



Teachers' Resource Centre  
Inspiring Teachers Since 1986

# **34<sup>th</sup> Annual Report**

**2019-2020**

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# Message from the Director

The last two years have been tough on us all. The onslaught of a full-blown pandemic that refused to go away coupled with school closures took its toll on both teachers and parents/caregivers alike. The result? Many of us became full-time teachers to our own children which did not come without its challenges. While several schools in Pakistan continued to offer online assistance and support, many of us, including teachers, struggled to keep thoughtful and effective learning going every day. Trauma, anxiety, staffing challenges and scheduling upheavals all eventually contributed to the learning loss that both students as well as teachers experienced.

As an organisation that invests in teacher training and believes that teachers are the sole agents of hope and transformation, we helped provide the support that teachers needed to adjust all their typical techniques for fully or partially remote classes via our workshop programme and our newly launched (in 2020) TRC Digital Academy (TDA). Through TDA's series of learning opportunities, online learning transformed teachers and students' professional practice and vision for self-development. This became a versatile learning platform for teachers' professional development, self-awareness and school leadership in pandemic times.

Additionally, we conducted our continuous professional development programme titled 'Teachers as Reflective Practitioners' under 'The Thinking Classroom' project which was particularly beneficial to the government schoolteachers based in Karachi. We were also fortunate enough to partner with AASA in carrying out field study and analysis to better understand the state of family-friendly workplaces and the various public and private sector.

As part of our vision to constantly innovate and empower teachers, we also launched our first-ever TRC Teachers Awards as a tribute to the role teachers play in the lives of students. Given under the category "My Favourite Teacher" in which 19 teachers received the award from 15 schools, the TRC Teachers Awards were widely appreciated by

our cherished community of educators.

As for our Early Childhood Education and Development Programme (ECED), we are pleased to announce that our 13th batch of ECED (English) and the 4th batch of ECED (Urdu) graduated while we were also able to secure a few scholarships for the deserving teachers.

Last, but certainly not the least, TRC organised a five-day study tour to Istanbul, Turkey, for teachers and educators in collaboration with Nisantasi University to enable the exchange of ideas and expertise in education. Altogether 20 teachers, teacher trainers, education managers from Sindh Education and Literacy Department (SELD) participated, bringing back with them great learning experiences.

In conclusion, I would just like to thank my team at TRC that has gone above and beyond during this challenging time and has continued with the same zeal and passion that is our institution's legacy. I would also like to extend my thanks to our member schools, the Governing Body, donors, partners and patrons who are committed to supporting us on this journey.

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, pedagogical skills and attitude
- ◆ 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 providing ongoing 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. Saira Shahab  
Manager, Projects & Trainings

Ms. Tabinda Jabeen  
Member, Training & Development Team

Ms. Farzana Kausar  
Manager, Projects & Trainings

Ms. Seema Yasmin  
Member, Training & Development Team

Ms. Misbah Karamat  
Manager, Workshops

Ms. Anwer Khatoon  
Member, Training & Development Team

Ms. Bazla Gul  
Coordinator, Early Childhood Education & Development Programme

Ms. Saadia Mansur  
Monitoring & Evaluation Officer

Syed Hammad Hasnain Naqvi  
Member, Training & Development Team

Ms. Sonia Iqbal  
Member, Training & Development Team

Ms. Sadia Anwer  
Member, Training & Development Team

Syed Najm-ul-Hassan Naqvi  
Office Manager

Mr. Muzammil Sherani  
Training & Monitoring Coordinator

Mr. Sohail Khan  
Training & Monitoring Coordinator

Mr. Noman Farooq  
Assistant Finance Manager

Mr. Muhammad Wasif  
Admin Officer

Mr. Salamat Noor  
Typist

Mr. Zaeem Samson  
Telephone Operator

Mr. Mazhar Husain  
PTB Helper

Mr. Noel Nasir  
General Hand

Mr. Rashid  
General Hand

Mr. Muhammad Zada  
Driver

Mr. Khista Mir  
Driver

Mr. Mubark Hussain  
Driver

Mr. Irfan Muneer  
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 Trust

Ms. Rana Hussain  
Honorary Secretary TRC & Principal College of Education Zaiuddin University

