

Teachers' Resource Centre  
*making a difference*

# 32<sup>nd</sup> annual report 2017-2018

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# Message from the Director

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*"I'm not a teacher: only a fellow traveler of whom you asked the way. I pointed ahead - ahead of myself as well as you."*

— George Bernard Shaw

Being a teacher is most gratifying. A good teacher committed to her cause and progressive enough to adapt to children's learning needs can easily bring about the much needed change. We, as a nation, need to create, support and sustain excellence in teaching in order to disrupt the ever continuing apathy which symbolizes our mass education system today.

At TRC, our commitment to enable teachers to attain the best professional development opportunities remain steadfast. The teachers' own passion to invest in themselves and the children they reach out to, make our resolve ever more empowering.

It is indeed a great honour for me to present to you our 32<sup>nd</sup> Annual Report which highlights some of our key achievements of last year. Our journey is made possible through the tireless contributions of our team, our teacher trainees and the school community. We are ever so grateful for your support and your trust in TRC.

For me personally, the most exciting venture of the year has been the Citizenship Programme which we were able to pilot in 9 schools of Karachi with support from PILAP. In these times of social, political and cultural disarray, we need to inculcate values of civic responsibility from early on in our children to ensure we have a generation of responsible, tolerant and mindful citizens taking the country forward. I am proud to say that TRC, being the first in many education innovations, successfully launched contextually relevant education material which can be seamlessly integrated into the school curriculum from grades 1 to 10. The education material includes lesson plans and classroom ideas and a teacher training module. I encourage all of you to please support the initiative and help TRC upscale it into a national programme.

The 2<sup>nd</sup> Annual Teachers' Conference was held in Lahore and was attended by over 500 teachers from government and private schools. We would like to express our deepest gratitude to the Punjab Government and the private school fraternity of Lahore for welcoming us with open arms and for receiving our Conference so well.

Despite limitations, standoffs and factors and actors beyond our control, we have managed to stay afloat financially and strategically. I can't thank my team enough for their belief in TRC's vision and for their unified passion to see TRC thrive against all odds. We have held together through rain and sunshine and kept our dream of rainbows alive. Year after year, my gratitude to be part of the most dedicated team, only increases by manifold.

The Report will provide you glimpses into the year and its outcomes. Each task reported has a story of hard work and honesty which I hope you would be able to see in spirit and appreciate. Please do say a little prayer for TRC at the end.

We hope we will keep raising the bar for ourselves each year and create new benchmarks for excellence in teacher education in Pakistan.

Sincerely,

Ambreena Ahmed

# About TRC

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## 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. Saira Shahab	Manager, Projects & Trainings
Ms. Shahrezad Samiuddin	Manager Communication & Outreach
Ms. Farzana Kausar	Member, Training & Development Team
Ms. Tabinda Jabeen	Member, Training & Development Team
Ms. Seema Yasmin	Member, Training & Development Team
Ms. Anwer Khatoon	Member, Training & Development Team
Ms. Noor Fatima Shaikh	Member, Training & Development Team
Ms. Sheetal Suleman	Member, Training & Development Team
Mr. S. Najm-ul-Hassan Naqvi	Office Manager
Mr. Noman Farooq	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. Abram Anjum	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 TRC & Notre Dame Institute of Education (NDIE)
Mr. A. Rehman Mithani	Honorary Treasurer
Ms. F. D. Tampal	Principal, The Mama Parsi Girls' Secondary School
Ms. Nargis Alavi	Principal, Habib Girls' School
Ms. Seema Malik	Principal, PECHS Girls' School
Ms. Nausheen Leghari	Principal, Links Primary & Secondary School
Ms. Azra Aqil	Principal, Karachi Cambridge School
Ms. Saba Quadir	Head, The AMI School
Mr. Shahpur Jamall	Director Academics & Principal, Primary, Junior & Senior Section, Bay View Academy
Ms Mahtab Akbar Rashdi	Member, Provincial Assembly
Ms Shanaz Ramzi	CEO, STARLINKS
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 36 workshops this year. The 32 multi school and 4 school focused workshops benefitted approximately 1,038 teachers, school heads and other school staff.
- TRC collaborated with PILAP to develop a repository of teaching-learning material to effectively integrate citizenship education into daily classroom teaching in schools from grade 1 to 10. Training sessions were conducted to introduce teachers to the activities and guide them towards integrating the activities in their teaching in the classroom.
- TRC's trainers trained 200 teachers in cohort 2 of the Badal Do! Project and formed an Alumni Association.
- TRC set up Badal Do!'s Information Center.
- TRC implemented the 'Strengthening ECE Provisions through Peer to Peer Learning in Government Schools' project with financial support from the British Asian Trust (BAT), UK in 20 government schools of Karachi. The main objective of the project was to introduce early childhood education in government schools.
- TRC's team conducted follow-up visits to Muzaffarabad in Azad Jammu and Kashmir and in Balochistan. The team was following up on master trainers who were trained by TRC as part of 'The Thinking Classroom' project.
- TRC developed and delivered a continuous professional development programme titled 'Teachers as Reflective Practitioners' under The Thinking Classroom project.
- Over 500 teachers from Lahore and other towns in Punjab participated in TRC's 2nd Annual Teachers' Conference 2018 in Lahore. The theme of the conference was 'Integrating Critical Thinking Skills into the Daily Teaching-Learning Processes' and attracted both public and private sector teachers.
- TRC organised the 7<sup>th</sup> International Children's Film Festival in Karachi. The festival showcased 57 films from 25 countries. Around 8000 children and teachers from 50 plus schools of Karachi attended the festival.
- TRC is collaborating with the Quaid-e-Azam Academy for Educational Development (QAED), Government of Punjab, Lahore and UNICEF Punjab, as technical support for Early Childhood Education.
- TRC is collaborating with UNICEF on the *Technical Backstopping to PITE-Education Department for Continuous Professional Development of Teachers in Balochistan* project. The project aims to support, facilitate and equip PITE to implement a comprehensive need-based capacity building programme for public schools' teachers in Balochistan.
- The 11<sup>th</sup> batch of the Early Childhood Education and Development Programme graduated and the 12<sup>th</sup> cohort was enrolled. A total of 55 pre-service and in-service students enrolled. TRC's team secured scholarships from the corporate sector and Individual philanthropists for some of the government and underprivileged teachers enrolled in the programme.
- TRC organised an introductory session on ECED. The purpose of this session was to introduce TRC's flagship ECED programme and its importance for teachers' professional development.



