment. Over the year such events have enabled TRC to establish strong relationships with a large number of public and private sector schools. During this reporting period TRC personnel were invited to several school and education events.

In October 2016 TRC was represented at an Interschool Choral Elocution Competition held at Education Bay.

TRC was also represented at the 'Diversity Embracing Who We Are' concert organised by the primary students of AMI School in November 2016. The concert was part of the project on Inclusive Education being carried out at the school, supported by the British Council.

During November 2016, TRC was also invited to judge an inter-group debate for middle school students at the Beaconhouse School, Jubilee Campus.

In January 2017, a representative from TRC attended the English Elocution Contest at Mama Parsi School as a judge.

In February 2017, a TRC representative attended the English Elocution Contest as a judge at BVS Parsi School.

TRC's was also represented at a certificate awarding ceremony at Ilm-un-Nisa Institute and at the Happy Home's FEST 2017 to celebrate the school's 68th birthday.

TRC's was invited to attend the 4th Teachers' Conference at Korangi Academy in March 2017 as a panellist. The topic of the conference was 'Becoming Brilliant' and the Chief Guest at the event was Ms. ShahnazWazir Ali.

TRC personnel attended the Maths Smart Contest as a judge at Reflection School in February 2017.

On 25 May 2017, TRC was invited to attend the 7th Annual Day function at Shahwilayat School.

Events

Throughout the reporting period, TRC was invited to attend and contribute its expertise at various forums. Attending these events enables our personnel to enhance their skills by engaging in current topics in education and by networking with professionals in related fields.

TRC provides Technical Input for ECE Resource Kit

TRC participated in a Consultative Session in September 2016 at the Directorate of Staff Development (DSD) in Lahore. The session brought together ECE experts, developers/ suppliers of ECED equipment and international partners to engage in productive exchanges to analyse and review the present ECED framework in Punjab's public schools. Learning resources for ECED and ECE classrooms were reviewed. Later in the month, TRC was represented at a follow-up session to review and finalise the ECE Resource kit for use in public sector schools throughout Punjab. TRC's input was well received by DSD.

TRC attends World Bank Event

In September 2016 TRC was represented at an event held by the Education Team at the World Bank, Islamabad Office. The event was focused on Early Childhood Education and was organised to discuss possible opportunities and potential pitfalls of the rapid expansion that is being undertaken by the Punjab Government to provide access to Early Childhood Education under the 'Early Learning Partnership' (ELP) project.

TRC at the AKU-EB Principals' Conference

TRC was invited to attend the Principals' Conference organised by Aga Khan Examination Board in October 2016. The conference on 'Engaged Teaching and Learning' aimed at providing structured learning opportunities to Pakistan's educational leadership and also to gain insights into school improvement from an indigenous and global perspective. Methods to improve school leadership to promote better teaching and learning across the country were discussed.

TRC Attends Lecture at AKU

TRC staff attended a lecture at Aga Khan University on 'The Liberal Arts Confront Globalization' in November 2016.

TRC Presents at Consultative Policy Session on 'Early Childhood Development in Sindh'

A TRC representative gave a presentation on the organisation at a consultative policy session on 'Early Childhood Development in Sindh: Opportunities and Challenges' which was hosted by ECDN-P in collaboration with Rupani Foundation in December 2016.

TRC Represented at RSU - Policy Dialogue

In February 2017 the Reform Support Unit- Education and the Literacy Department, Government of Sindh hosted a policy dialogue on Early Childhood Care and Education (ECCE) at the RSU office- Karachi. The objective of the policy dialogue was to share and discuss the state of provision and financing of ECCE in Sindh. A TRC representative attended this event. The discussion focused on reviewing the current ECE Curriculum in the light of sustainable development goals (SDGs) 4 and 5 with a critical lens on the health, hygiene and nutrition components.

TRC Presents at the National Conference on ECCE



TRC presented on "The Thinking Classroom" Project (supported by Open Society Foundation) at the National Conference on Early Childhood Care and Education (ECCE) in March 2017 at the Allama Iqbal Open University in Islamabad. The conference was organised by the Ministry of Federal Education and Professional Training in collaboration with several partners.