Mr. A. Rehman Mithani  
Honorary Treasurer

Mr. Arsalan Ahmed Faruqi  
Director, Practical Schooling System

Mr. Aasim Karim  
Principal, River Oaks Academy

Ms. Seema Mailk  
Principal, PECHS Girls' School

Ms. Nausheen Leghari  
Principal, Links School

Ms. Saba Quadir  
Head, The AMI School

Ms. Azra Aqil  
Principal, Karachi Cambridge School

Mr. Shahpur Jamall  
Director Academics & Principal, Primary, Junior & Senior Section, Bay View Academy

Mr. Fahad Naseem Siddiqui  
Chairman, Stanmore Group of Institutions

Ms. Mahtab Akbar Rashdi  
Ex. Member, Provincial Assembly

Ms. Shanaz Ramzi  
CEO, Starlinks

Ms. Nazli Javed Hussain  
Member

Mr. Aziz Kabani  
Institutional Development Advisor, Pakistan Development Foundation

Ms. Ambreena Ahmed  
Director, Teachers' Resource Centre

# The Year in Focus

- ◆ TRC conducted a total of 14 workshops this year. The 7 multi school and 7 school focused workshops benefitted approximately 265 teachers, school heads and other school staff.
- ◆ TRC organised the 9th International Children's Film Festival in Karachi. The festival showcased 116 films from 27 countries. Around 1600 children and teachers from schools of Karachi attended the event.
- ◆ Phase 2 of Badal Do! Project concluded during this reporting period. An estimated 1,600 teachers and 14,388 students from private and public schools of Karachi have benefited from the two phases of Badal Do!
- ◆ TRC secured affiliation from Sindh Board of Technical Education, Govt. of Sindh, to offer one year ECED Programme.
- ◆ TRC secured accreditation from STEDA to offer one year ECED Programme.
- ◆ Under the Thinking Classroom project, a series of trainings were conducted in different parts of the country benefitting more than 200 master trainers from the public sector. Development of teaching-learning material for middle school level was a notable achievement during the year. The curriculum based lesson plans were provided to government school teachers and other stakeholders for integrating critical thinking skills from grade 6 to 8.
- ◆ TRC conducted a continuous professional development programme titled 'Teachers as Reflective Practitioners' under The Thinking Classroom which benefitted 25 teachers from Karachi's government schools.
- ◆ TRC is collaborating with the Quaid-e-Azam Academy for Educational Development (QAED), Government of Punjab and UNICEF Punjab, as a technical support partner for Early Childhood Education. Specific project outputs by TRC include a mapping study on ECE, a desk based research on international ECE best practices, ELDS review and finalization, a parental awareness tool and a training manual/guide for ECE master trainers.
- ◆ TRC is a technical partner with UNICEF for the Technical Backstopping to PITE-Education Department for Continuous Professional Development of Teachers in Balochistan project. TRC is engaged in training government master trainers, developing and implementing a real time monitoring framework on sample in 11 districts where teacher trainings are rolled out, finalization of teaching guides developed and Establishment of TRCs in selected locations across Balochistan.
- ◆ TRC trained 300 teachers on multi-grade teaching methods in Tharparkar district of Sindh as part of a UNESCO support project. TRC developed and provided learning kits to the trained teachers to enable active learning in their schools.
- ◆ As part of the Badal Do! project, TRC was commissioned to undertake a review of 63 textbooks of Sindh Textbook Board from grade 1 to 10 to identify divisive stereotypes And recommend appropriate alternate content to replace the identified material.
- ◆ The 12th batch of the Early Childhood Education & Development Programme Graduated and the 13th cohort was enrolled. A total of 22 pre-service and in-service students were enrolled. TRC was able to secure a few scholarships for the deserving Teachers.