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

A total of 495 participants benefited from TRC's multi-school workshops which clocked in 228 hours.



## School-focused Workshops

Two 2-hour training sessions were conducted at Bismillah Government School and Mariam Government School at the conclusion of the School Evaluation programme. The focus of the workshop was to share the findings of the programme and to highlight the concept of the term 'environment', the different kinds of environments and their impact on learning.

A 3-hour training session was conducted on 'Child Development' at Bismillah Government School and Mariam Government School.



The content covered in the workshop was the concept of education, the learning process, domains of child development and different learning styles. The session was interactive and the teachers participated actively in the discussions.

A 32-hour training was conducted on 'Teaching English through the Immersion Method' at Nasra Public School.

## School Evaluations

In response to a request received for an evaluation programme at Bismillah School and Mariam School, (two government schools located in one premises in Akhtar Colony), TRC conducted observation visits at the schools. The focus was the 'Learning Environment in the Classroom'. The teaching practices of 12 teachers and the learning environment in the classroom were observed and the data was recorded for final report.



# 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 delivers 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

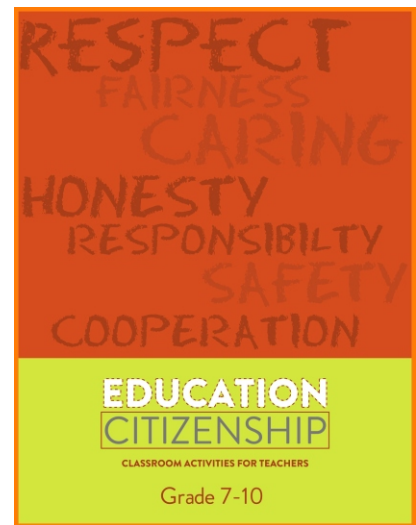
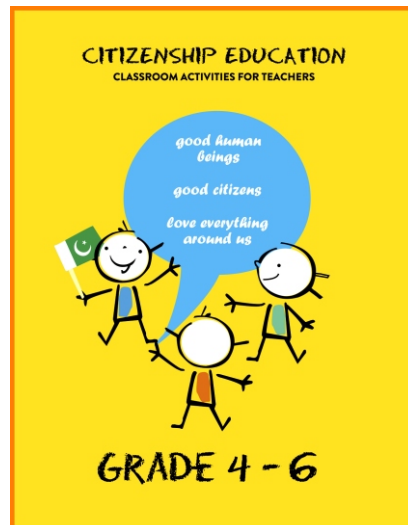
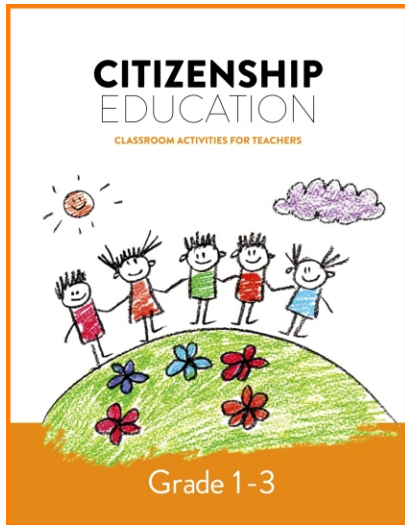
An independent, non-political and not-for-profit organisation called the Public Interest Law Association of Pakistan (PILAP), approached Teachers' Resource Centre (TRC) to design and pilot a programme to promote Civic Education in schools. The preliminary meeting was held in June 2016 at TRC. The focus 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 on 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 was, '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.

During this reporting period, a repository of teaching-learning material to effectively integrate citizenship education into daily classroom teaching in schools from grade 1 to 10 was developed. Civic Education is a vast topic and various aspects of the subject were considered while designing the activities. After careful deliberation, it was decided that the topic should be divided into themes and the activities designed accordingly. The 4 themes that were chosen were Ethics, Environment, Country and Digital Citizenship. Based on these themes 12 activities for each level, from Grades 1 to 10 were designed.

The activities are classified according to grade-level and have been printed in the form of 3 booklets. Booklet 1 contains all activities for Grades 1 to 3. The 2nd booklet contains activities for Grades 4 to 6 and Booklet 3 covers activities for Grades 7 to 10. All the activities were translated into Urdu for public-sector teachers and teachers in some trust schools.



Training sessions were conducted to introduce teachers to the activities and guide them towards integrating the activities in their teaching. For this a 3-day workshop was conducted in 3 rounds. In each round, 30 teachers were trained at TRC. The 1<sup>st</sup> workshop focused on teachers of Grades 1 to 3, the 2<sup>nd</sup> workshop was conducted for teachers of Grades 4 to 6 and the 3<sup>rd</sup> workshop was for teachers of Grades 7 to 10. The concerned schools were contacted and requested to send 10 teachers from each school to attend the training sessions.

The response of the teachers during the training was encouraging and all participated in the activities enthusiastically. It was heartening to see the positive interaction between the teachers of different schools during the sessions.





# The Badal Do! Project

In March 2017, TRC joined a consortium of 7 organisations that are part of a learning initiative called 'Badal Do!'. Since then, the initiative has 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! Project activities were ongoing in this reporting period. Trainings for cohort 2 began in July 2017. TRC led the training component of the consortium and training started with a session for 200 teachers. The session was conducted by TRC's core team of trainers.