TRC Hosts TKT Programme Orientation

In May 2017 TRC organised an orientation session to introduce the Teachers Knowledge Test (TKT) Programme in Karachi. The session was conducted by TKT's Centre Exam Manager who is authorised by Cambridge University to oversee the test. Around 30 participants attended the session and showed a keenness to enrol in the programme.



ECE Policy Launch

In May 2017, TRC was invited to the launch ceremony of "Early Childhood Care & Education Policy". The event was arranged by Plan International in collaboration with the Education Department, Government of Sindh. Dr. Azra Fazal Pechuho, Member National Assembly and Chancellor SZABIST chaired the programme. Other guests were Aziz Ahmed Uqaili, Secretary Education, Shahnaz Wazir Ali, Country Director Plan International. Officials from TRC, Reform Support Unit, RSU, UNICEF, PLAN, PRP and other organisations also attended the event.



TRC put up a stall at the event to promote Early Childhood Education & Development. Pamphlets, brochures and posters were disseminated among participants and on-desk information was provided on ECE courses and workshops arranged by TRC.

TRC invited to the 6th Islamic Finance Conference

Director TRC attended the 6th Islamic Conference organised by Professionals Network in May 2017. Representatives from the Finance sector were present at the event and the chief guest was Governor Sindh, Muhammad Zubair.

TRC at KYI Partner Learning and Sharing Session

In May 2017 TRC was invited to be part of the Partner Learning and Sharing Session that was organised by Karachi Youth Initiative (KYI) for its partner organisations to discuss their programme strategy and review the work that has been done across Karachi. It was an opportunity for all to come together as a community to learn from each other, generate ideas for a stronger and resilient society, and share experiences and best practices.

TRC attends GOS' Consultative Session

The School Education Department, Sindh, held a consultative session at Research Support Unit (RSU) on June 8th, 2017. TRC was invited to the session to review the draft curriculum for the Early Childhood Care and Education 2017 for Sindh. The School Education Department Sindh, Research Support Unit and the consultants reviewed the 2007 curriculum and made amendments based on current research on the teaching and learning processes. This document is expected to be a guiding force for early childhood educators for many years to come. An initial review by the TRC ECED team had identified some areas which needed to be revisited.

Media Literacy



Media is playing a pivotal role in global culture. The explosion of new and traditional media requires a major rethinking of the media's role in our lives. TRC was one of the first Pakistani organisations to preempt the impact of media on the collective consciousness. We have integrated media literacy as an important aspect of our work by continuing to host a film festival for children, running film clubs and offering media literacy workshops.

TRC recognises that in the 21st century teachers have been tasked with preparing students to become global citizens who have a wide range of technical, creative and critical thinking skills. Through our media literacy initiatives, we seek to provide educators with easy access to teaching tools and resources to implement media literacy in classrooms.

TRC hosts Karachi International Children's Film Festival 2016



In collaboration with The Little Art and Cinepax, TRC organised the 6th Karachi International Children's Film Festival (KICFF). The festival took place concurrently at 2 venues; Cinepax, Ocean Towers and City Auditorium, F.B. Area in October 2017. This year the festival was attended by a record-breaking number of children and teachers. Over 8000 children and teachers from 57 Karachi schools watched the movies. KICFF 2016 showcased 45 movies from 20 countries across the globe.

Media Literacy Workshops

TRC hosted 2 media literacy talk session during the reporting period. Please see 'TRC Initiates Guest Lecture Sessions', 'TRC hosts Academic Conference and 'School-focused workshops' for more information.

Governance



TRC's 30th Annual General Body Meeting

The 30th Annual General Body Meeting (AGM) of the Teachers' Resource Centre (TRC) was held at the TRC premises on Saturday, January 28, 2017 at 11:00 a.m. Eight Governing Body Members, 17 heads of schools and teachers representing 20 institutions were present in addition to TRC staff members.

Azra Raza, Chairperson TRC, welcomed all the participants to the AGM and Ambreena Ahmed, Director, TRC, presented the Director's Report, giving the Governing Body Members an update on the number of new initiatives, workshops, projects and activities completed during the reporting period.