# 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 continues to arrange 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 07 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 82 participants benefited from TRC's multi-school workshops which clocked in 124.5 hours.



## School-focused Workshops

TRC conducted 07 school-focused workshops during the reporting period. A total of 183 participants attended and benefited from the school-focused workshops, clocking in 38.5 hours.

In July 2019, a 12-hour school-focused workshop was conducted at Bahria Training Institute for Bahria School heads on 'Educational Leadership' for 30 school heads and managers.

The workshop focused on important aspects about Qualities and Skills of an Effective Leader, Leadership Styles, Teamwork, Staff Appraisal, Conflict Management, Mentoring and Organising Parent-teacher Meetings. The sessions were interactive and all participants keenly participated.

In August 2019, an 8-hour school-focused workshop was conducted at The Education Foundation premises on Introduction to the National Curriculum ECCE by Farzana Kausar for 16 teachers.

In September / October 2019, a Classroom Support Programme was initiated at Korangi Academy in response to the management's request. The focus of the programme was

assessment of the teaching methodology being practiced from Classes Play group to Class three and the respective Curriculum followed at these levels. Observation of teaching practice of 26 teachers was done through visits, followed by individual feedback session after each class. The lesson planning process, prescribed course material and scheme of studies were also reviewed.

After completion of the programme, a report with findings and recommendations was submitted to the School Management.

In November 2019, as a follow-up of the Classroom Support Programme, initiated at Korangi Academy, a 4-hour feedback workshop was conducted for the 26 teachers involved in the programme, to share the overall findings of the observations and give tips for their professional development in areas where it was required.

In November 2019, a 2-hour interactive talk session was conducted at Creek View Academy by Rubina Naqvi for school heads and teachers. The focus of the talk was to address the concerns that the heads were facing in their daily routine. Advice from experience was shared with those concerned and tips for improvement were given. The participants were candid in sharing their issues while managing the school and appeared keen to solve them effectively.

In November 2019, a 4-hour school-focused workshop was conducted at St. Joseph's Convent School on Teacher-student Relationship by Rubina Naqvi. The workshop focused on different aspects of the child's personality formation and the impact of the different environments in his or his life. The behaviour and skills of the teachers were also highlighted. The teachers shared their views candidly during the discussions and reflected on their own practice in light of the topic both in and outside the classroom. 36 teachers attended this workshop. The handouts and slides were reviewed in detail and appreciated by the participants.

In December 2019, a 2-hour school-focused workshop was conducted at Education Bay School on Teaching Creatively by Rubina Naqvi for 28 teachers.

The workshop focused on the concept of professionalism. Different learning styles and multiple intelligences were discussed to understand the impact of these on planning creative activities. The teachers shared their views candidly during the discussions and reflected on their own practice in light of the topic both in and outside the

classroom. Exchange of ideas was effectively carried out during group activities. Handouts and slides were reviewed in detail and appreciated by the participants.



In January 2020, a 4-hour school-focused workshop was conducted at Practical Schooling System on 'Essentials of Lesson Planning' by Rubina Naqvi for 13 teachers.

The workshop focused on the importance of planning lessons. The essential elements of an effective lesson plan were discussed to understand the impact of these on meaningful learning. The teachers shared their views candidly during the discussions and reflected on their own practice in light of the topic. They developed lesson plans in collaboration with each other and reviewed them during whole class discussions. Exchange of ideas was effectively carried out during group activities. Handouts and slides were reviewed in detail and appreciated by the participants.

In February 2020, a 4.5-hour school-focused workshop was conducted at The Intellect School on 'Developing Organisational Skills' by Rubina Naqvi for 34 teachers and administrators.