In addition to the training of cohort 2 teachers, a Badal Do! Alumni event was held on September 20<sup>th</sup>, 2017 to inculcate a sense of individual and collective responsibility to bring about change in society. The trained teachers of cohort 1 came together as a larger group to form an Alumni Association and take the Badal Do! philosophy forward. At the event teachers were encouraged to think about what they can do as individuals and in groups, to bring about peace and tolerance in society. During the reporting period, the TRC team continued to attend Badal Do! consultative meetings to discuss the progress of the project and deliverables.





## Information Centre - Badal Do!

During the reporting period, TRC also set up Badal Do!'s Information Center. Following are the key activities of the Badal Do! IC team:

- The team contacted schools and teachers for registrations via text messages and emails.
- Collected data of registered teachers and schools and maintained it.
- The call staff attended a 2-hour training conducted in October 2017 on the hardware and software installed for efficient functioning of the Information Centre.
- Contacted all registered participants for each workshop in cohort I & II.
- Invited School Heads to events organized by Badal Do!.
- Contacted alumni for Social Action Project updates.
- Coordinated with partner representatives and Social Action Project leaders.
- Provided updates and responded to participants who contacted the IC for Social Action Projects.
- IC team coordinated with schools for all Badal Do! Events.

## TRC and British Asian Trust (BAT) Collaborate

### Strengthening ECE Provisions through Peer to Peer Learning in Government Schools

The 'Strengthening ECE Provisions through Peer to Peer Learning in Government Schools' project was implemented by the Teachers' Resource Centre (TRC) with financial support from the British Asian Trust (BAT), UK for a period of 15 months in 20 government schools of Karachi. The main objective of the project was to introduce early childhood education in government schools with the help of multiple approaches including teachers' professional development, ECE materials, on-site classroom support and monitoring and training older children (of grades 6 to 8) to mentoring younger children to reinforce ECE through structured sessions. The project also bears testament to the newly launched ECE policy in Sindh which promotes quality ECE in government schools.

At the onset, a baseline study was conducted to gauge the situation in schools and whether ECE provisions existed and in what state. Once school selection was completed, an orientation was held with key district government education officials to take them on board for project implementation. Their support was key to ensure intervention in schools. Extensive trainings were held for teachers and materials were developed in line with the ECE approaches relevant to the local context and curriculum. Trainings were also carried out for older children in schools to introduce materials and methodology specifically developed for their sessions with younger children. On-site support to teachers in classrooms and monitoring were some of the activities which were regularly conducted in schools by the project team along with the endline study.



The purpose of the endline survey was to assess the progress of both children and ECE teachers at the end of the project. The survey was carried out in all 20 schools to gauge how much was achieved since the baseline and what changes came about as a result of training, materials, classroom support and government's commitment. A structured ECE learners' assessment was administered and results showed significant improvement in the understanding of basic concepts, identification of both English and Urdu letters, understanding of numbers 1 to 10 and understanding of basic social norms. The findings showed an improved overall situation of ECE in schools through teachers' capacity building, provision of child-friendly materials, regular sessions between older and younger children and support from school heads as well as the district level functionaries.

Following is a summary of key project achievements:

- Schools which previously did not have a separate ECE class now have a dedicated space for ECE with the material. There are instances where even up to 2 ECE classes have been set up owing to high enrolment.
- The buy in from school management has been tremendous and some school heads have taken the initiative to purchase ECE-related material to set up classes.
- The government of Sindh has been closely observing the project in schools as TRC has successfully kept district government officials engaged regarding progress in schools. Therefore, in some schools, the government has provided furniture and material for the ECE class.
- Three schools used their own budgets to buy ECE material.
- One school head and her husband volunteered to whitewash the ECE classroom and bought furniture and material to set it up.
- Since teachers were trained and there was active classroom support and a follow up mechanism, the teachers are following the active learning methods in ECE classes and using materials for promoting play-based learning with young children.
- During teacher training, TRC also introduced child assessment techniques which should be used as part of ECE classrooms. Both the teachers and school management have responded well to adopting these techniques. Some schools have internalized these approaches to the extent that they had customized report formats printed, which reflect ECE child assessment practices. Others have photocopied the same from the TRC training material given out to schools and are already using them.
- There has been emphasis on parent-teacher interaction and how this can be made more meaningful and relevant for both. PTMs have been regularized in these schools. A steady increase in new admissions has taken place. There are also at least 4-5 schools where children, who were previously in private schools, have enrolled. This has happened after their parents visited the ECE classes.
- The project has led to the introduction of a looping system in these schools, where Grade 1 teachers are emulating the same pedagogy and practices as those of the trained ECE teacher, creating improved learning environments for Grade 1.
- Approximately 60-65% Young Facilitators or mentors (older children) are teaching out-of-school children.
- TRC successfully completed the development of training material for the project. The material included a teachers' guidebook, a young facilitators' activity book, and two compilations of stories and poems for young learners.
- Trainings of the selected ECED and grade 1 teachers was successfully completed during the reporting period. A total of 55 government school teachers went through the rigorous training programme.
- Trainings of young facilitators (YFs) were conducted and they were provided a resource kit which included a training guidebook of activities, a storybook, poems, and stationery pack.

# The Thinking Classroom Project

Since 2014, TRC has been involved in 'The Thinking Classroom Project'. The 3<sup>rd</sup> 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.

From 11<sup>th</sup> September to 13<sup>th</sup> September 2017, TRC's team went on a follow-up visit to Muzaffarabad in Azad Jammu and Kashmir. The team followed up on master trainers who were trained by TRC as part of 'The Thinking Classroom' project in November 2015. The teachers who had received the training were interviewed to evaluate their understanding of the training content, the extent to which they had integrated higher order thinking skills in their lesson planning and classroom practices. Another purpose of the visit was to observe the extent to which the teachers were using the Resource Pack and TRC's thematic lesson plans that were especially developed for the project. A total of 27 participants from different schools, training institutes, and the Curriculum Wing of Muzaffarabad attended a 5-day training programme.