A.R. Mithani, Honorary Treasurer, presented the financial statements for the year ended June 30, 2016.

Way Forward 2017-2018



- TRC will move ahead with renewed vigour and vision focusing on 21st century skills for the global learner both teachers and students garnering efforts, resources and innovation to:
- Create programmes and offerings, which bring positive results for education uplift in our country.
- Collaborate with like-minded partners to transform education clichés into workable and impactful models of social change.
- Continue to provide par excellence professional development opportunities to ALL teachers.
- Establish and strengthen platforms to facilitate intellectual progressiveness of the teaching community.
- Be heard as a credible voice for influencing public policy reform in education and especially teacher development in Pakistan.
- To strive to further improve our governance for greater accountability, transparency and sustainability.
- To be seen as the most empowering hub of teacher education in the country.

Popular Opinion Poll

Increasing salaries is the best way to attract and retain good teachers, and eventually to raise the quality of education being imparted.

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A sizeable majority (67%) of those who responded to this poll felt that financial motivation was the most important factor for people who opted and stayed in any career. Therefore these respondents felt that high salaries were key to attracting better trained personnel to teaching. On the other hand, a significant minority (33%) of the respondents feel that attracting good teachers is not simply a matter of offering them high salaries and that it was also important to increase the status of teachers in society and to ensure career progress.

Schools should not punish students in order to maintain discipline. Punishment simply perpetuates abuse and little is achieved in terms of discipline.

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An overwhelming majority of respondents (87%) believe that positive guidance is a better way to teach students right and wrong. They believe that punishment perpetuates abuse and that in the end penalizing children doesn't achieve anything. A small minority of respondents (13%) believe that not using punishment encourages children to misbehave and sometimes reprimanding and penalising them is the only thing that seems to work.

Schools canteens should not serve junk food. It is ironic that schools teach junk food is bad, but continue to serve it in canteens.

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The overwhelming majority of respondents (72%) believe schools should not serve junk food as most children are not likely to think of health and will eat the junk food that is available in the canteen when hungry. A little over a quarter of the respondents (28%) believe children will eat junk regardless of whether it is served at the school canteen or not.

Handwriting should not be graded because in an age when students are using computers and tablets, it has become irrelevant.

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The majority of the respondents felt that handwriting has become irrelevant because students are using computers and tablets to communicate. Three-quarters of the respondents felt that students should be graded on their capability and the work that they put in, rather than on their handwriting. Only a quarter of the respondents believed that handwriting should be graded.

Schools should be open all year round with multiple short breaks, as that helps students stay focused on education.

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The overwhelming majority of the voters believe that schools should stay open all year round. A large majority of the respondents (85%) believe that keeping schools open all year round helps students stay focused on education and reduces loss of learning. Only 15% of the respondents felt that students need long breaks from school and voted for extended interruptions in the school year.

TRC Publications and Resources

TRC offers an exciting range of learning resources that facilitate teachers in the classroom. These resources have been developed after years of research, close classroom observations and engagement with both children and teachers across Pakistan. Invest in one or more of the following innovative and affordable products, as a contribution to the cause of improving teaching-learning experiences in schools:

<i>Pehla Taleemi Basta</i>	Educational kit for use in pre-primary and lower primary classrooms
Nurturing Creativity in Young Children CD-ROM	Helps ECE teachers understand how young children learn
<i>Nazmaonki Dilchasp Duniya</i> Video CD	Training video for ECE teachers highlighting the significance of the fascinating world of poems
Strong Foundations, English and Urdu	Pedagogical handbook for ECE teachers to implement the National ECE Curriculum 2007
<i>Behtar School Ki Janib</i>	A leadership guide for newly appointed schools heads in public sector schools
The Learning Environment Training Video CD	Training video for ECE educators highlighting the role of culturally relevant & conducive learning environment in child-centered learning
Language and Literacy Training Video CD	A resource for ECE educators that focuses on major areas of language development
Earth Day Handbook	Beautifully illustrated compilation of environmental education activities for the classroom
Independence Day Handbook	Beautifully illustrated compilation of classroom activities to celebrate Independence Day
Universal Children's Day Handbook	Offers a range of activities which can be used round the year to raise children's awareness of their rights & enhance their self-esteem
Critical thinking lesson plans (for ECE till grade 5 and for multi age classes)	The lesson plans have been developed based on the themes and competencies of the National Education Curriculums for ECE and primary with the support of Open Society Foundations.
The Thinking Classroom An Action Research	The study captures the pretesting process of the critical thinking lesson plans both in public and private schools.