The workshop focused on the importance of being organized. The reasons for being disorganized and benefits of developing organisational skills were explored. Different kinds of organizational skills were discussed to understand the impact of these on achieving one's goals. The teachers shared their views candidly during the discussions and reflected on their own practice in their work place in light of the topic. They were assigned the task of developing an action plan to identify an organisational skill that they need to develop in themselves and say how they would work towards its improvement. Exchange of ideas was effectively carried out during group activities. Handouts and slides were reviewed in detail and appreciated by the participants.

# 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.



## The Thinking Classroom Project

Teachers' Resource Centre (TRC) has been partnering with OSF since 2014 to promote, integrate and advocate for critical thinking skills in classrooms from ECE to secondary through material development, capacity building of government institutions, research and galvanizing support from the public sector stakeholders through continuous and strategic engagement at the national, provincial and district levels. The 4<sup>th</sup> project year ended in March 2018 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 developed two guides; one for ECE teacher and the other for primary school teachers. The purpose of developing these guides was to help teachers to enrich their pedagogical understanding for helping themselves and children become reflective practitioners. These guides provide hands on ideas to teachers to improve their classroom teaching skills as well their own outlook as teaching professionals.

The content of the guides focused on the importance of critical thinking, teachers as critical thinkers, National standards of quality education, role and responsibilities of a teacher, critical thinking pedagogy, learning environment and assessment. Besides these, sample activities and lesson plans for different subjects are also included for teachers to implement in their classrooms.

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.

Under this project TRC has already trained around 400 master trainers till date on the material developed and pedagogy and has provided orientations to 100 plus government education officials on the project across the country. In the upcoming grant period, TRC will undertake a

research-based follow up exercise to see impacts at the field level.

The national level consultations for upscaling and strengthening the critical thinking work has already been launched; provinces and areas including AJK are on board to advocate for incorporating/further refining critical thinking skills as a cross cutting area both at the standards/benchmarks and competencies level in the Curriculum (curriculums are currently being reviewed in each province post 18<sup>th</sup> Amendment. Provincial level curriculums have yet to be finalized). A general consensus regarding significance of critical thinking standards and materials has been reached.

The textbook boards from all provinces have been sensitized regarding how textbook content can be remodeled to promote higher order thinking skills amongst children. The workshop organised by TRC for textbook board officials from across the country was well received.

TRC, under the auspices, of the project, held two annual teachers' conferences as an annual event, in Karachi and Lahore. The objective of these conferences was not only to showcase teachers' achievements to promote critical thinking in their schools but also to advocate and promote the initiative.

During the reporting period, following key activities were carried out by TRC:

### 3<sup>rd</sup> Annual Teachers' Conference

TRC has been organising the teachers' conference for the last two years under its Thinking Classroom Project an initiative to promote inquiry-based learning and reflective thinking skills amongst teachers and students (of primary to middle levels) through curriculum and textbook based teaching - learning materials and capacity building programs.

In the fifth project year, the 3<sup>rd</sup> Annual Teachers' Conference was organised on July 6, 2019, at Pearl Continental Hotel, Rawalpindi, in close collaboration with the Quaid-e-Azam Academy for Educational Development (QAED), Government of Punjab. This event was attended by an estimated 300 teachers from government schools from Rawalpindi and adjacent areas.

The purpose of the conference was to provide public sector teachers maximum opportunities to

benefit from expert facilitators, speakers and panelists regarding critical and contemporary issues of education in general and pedagogy in particular.

The plenary session began with the recitation of the Holy Quran and the welcome note by Ms Ambreena Ahmed, Director, Teachers' Resource Centre. Ms Rubina Naqvi, Senior Programme Manager Workshop/ Head ECED Programme, introduced the objectives of the conference and shared TRC's services for teacher education for the past 33 years. Ms Tabinda Jabeen, member of the training and development team, gave an overview of The Thinking Classrooms Project.