TRC's team also met education managers at provincial and district levels to discuss the action plan in AJK, which was prepared during the National Consultative session in December 2016.





TRC's team visited Balochistan as part of the follow-up for OSF's 'Thinking Classroom Project'. The team was following up on the Critical Thinking training of master trainers that was conducted in November 2015 as part of the 'Thinking Classroom' project. TRC's team followed up with female master trainers in Balochistan.

One of the master trainers had achieved impressive results. She was able to cascade the training by training 7 other teachers.



TRC's team also met DEOs (District Education Officers), the Additional Director (Bureau of Curriculum and Extension Centre, Quetta), the Assistant Director (BOC), the assessment expert and Director PITE. TRC's team gave them a detailed briefing of the Project.

TRC developed and conducted a 3-month long continuous professional development programme titled 'Teachers as Reflective Practitioners'. The objective of this programme was to provide an enabling and empowering platform for teachers from the public sector to access quality professional development opportunities. This programme was divided into 5 modules i.e. 101 on Critical Thinking, Peace Education, Reflective Pedagogy, Teachers as Leaders and Critical Thinking through Art and storytelling.

Once 21 teachers were selected, an orientation session was organised for them, their head teachers, DEOs and TEOs. The purpose of this session was to orient teachers and their heads on the modules, academic calendar and expectations from teachers and schools.

The programme kicked off in October 2017 and classes were held 4 days a week. Modules were delivered in a sequence one after another. Different teaching and learning methodologies were employed to meet the diverse needs of learners such as group work and presentations, debates and discussions, individual and pair work, small group projects etc. The programme ended in December 2017.





As part of the project, TRC developed two guides for ECE and primary teachers to help them enrich pedagogical understanding. These guides will serve as lampposts for continuous and effective implementation of the lesson plans, critical thinking pedagogy as well the resource material already provided to the trained teachers.

## 2nd Annual Teachers' Conference

On March 31<sup>st</sup> 2018 over 500 teachers from Lahore and other towns in Punjab participated in TRC's 2nd Annual Teachers' Conference 2018. The theme of the conference was 'Integrating Critical Thinking Skills into the Daily Teaching-Learning Processes' and attracted both public and private sector teachers. Public sector teachers were invited to the morning sessions, while private sector teachers attended the afternoon sessions. The venue for the conference was FAST-NU (Lahore).

The participants attended 5 interactive and stimulating workshops that were conducted by TRC's team. The sessions were:



### Critical Thinking through Art and Storytelling

TRC's trainers conducted this popular workshop that highlighted strategies to promote critical thinking in children through art and storytelling. Participants explored the concept of critical thinking and its underlying assumptions. They became aware of how a child's thinking abilities developed naturally and how best these can be nurtured.



## Living and Learning with Media: The Battle for Children's Mind

In this workshop, TRC's trainers explored how media literacy is an integral part of being literate in today's world. They looked at ways to help students, parents and teachers become critical thinkers and mindful consumers of traditional and new media.



## Reflective Practices

TRC's trainer introduced the participants to the importance of self-reflection and introspection in educators. Teachers learned to journal effectively and explore the impact of a teacher's attitude on children's minds.

## Inclusive Practice in Pre-primary and Primary Classrooms

Trainers explored the concept of inclusive education which values diversity and appreciates the unique contributions each student makes to the classroom. This workshop laid the foundation for working with children who have different needs and developmental levels using the Universal Design (UDL) Framework for Learning.

## Promoting Citizenship Education in Schools

In this workshop, the trainers focused on activities to promote citizenship by integrating them into the curriculum currently being taught in schools. Participants analysed and brainstormed the need to address issues such as environmental protection, human rights, and tolerance. They looked at ideas to integrate citizenship concepts and practices in the school curriculum.

# UNICEF Punjab Project

In collaboration with the Quaid-e-Azam Academy for Educational Development (QAED), Government of Punjab, Lahore and UNICEF Punjab, TRC is working as the technical support for Early Childhood Education. This is a short term project focusing on desk-based review of best practices in ECE of five different countries, development of a policy brief (a support document for policy makers on the significance and strategic approach for the implementation of ECE in Punjab), development of quality indicators based on early childhood education rating scale (ECERS) and measurement of early learning quality standards (MELQS), development of master trainer's manual and parent support guide, provincial mapping of organizations working in ECE, and impact study of ECE centres in Punjab. The project commenced in February 2018 and initial meetings with UNICEF and other stakeholders have taken place. The desk based review is in its initial stage of gathering data.



# UNICEF Balochistan Project

Technical Backstopping to Provincial Institute of Teacher Education (PITE)-Education Department for Continuous Professional Development of Teachers in Balochistan is a UNICEF supported initiative for which the Teachers' Resource Centre (TRC) has been commissioned as a technical partner during the first phase. The project targets 11 districts (Quetta, Pishin, Zhob, Sherani, Qila Saifullah, Gwadar, Bela, Qila Abdullah Jafarabad, Naseerabad, and Lasbela) with one year duration starting from January 2018 to December 2018. The main aim of the project is to provide technical backstopping to PITE-Education Department for Continuous Professional Development of teachers of Balochistan in line with the Balochistan Education Sector Plan (2013-2018).

The key project activities include reviewing, updating and developing new teaching materials for primary, middle and head teachers, developing and delivering a training programme for government's master trainers to enable them to roll out the trainings province wide (in 11 districts) for teachers, piloting teacher training model and materials in selected districts, designing and implementing a monitoring system and facilitating PITE Balochistan to develop and implement a sustainable and replicable model of continuous professional development for teachers of the province to uplift quality of education.

During the inception phase, TRC is working closely with the Material Review Committee, notified by Secretary Education, Balochistan, for the project. The consultations are underway for Training Needs Assessment, materials review and development of new materials (teacher guides and trainer manual) and the master trainers' training programme.