TRC Publications and Resources

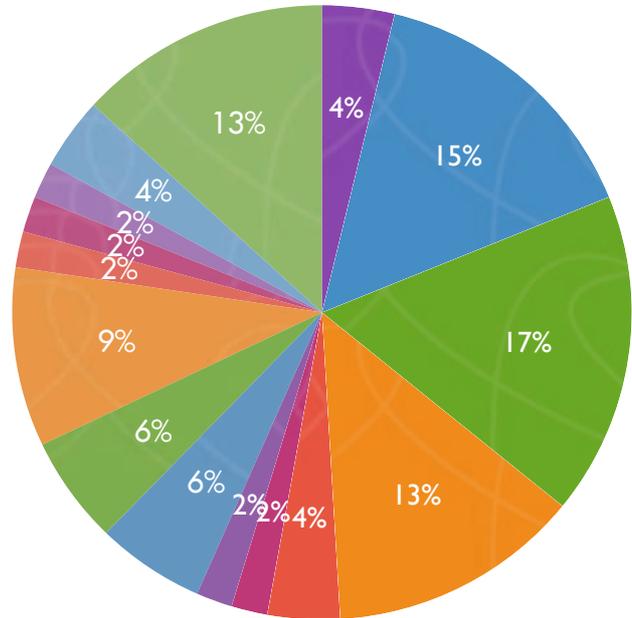
<p><i>A Guide for Young Facilitators</i></p>	<p>A Guide for Young Facilitators' contains a series of easy-to-understand activities to help older children (peer-to-peer learning) and teachers support young children's social and emotional development in the ECE classroom. The practical strategies included in the guide can be used in a variety of early childhood settings. The guide also contains extension activities for 2 accompanying books, 'DilchaspKahanian' and 'Let's Sing Rhymes'.</p> <p>'DilchaspKahanian' contains 19 Urdu stories and 'Let's Sing Rhymes' contains 40 Urdu and 20 English rhymes for the ECE classroom. These books were developed by TRC for the British Asian Trust's 'Strengthening ECE Provisions through Peer to Peer Learning in Government Schools'.</p>
<p>A Guide for Early Years' Teachers</p>	<p>This guide is an invaluable source of practical ECE activities for ECE teachers. This document was developed to help ECE educators make informed decisions about curriculum content and pedagogical approaches in Early Childhood Education.</p> <p>The manual combines theory with practical examples of participatory and child-centered approaches to learning and education. The guide was developed by TRC for the British Asian Trust's 'Strengthening ECE Provisions through Peer to Peer Learning in Government Schools'.</p>
<p>5 Activity Booklets (Urdu)</p>	<p>A series of activities developed as part of TRC's OSF-supported 'Thinking Classroom project' which promotes critical thinking amongst teachers and students in primary schools. There are 5 booklets on the following themes Environment, Plants, Ethics, Shapes and Angles, and Our Country. Each booklet contains 4 activities for each grade level from ECE, Grades 1-3.</p>
<p>Citizenship Awareness (Grades 1-3, Grades 4-6, Grades 7-10)</p>	<p>These 3 volumes contain is the citizenship education material developed by TRC with support from PILAP. The 3 books contain 120 classroom activities on the following 4 broad citizenship themes: Country, Environment, Ethics and Digital Citizenship</p>

Appendices

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

Overview of Workshops

Workshops Conducted	54
Workshop Participation	1301
Hours	652.5
Days	152



- Pre-Primary
- Pre-Primary/Primary
- Pre-Primary/Primary/Secondary
- Primary
- Primary/Secondary
- Primary/Secondary/Coordinator
- Primary/Secondary/Management
- Secondary
- Management
- Pre-Primary/Primary/Secondary/Management
- Parents
- Secondary/Parents
- Pre-Primary/Primary/Management/Parents
- Pre-Primary/Primary/Secondary/Management/Parents
- Master Trainers