The plenary session was attended by 17 honorable guests from different key organisations and government offices. The keynote speakers at the conference were; Mr Ahmed Khawar Shehzad, Additional Director General, QAED, Punjab, Ms Mehnaz Akber Aziz, Chief Executive Officer, PARWAN, Mr Jawad Amir Malik, Planning Officer Planning Wing, QAED, Dr Shafqat Hussain, Regional Programme Manager, QAED, Mr. Muhammad Rafique Tahir, Joint Educational Advisor, Ministry of Federal Education and Professional Training, Islamabad, and Ms Nargis Sultana, Senior Education Programme Officer, Foundation Open Society Institute Pakistan.

The keynote speakers acknowledged TRC's services for teacher education. They also congratulated TRC for successfully arranging the third annual teachers' conference.

The plenary session concluded with the



presentation of shields/plaque to the esteemed guests including keynote speakers, government officials from Rawalpindi and QAED, Punjab, and representatives of civil society. After the end of plenary session, there was a lunch break followed by six concurrent sessions on: Critical Thinking through Art and Storytelling, Media Literacy, Teachers as Reflective Practitioners, Promoting Citizenship Education in Schools, Empowering Teachers through 21st Century Skills, and Inquiry - Based Learning. All teachers were given a certificate of participation at the end of the six sessions.

All workshops were conducted by TRC master trainers. There was a pictorial representation display, interesting stories and anecdotes, short videos, and interactive activities. All sessions were different from one another but had the critical thinking thread embedded in all making them part of a common series.

The interactive workshops provided an opportunity to learn different attributes of reflective thinking skills and how significant these skills are for



modern times. Altogether, more than 300 teachers participated in the conference. The teachers' participation and enthusiasm has reinforced the belief that more such conferences will be seen in the future with the same zeal.

## National Curriculum Council reviews TRC material

A one-day review session was commissioned by the National Curriculum Council and Federal Ministry of Education for evaluating materials developed by TRC for promoting critical thinking skills from ECE to the middle school level. The teaching-learning materials have been conceptualised, developed and disseminated with financial support from the Open Society Foundation, Pakistan, under the Thinking Classroom project which TRC has been implementing for the last five years as a national initiative.



The review session was held on July 31, 2019, in Islamabad at the National Curriculum Council office. The opening session was chaired by Major General Muhammed Asghar, Director General, FGEIs who was the guest of honour. Mr. Rafique Tahir, Joint Educational Advisor, National Curriculum Council and Ms. Ambreena Ahmed, Director, TRC co-chaired the opening plenary. Ms Nargis Sultana, a senior representative of OSF, Pakistan, was present along with a prestigious group of representatives from the academia. Mr. Rafique Tahir welcomed the participants and spoke at length about TRC's role to uplift the quality of education in the country with regards to curriculum development and teachers' professional development. He elaborated on the objectives of the meeting and highlighted that the purpose is to review TRC's critical thinking and citizenship materials in light of the curriculum and Textbook revision work which is currently underway at the NCC. He also provided guidelines to the reviewers regarding the day-long process which was to follow the plenary.



Ms Ambreena Ahmed from TRC once again welcomed the participants and thanked the NCC as well as the Federal Ministry for inviting TRC to share the materials with the group of reviewers from the public and private sector present at the event. She especially thanked Mr. Rafique Tahir for believing in TRC's work and recognizing its efforts at this level.

She also thanked Ms Nargis Sultana of OSF for supporting TRC during the last five years and enabling the organisation to develop and disseminate materials which were now being considered for integration into the new unified curriculum

After her opening remarks, Ms Tabinda Jabeen and Ms Rubina Naqvi of TRC presented the work on critical thinking and citizenship in detail and set the ground for the review exercise which was to follow.

The guest of honour, Major General Muhammed Asghar, in his remarks, appreciated the efforts underway for the development of a single national curriculum and emphasised on developing materials which are contextually relevant both in the urban and rural context for children. He especially applauded TRC and OSF's efforts for developing educational materials on critical thinking and citizenship needed to fill the gap in resources which the teachers have in classrooms.