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



TRC's Early Childhood Education and Development (ECED) is a professional development programme for early years' teachers that has been offered for the last 11 years. The ECED- Programme is currently being augmented and enriched to keep current with international standards. The programme of study is comprehensive and detailed, and yet inclusive to meet the diverse needs of in-service and preservice teachers. The academic year of the ECED commenced in January 2018 and will end in December 2018.

## The 12<sup>th</sup> ECEDP Batch is Onboard!

On January 15, 2018, TRC welcomed the 12th cohort of the ECED Programme. The first term of the programme formally commenced concurrently in two batches i.e. the English group and the Urdu group. A total of 55 pre-service and in-service students enrolled in the programme. The courses to be taught in the first term are History & Philosophy, Child Development, Inclusive Practice, Learning Environment and Curriculum Methods. Classes are held three days a week i.e. Monday, Tuesday and Wednesday.

## ECED Orientation Sessions

Two orientation sessions were organised for the teachers who enrolled for ECED programme. A total of 25 teachers enrolled for the English programme and 30 teachers from the public sector were inducted into the Urdu programme. TRC arranged funds and raised scholarships for public sector teachers.



## TRC Bids Farewell to the Class of 2016-17

TRC bid farewell to the 11<sup>th</sup> cohort of the ECED programme (English) comprising 21 private school teachers and the 2<sup>nd</sup> cohort of 17 public school teachers (Urdu). Director, TRC and the Senior Manager, ECED addressed the audience.



## The Corporate Sector and Private Donors Support ECED students

TRC's team liaises throughout the year to procure scholarships for its ECED students. During the reporting period TRC received scholarships from both the corporate sector and private donors. The following organisations/donors contributed to TRC's scholarship fund.

In all TRC was able to offer full and partial scholarships to all the students enrolled in the ECED (Urdu) programme and to 2 students enrolled in ECED (English).



## Informative Session on ECED

TRC organised an introductory and informative session on ECED. The purpose of this session was to introduce TRC's flagship ECED programme and its importance for teachers' professional development. This session was well attended by a large number of teachers, academic coordinators, school heads and aspiring teachers. TRC's senior manager talked about the services TRC offers for teachers and schools while Academic Coordinator, ECED Programme shed light on the importance of ECED and best practices around the world. Details about the course were presented and some alumni and faculty members addressed the gathering. The audience expressed interest in the course and asked queries in the question-hour session at the end of the event.



# TRC at School and Other Events

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The opportunity to attend school events and other educational forums gives TRC the chance to interact with teachers and educational professionals. Over the year such events have enabled TRC to establish strong relationships with a large number of public and private sector schools and like minded organisations. During this reporting period, TRC personnel were invited to several education events.

## **Annual Convocation at Habib Girls' School**

A TRC staff member attended the Annual Convocation at Habib Girls' School in October 2017 for the Secondary as well as the Higher Secondary students that passed out from the school.

## **Declamation Contest at Reflections School**

A TRC staff member judged the Senior School Declamation Contest at Reflections School in October 2017. Students from various schools of Karachi participated in the contest.

## **Inter-school Shadow Puppetry Competition at Education Bay School**

Education Bay School organised an Interschool Shadow Puppetry Competition at their premises in November 2017. A TRC staff member attended the contest as a judge. Six Karachi schools participated and displayed their talents in presenting a story through the use of shadow puppets.

## **Elocution Contest in English and Urdu at PECHS School**

In response to an invitation received from PECHS Girls' School, a TRC staff member attended the Annual English and Urdu Elocution as a judge in November 2017.

## **Sports Day at Korangi Academy**

A TRC staff member attended a Sports Day event at Korangi Academy in December 2017.

## **Musical Concert at Jaffar Public School**

The students of Jaffar Public School presented a concert on 20 December 2017, which was a blend of stories and music. A TRC staff member attended the event.

## **Social Action Programme at Babaza Foundation School**

The TRC training team attended an event at Babaza Foundation School in February 2018 as part of their Badal Do! Social Action Programme. The staff and students had set up stalls and the funds raised were spent on community development in the area.

## **Talent Show at Bay View Academy**

In February 2018 TRC was invited to attend a Talent Show put up by the students of the junior section at Bay View Academy.

## **Elocution and Declamation Contest at River Oaks Academy**

A TRC staff member was one of the judges for the Junior School Elocution and Declamation Contest at River Oaks Academy in January 2018. Students from various schools of Karachi participated in the contest. Students representing different schools recited poems in both Urdu and English.

## Annual Status of Education Report Launch ITA

On 26<sup>th</sup> September 2017, TRC was invited to attending the launch of the 6th Provincial Annual Status of Education Report. The report's findings of children's learning levels, school enrolment and facilities of public-sector schools were shared at the event. The chief guest on the occasion was the Minister for Education, Jam Mehtab Ali Dahar. Secretary Education, Abdul Aziz Uqaili was also present.

## Symposium on Education at SZABIST - Karachi Campus

A member of the TRC staff participated as a panellist in a symposium organised by the Education Department of SZABIST on 23<sup>rd</sup> December 2017. The topic of discussion was Professionalising Teacher Education. TRC highlighted the importance of continuous support and professional development of teachers and outlined TRC's efforts towards this cause.



## Panel Discussion on Inclusive Education in Pakistan

TRC was invited to attend a panel discussion on Inclusive Education in Pakistan: Possibilities and Challenges on 28 March 2018 at British Council, organised by the management of The AMI School. Dr. Debbie Kramer from Brunel University, UK, shared the facts and figures regarding the state of inclusive education in Pakistan. At the end there was an interactive discussion on the way forward to make inclusive education a reality for schools.

## TRC Attends Lecture at AKU

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

## Parenting Solutions at Aga Khan University

A member of TRC's staff attended a 3-hour session on Parenting Solutions at Aga Khan University on 17 February 2018. Presentations were made by three psychologists who dealt with different age levels.