	Workshop Programme		Projects		Sub-Total		Total	%
	F	M	F	M	F	M		
Teachers	561	37	335	114	896	151	1047	80.477
Heads	53	10	3	9	56	19	75	5.765
Coordinators	61	1	1		62	1	63	4.842
Admin Staff	4	0	1	2	5	2	7	0.538
Librarian	2	0	0	0	2	0	2	0.153
Parents	12	3	0	0	12	3	15	1.153
Master Trainers	1	0	30	27	31	27	58	4.458
Others	32	2	0	0	32	2	34	2.613
Total	726	53	370	152	1096	205		
	779		522		1301			

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

TRC offers a wide range of workshops for members and for donor-supported projects, in Karachi and throughout the country. Workshops are conducted for teachers from pre-primary through to secondary levels, as well as for managers, coordinators and heads of public and private schools. A comprehensive list of workshops conducted between July 2016 and June 2017 is provided below:

July-September 2016	January-March 2017
Promoting Writing Skills in Children	Effective Use of Words
Mindfulness: Educating the Whole Child	Motivational Techniques in Teaching Science
Role of a School Coordinator	Designing SMART Objectives
<i>Sawalat Poochnay ki Salahiat</i>	Staff Development: assessing needs and devising strategies
Active Learning	Child Development
Active Learning	Cooperative Learning - the working classroom
Active Learning	Teaching Multiplication and Division
October-December 2016	Why do Children Fail
Teaching Algebra	Classroom Management
Understanding Needs and Challenges of Early Adolescents	<i>Souti (Phonic) Tareeqa Tadrees</i>
The Media and Our Children	Child as a Creative and Critical Thinker
The Art of Public Speaking	Lesson Planning
Managing Your Time	Intra Personal Skills
Conflict Resolution	April-June 2017
Understanding the Young Learner	Curriculum Experiences
Learning through Play	Mysteries of a Mixed Ability Classroom - Unlocked
Leading the Ship!	Inquiry-based Learning
Managing Behaviour Issues in Young Children	Working Collaboratively with Parents
Integrating the Four Language Skills Throughout the Curriculum	Designing Displays in the Classroom
Role of a School Coordinator	Inclusive Education in the Early Years
Teaching Methodology	Action Research
Talk Session on 'Media and Our Children'	Promoting Critical Thinkers through Art, Play and Story-Telling
Effective Teaching	Assessing Learning and Teaching
Effective Teaching	Professional Development of Teachers
Education Leaders	Intra Personal Skills
Education Leaders	Intra Personal Skills
Early Childhood Education Training of Trainers	
Early Childhood Education Training of Trainers	
Early Childhood Education Training of Trainers	
Early Childhood Education Training of Trainers	