The opening ceremony was followed by the material review exercise. The participants were divided into eight groups according to their area of expertise and were handed over the TRC material along with an evaluation checklist to record their feedback. Once they completed the review, a summary of feedback was compiled by the NCC team.



The closing ceremony was chaired by the Honourable Federal Minister for Education, Shafqat Mahmood. The summary of the day-long material review was presented to him which highlighted the contextual relevance, age appropriateness as well as creativity and innovation since it presents doable activities and lesson plans for teachers to promote critical thinking and citizenship.

In his closing remarks, the Honourable Federal Minister, appreciated TRC's work and especially mentioned the importance of bringing citizenship into the classrooms as this is the only way to ensure that our future is in the hands of those who are responsible, active, progressive and productive members of the society.

The event ended on a positive note with a commitment to take the work forward. The NCC is keen to work closely with TRC and OSF in the process of the new curriculum development and teacher training which are to follow.

## Training of Master Trainers for Middle School

TRC has conducted a series of training of master trainers across the country to introduce the critical thinking material and reflective pedagogy to teachers of grades 6 to 8. This highly interactive, hands-on training programme aimed to train at least 250 public sector master trainers across the country. To achieve the target, TRC has already conducted 4 trainings in 3 provinces; Sindh, Punjab and Khyber Pakhtunkhwa and trained 190 master trainers in 4 cities across Pakistan. These trainings were organised in collaboration with provincial and district-level government functionaries.

The last training of this series was conducted in Muzaffarabad, Azad Jammu & Kashmir from July 22-25, 2019. A mixed group of 43 participants comprising middle school level master trainers and education managers attended the four-day

training session.

The objectives of the training were to enable master trainers to get familiar with 21<sup>st</sup>-century skills, understand the importance of bloom's taxonomy in the teaching and learning process, recognise the role of a teacher in promoting critical thinking and inquiry-based learning, understand the different assessment tools and strategies to gauge the learning process, implement the thinking classroom lesson plans and pedagogies effectively and develop an action plan to implement TTC lesson plans in their classrooms.

Pre- and post-tests were also administered on the first and last day of the training to gauge the amount of learning participants have acquired during training days. The main topics discussed and worked upon during the training were:

- ◆ 21<sup>st</sup>-century skills
- ◆ Bloom's taxonomy
- ◆ Level of thinking
- ◆ Active learning
- ◆ Inquiry-based learning
- ◆ Classroom environment
- ◆ Assessment and evaluation
- ◆ The Thinking Classroom lesson plans

During the training sessions, various techniques were deployed to involve the participant actively and inculcate the training content effectively, such as brainstorming, interactive/participatory lectures, videos, group discussion and presentations, think-pair-share, icebreakers, question answers, gallery walk, self-evaluation, peer assessment and feedback kept the participants engaged in exploring the multi-dimensional aspects of training content.



The training was so productive and intensive as it required participants to reflect upon their

teaching practices and enhance their knowledge of Bloom's Taxonomy and Inquiry-Based Learning. All the participants contributed in discussion enthusiastically and showed great interest in the training activities. They praised and raised their queries about various strategies incorporated in their lesson plan and trainer facilitated and guided them accordingly. Thinking Classroom lesson plans were appreciated by the participants as they got through them individually. Then, they demonstrated the lessons following the instructions given in the lesson plans. These demonstrations were assessed by all participants according to the pre-determined Criteria. They found these plans feasible to be carried out in their classrooms. Later, they were



given the opportunity to design lesson plans grounded in inquiry-based learning and higher-order thinking. At the end of the training, participants along with education managers developed an action plans to take their learning forward and impart this knowledge to their colleagues.

It was heartening to hear the participants' comments about how they developed professionally. They appreciated TRC team for their hard work in developing contextually relevant material that is easy to understand and implement effectively. According to them, this training helped them to improve their content knowledge and pedagogical skills.