## Training Manual on Sexual and Reproductive Health

After the Zainab rape and murder case that shook the nation in January 2018, the Education and Literacy Department commissioned Aahung, an NGO that works to improve sexual and reproductive health and PITE (Provincial Institute of Teacher Education, Sindh) to develop a training manual and chapter on sexual and reproductive health that will be incorporated into Sindh Textbook Board's textbooks (Class 3-5) and the curriculum for Class 7.

In February, 2018, TRC was invited to be part of the review committee for the “*Zindagi Guzarney kee Maharaton Par Mubni Taleem*” (Life-Skills based Education) training manual. Members of TRC's staff were part of the committee that was created to conduct a comprehensive review of the 6-day training manual's content. Other members of the review committee were from STEDA, PITE, Elementary College of Education (Qaimabad Lyari), Bureau of Curriculum, and STBB (Sindh Textbook Board). The training module is targeted at master trainers who will train class teachers of 6, 7 and 8.

### **ECCE Curriculum Review**

A 3-day ECCE curriculum review session organised by Directorate Curriculum and Research, Sindh, was held at STEDA in April 2018. The notified ECCE Curriculum Review Committee based on different public and private organisations of Sindh also included TRC's representation.



# 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 21<sup>st</sup> 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 7<sup>th</sup> Karachi International Children's Film Festival 2017

In collaboration with The Little Art and Cinepax Cinemas, TRC organised the 7th International Children's Film Festival in Cinepax Cinema, Ocean Towers, Karachi. The festival showcased 57 films from 25 countries from October 30 to November 7, 2017. Around 8000 children and teachers from 50 plus schools of Karachi attended the festival.



# Governance



## TRC's 31<sup>st</sup> Annual General Body Meeting

TRC's Annual General Body Meeting (AGM) was held at its premises on Saturday, January 28, 2017. Eight Governing Body Members, 17 heads of schools and teachers representing 20 institutions were present, in addition to TRC staff members.



# Way Forward 2018-2019



## Our plans for the next year include:

- Finding opportunities of upscaling the Citizenship Education programme to reach out to an increased number of children and schools at the national level.
- Introduce new themes in our teaching-learning modules as part of continuous academic enrichment and growth.
- Find ways to work with school fraternities in other regions of the country and improve the membership base of TRC.
- Create sustainable models of education innovation with support from credible donors.
- Be heard as a credible voice for influencing public policy reform in education and especially teacher development in Pakistan.
- Strive to further improve our governance for greater accountability, transparency and sustainability.
- Be seen as the most empowering hub of teacher education in the country.

# Our Popular Opinion Polls

<b>O c t o b e r</b> 2017	<b>Should students be punished?</b>  The result of this opinion poll was in favour of not punishing students. The overwhelming majority (88%) of respondents believe that students should not be punished because guiding them positively is a better option for disciplinary purposes. On the other hand a small minority (5%) felt that punishment was necessary because if teachers don't punish children it erodes discipline and encourages them to misbehave.
<b>N o v e m b e r</b> 2017	<b>Should young children be taught in their mother tongue?</b>  The majority (86%) of the respondents feel that young children should be taught in their mother tongue. They feel that when the mother tongue is the main teaching medium, young children are better able to understand the concepts that they are being taught. The respondents also felt that teaching in the mother tongue was important to preserve local languages. Only 14% of the respondents felt that students should not be taught in their mother tongue, because it will affect their ability to learn concepts (which are usually taught in English) at the higher education level.
<b>D e c e m b e r</b> 2017	<b>Is timed testing useful?</b>  A large majority of the respondents (85%) felt that timed testing is a useful tool because it teaches students valuable life skills such as working towards a deadline and understanding that there are consequences for not doing so. Some 15% of the respondents felt that timed tests are not useful, because they can trigger anxiety and make it difficult for students to remember facts and skills.
<b>A p r i l</b> 2018	<b>Should a school's Sports Day be non-competitive?</b>  The respondents voted overwhelmingly in support of making Sports Day non-competitive. Eighty-six percent (86%) of those who responded to the poll felt that children tend to remember the feelings associated with sport, and if they fail 'publicly' at Sports Day, it can put them off sport altogether. Only 14% of the respondents felt that Sports Day should be competitive, because it reflects life, where individuals have to get used to both winning and losing.
<b>M a y</b> 2018	<b>Is watching television bad for children?</b>  Most of the respondents believe that watching TV can be good for children, especially since there is a lot of educational programming that they can learn from. Some 84% of the respondents felt that TV is beneficial for children because it also offers educational programming and allows parents to spend time with children, when they watch TV shows together. 16% of the respondents to the poll feel that TV discourages physical activity and encourages unhealthy eating habits.
<b>J u n e</b> 2018	<b>Should schools be open all year round, with no summer break?</b>  Most of the respondents voted to keep the long summer break. The majority of the voters (89%) felt that summer vacations are necessary because they allow children to take a long break from academics. Only 11% of the voters felt that schools should stay open throughout the year, because children forget what they have learnt after a long break.