Appendices

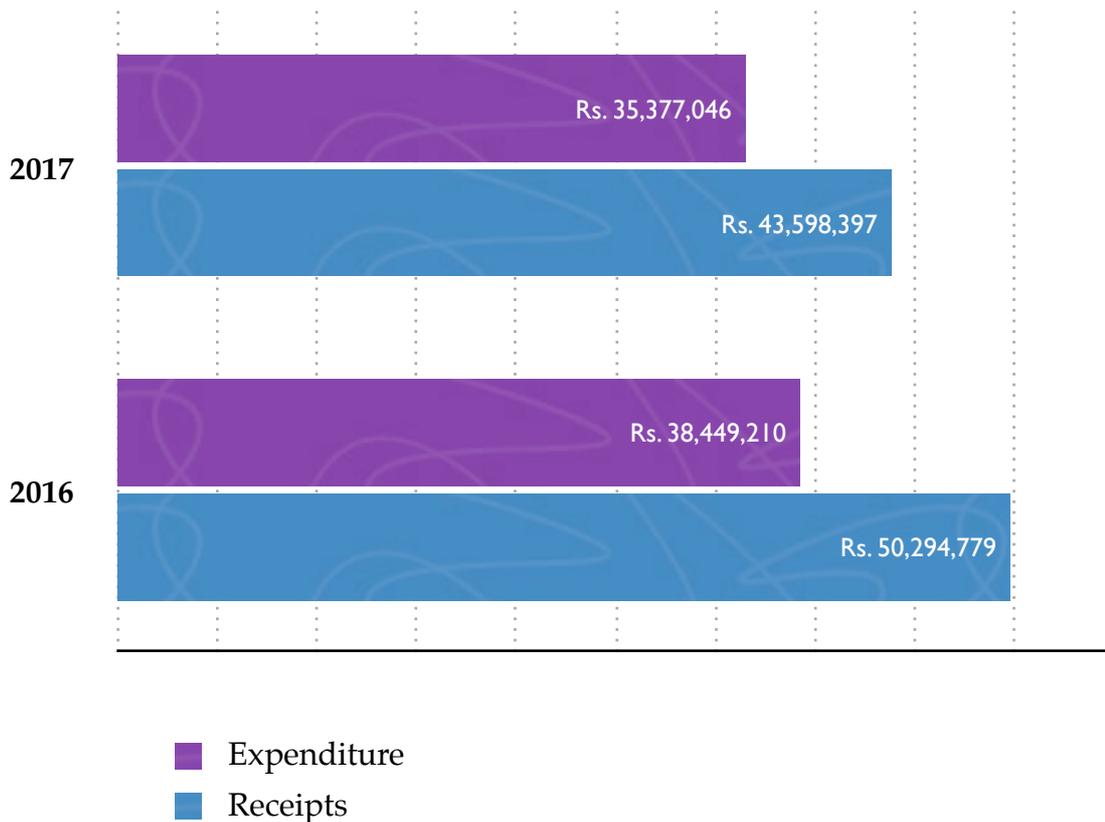
Overview of Workshops | Workshop Participation | List of Workshops | • Finance

Summary of Financial Performance during the Year 2016-2017

Overview

During the year 2016-17, the total income of Teachers' Resource Centre (TRC) amounted to PKR 43.60 million against a total expenditure of PKR 35.37 million showing a net surplus of PKR 8.22 million.

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



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Receipts

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

Income Head	2017	2016	Variance from last year	
			PKR	%
Membership Fee - Institutions	262,960	224,000	38,960	17%
Workshop Fee	3,780,087	3,336,046	444,041	13%
Course Fee: ECE	6,103,500	1,730,000	4,373,500	253%
Consultancy Income	3,242,667	10,000	3,232,667	32,327%
Return on Investments	6,076,278	1,964,488	4,111,790	209%
Donations	320,500	211,000	109,500	52%
Profit from sale of PTBs	190,659	305,644	(114,985)	-38%
Profit on sale of listed Securities	5,009,345	20,210,277	(15,200,932)	-75%
Other Income / (Loss)	1,621,861	1,419,659	202,202	14%
Project Grants utilised	16,990,539	20,883,665	(3,893,126)	-19%