# 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:

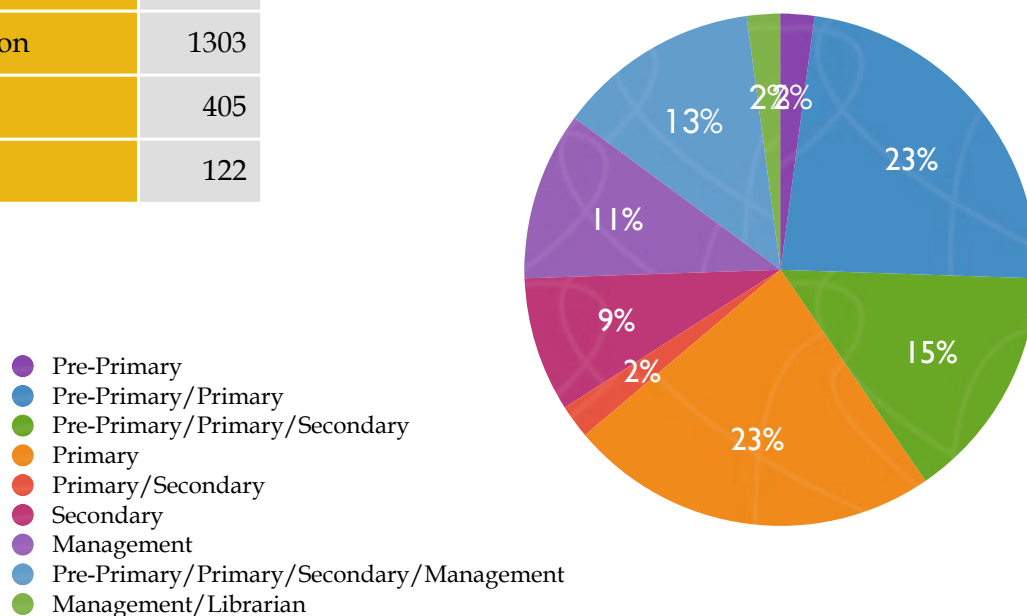
<i>Pehla Taleemi Basta</i>	Educational kit for use in pre-primary and lower primary classrooms
Nurturing Creativity in young Children CD-ROM	Helps ECE teachers understand how young children learn
<i>Nazmaonki Dilchasp Duniya</i> Video CD	Training video for ECE teachers highlighting the significance of 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

<p>A Guide for Young Facilitators</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, '<i>Dilchasp Kahanian</i>' and '<i>Let's Sing Rhymes</i>'. '<i>Dilchasp Kahanian</i>' contains 19 Urdu stories and '<i>Let's Sing Rhymes</i>' 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>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>A Guide for Early Years' Teachers</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>Ilm o Amal</p>	<p>This is an online article for teachers and educationists on a topic related to education that is posted on TRC's website and social media every month. The content is original.</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	47
Workshop Participation	1303
Hours	405
Days	122



	Workshop Programme		Projects		Sub-Total		Total	%
	F	M	F	M	F	M		
Teachers	373	23	729	31	1102	54	1156	88.72
Heads	29	9	0	0	29	9	38	2.92
Coordinators	42	10	0	0	42	10	52	3.99
Admin Staff	2	1	0	0	2	1	3	0.23
Librarian	23	1	0	0	23	1	24	1.84
Others	19	11	0	0	19	11	30	2.30
<b>Total</b>	<b>488</b>	<b>55</b>	<b>729</b>	<b>31</b>	<b>1217</b>	<b>86</b>		<b>100</b>
	<b>543</b>		<b>760</b>		<b>1303</b>			



# Appendices

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

TRC offers a wide range of workshops for members and for donor-supported projects, in Karachi and throughout the country. Workshops are conducted for teachers from pre-primary through to secondary levels, as well as for managers, coordinators and heads of public and private schools. A comprehensive list of workshops conducted between July 2017 and June 2018 is provided below:

July-September 2017	January-March 2018
Managing a Successful School	Fun Activities for Developing Oral Skills
Teaching Novels and Short Stories	Continuous Professional Development
Promoting Critical Thinking: An Essential 21st Century Skill	Organising In-service Teacher Professional Development
Assessing & Evaluating Learning	The Science of Making Effective Presentations
Conducting Effective Workshops	Teaching based on Developmental Appropriateness in the Early Years
Developing Reading Skills in Young Learners	Professional Standard for School Leaders
How Children Learn	Conflict Resolution
<i>Ibtadai Bachpan Ki Taleem-Pair to Pair</i>	Understanding the Needs of the Growing Child
Intra Personal Skills	Exploring Different Genres of Writing
Intra Personal Skills	Making Stories Come Alive
Intra Personal Skills	Teachers as Writers
Intra Personal Skills	<i>Bachon mein Qaidana Salahyatain Parwan Charhana</i>
<b>October-December 2017</b>	<i>Taleemi Goshay aur Seekhnay kay Moassar Amal</i>
Liven up your Library	Child Development
Teaching Science through Project Work	<i>Ibtadai Bachpan ki Taleem - Pair to Pair Learning (Refresher Workshop)</i>
Teaching Motivation - The Driving Force	<b>April-June 2018</b>
Promoting Talk in the Early Years' Classroom	Positive Thinking
The Reflective Teacher and the Adolescent	Making History Lessons Fun
Managing Behaviour in Young Learners	Managing Your Stress
Promoting Learning through Physical Literacy in Early Years	Helping Students Take Right Career Decisions
The Learning Environment	Creating a Positive Mathematics Environment for Young Learners through Games
Citizenship Education	Promoting Critical Thinking through PLAY
Citizenship Education	Teaching English through the Immersion Method
Citizenship Education	
Intra Personal Skills	
Intra Personal Skills	