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

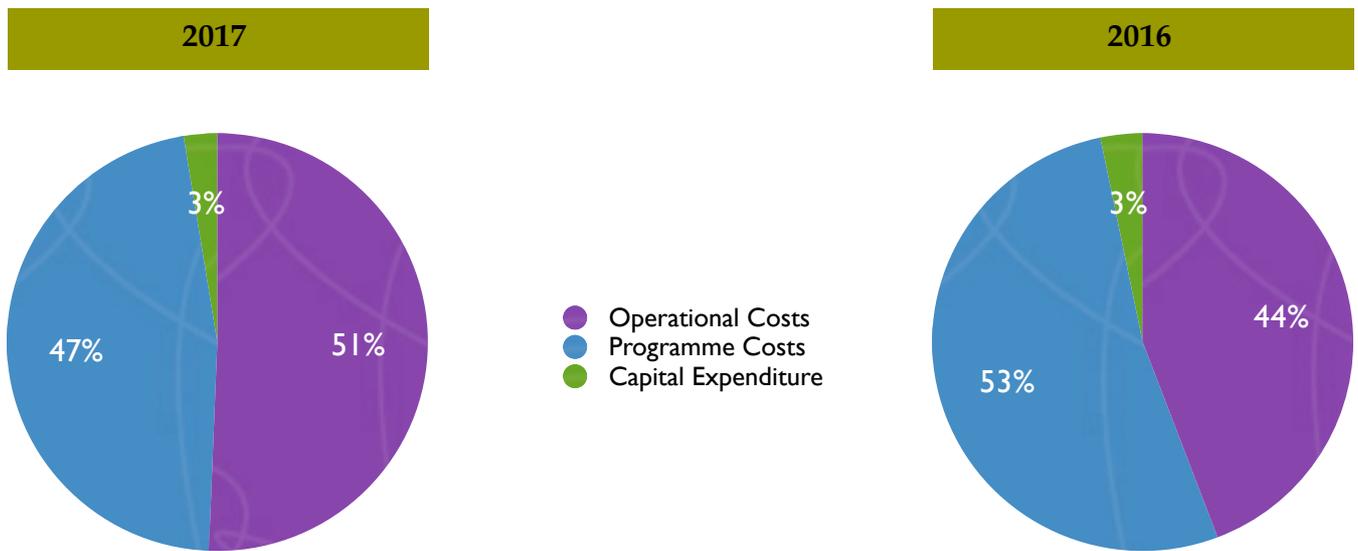
- Gain realized on an investment due to redemption of JS Growth
- ECE Course
- Consultancy Income
- Return on Investment

Appendices

Overview of Workshops | Workshop Participation | List of Workshops | • 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 compare them to the previous year.



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

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Financial Position of the Centre

Investments

TRC's market value of investments now stands at PKR 87 million, which shows increased of PKR 12 million as compared to last year.

Cash and bank balances

Cash and bank balances at year end has decreased from prior year.

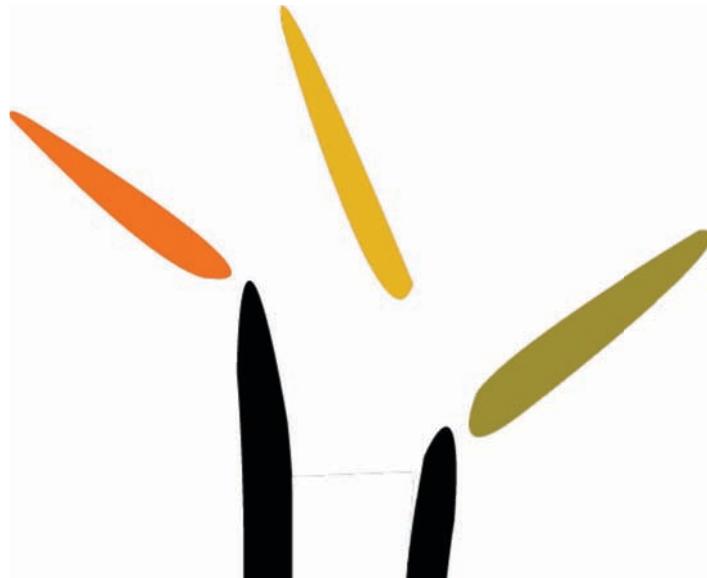
Deferred liability

The gratuity payable balance decreased by 100% due to the Gratuity paid to employees in current year and reversal of provision due to discontinue of gratuity benefits for employees.

Acknowledgments

- Alloo & Minocher Dinshaw Charity Trust for their encouragement and consistent monthly donations since 1986.
- The TRC Governing Body for their time and support.
- Mrs. Haque's Nursery, for their assistance, cooperation and facilitation of field placements for our pre-service students enrolled in the ECE-CP (2016-2017).
- Ms Zehra Anwer and Ms Shazia Muzzammil for their contribution towards TRC monthly Ilm o Amal articles.
- Mr. Shahpur Jamall for conducting a talk session pro-bono.
- Karachi Grammar School, Junior Section for donating books to TRC library.

Thank you :-)



SUPPORT TRC. SUPPORT QUALITY EDUCATION IN PAKISTAN

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



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