# Appendices

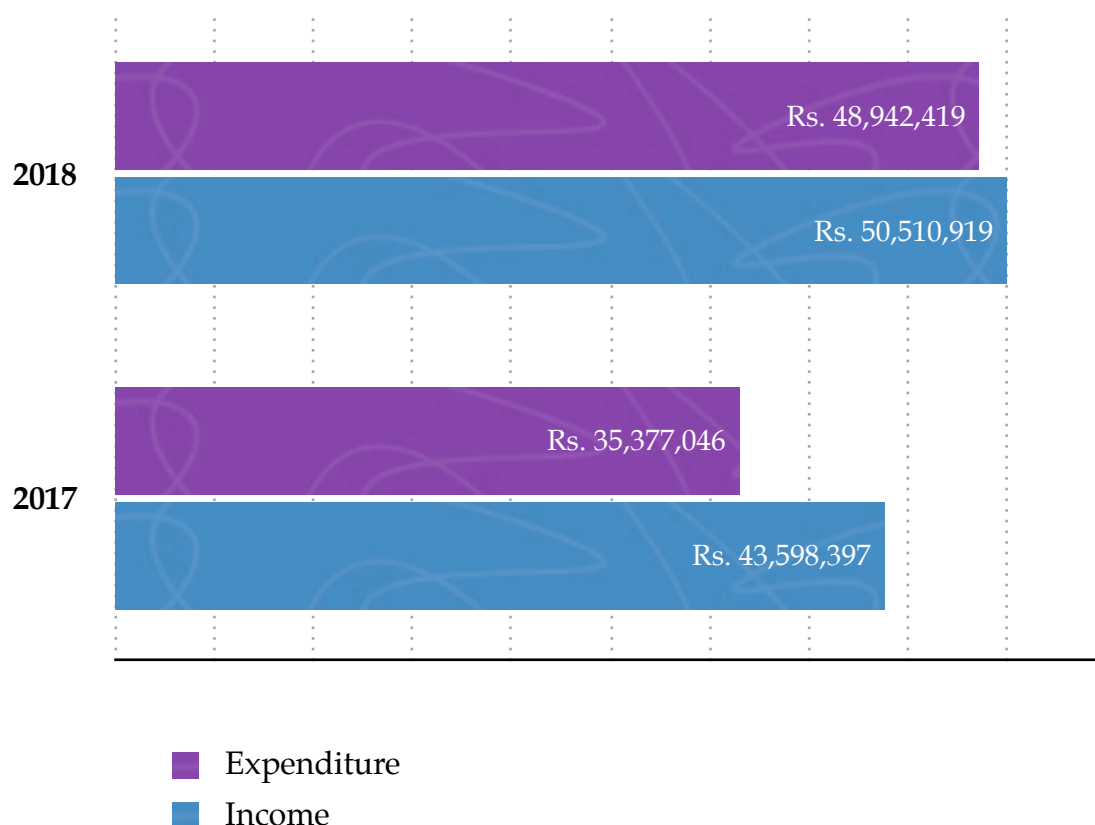
Overview of Workshops | Workshop Participation | List of Workshops | • Finance

## Summary of Financial Performance during the Year 2017-2018

### Overview

During the year 2017-18, the total income of Teachers' Resource Centre (TRC) amounted to PKR 50.51 million against a total expenditure of PKR 48.94 million showing a net surplus of PKR 1.56 million.

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



# Appendices

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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	2018	2017	Variance from last year	
			PKR	%
Membership Fee - Institutions	306,000	262,960	43,040	16%
Workshop Fee	3,694,336	3,780,087	(85,751)	-2%
Course Fee: ECE	7,823,843	6,103,500	1,720,343	28%
Consultancy Income	0	3,242,667	(3,242,667)	-100%
Return on Investments	897,749	6,076,278	(5,178,529)	85%
Donations	25,500	320,500	(295,000)	92%
Profit from sale of PTBs	272,897	190,659	82,238	43%
Profit on sale of listed Securities	0	5,009,345	(5,009,345)	-100%
Other Income / (Loss)	1,331,498	1,621,861	(290,363)	-17%
Project Grants utilised	36,159,096	16,990,539	19,168,557	112%

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

- ECE Course
- Membership Fees
- Project Grant

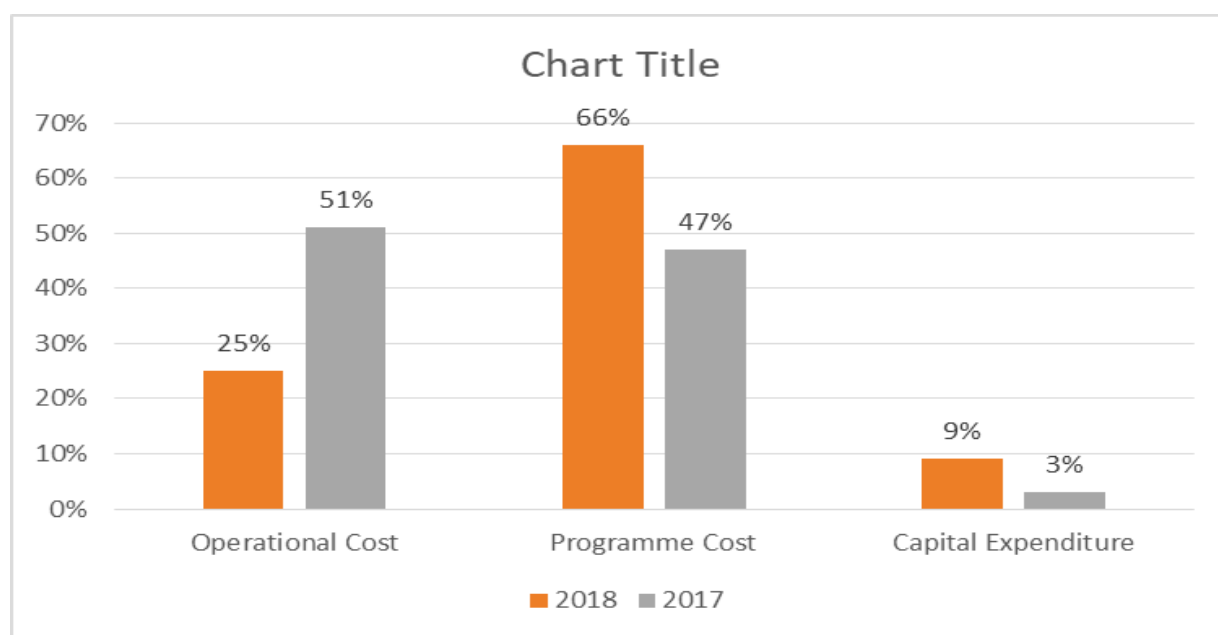


# Appendices

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## Expenditure

TRC's expenditure is divided into operational costs, programme costs and capital costs. The chart below illustrates 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 79 million, which shows a decrease of PKR 8 million as compared to last year due to stock exchange recession.

### **Cash and bank balances**

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

# Acknowledgments

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- Alloo & Minocher Dinshaw Charity Trust for their encouragement and consistent monthly donations since 1986.
- The TRC Governing Body for their time and support.
- 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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