## Second National Consultative Session

TRC organised the second National Consultative Session on Assessment for Curriculum, Assessment and Textbook Boards in Karachi from 29 to 31 August 2019. The 3-day session was focused on the discourse of exploring the possibilities of integration of critical thinking material developed by TRC into the National Curriculum. This session was well attended by

the representatives of:

- ◆ Curriculum, Assessment & Research, Sindh,
- ◆ Bureau of Curriculum and Extension Wing, Jamshoro, Sindh
- ◆ Sindh Textbook Board, Jamshoro,
- ◆ STEDA, Sindh,
- ◆ Punjab Curriculum and Textbook Board,
- ◆ QAED Punjab,
- ◆ Punjab University
- ◆ Curriculum & Teacher Education, KP
- ◆ Assessment Department, KP
- ◆ National Curriculum Council Secretariat, Islamabad
- ◆ Directorate of Education, Extension, AJK
- ◆ Kashmir Education Assessment Centre, AJK

The prime objectives of the consultative session were to continue dialogue with the government and keep them abreast with the strategic and field level progress of the initiative and to ensure the manifestation of commitment and support from the national and provincial level government for supporting this project both at the policy and implementation levels for maximum and sustainable results.

The specific outcomes of the three-day session were:

- ◆ Progress on curriculum and textbook development at the national level
- ◆ Critical thinking and its significance in curriculum and textbooks
- ◆ Review Critical Thinking developed by TRC for the integration in the Curriculum, Textbooks, Teacher Education Programme
- ◆ Explore embedded higher thinking in SLOs and textbooks



- ◆ Provincial action plans for the integration of higher order thinking in curriculum and textbooks
- ◆ Feedback of provinces on consultative session
- ◆ Donor's perspective on the projects.

The session commenced with a brief introduction of TRC with its history of work. Ms Ambreena Ahmed, Director, TRC. She highly appreciated provincial and AJK education departments for their active participation in Thinking Classrooms project and for facilitating TRC in successfully conducted the project activities in their respective provinces.



The first day of the session was dedicated for the provincial representatives to share updates regarding the progress in their respective departments. The updates on the progress of each province was the key informant for other provinces and a good way of making comparisons. There were productive discussions on National Curriculum and textbooks for their alignment with the modern trends found at the international level.

The second day was to review the Critical Thinking material for the integration in the Curriculum, Assessment, Textbooks and Teacher Education Programme. Mr Rafiq Tahir, Joint Educational Advisor, National Curriculum Council Secretariat, Islamabad, chaired the session. The feedback on TRC's work was encouraging and was unanimously endorsed by all provincial representatives. The integration of the content in the curriculum, textbooks, and teacher education programme was considered to be a valuable addition with due reflection on the contemporary needs of the 21<sup>st</sup> century skills. The outcome of the session was a consensus on the content integration in the three different categories. TRC's work was highly appreciated by all provincial representatives and a common opinion was that the content was based upon the National Curriculum and the material was inclusive in its design and conceptualisation, and was user friendly for both public and private schools.

The final-day session was based upon the development of the provincial action plans. Based upon the material review and group discussion, the provinces were asked to propose the way forward to take the work to their respective provinces in order to integrate the Thinking Classroom material into curriculum, textbook and assessment.

Overall, the consultative session was successful in terms of its achievements. There was complete participation of provincial and regional stakeholders.

## Children's Conference

TRC launched the first Children's Conference on November 28, 2019, at Marriott Hotel Karachi. TRC took this great initiative based on its experiences from the teacher conference launch to establish a similar platform for children not only to allow them to share and learn about tools, skills and knowledge related to critical thinking but also to open up spaces for engagement, exposure and interaction amongst children from different government schools which currently is very limited in our country.



300-plus middle school children from different government schools across Karachi, along with their teachers, head teachers and districts education officers participated in this conference. The conference provided these children intellectually stimulating and entertaining avenues for creative expression, experience sharing and new and innovative learning tools. The plenary session began with the recitation of the Holy Quran and the welcome note by Ms Ambreena Ahmed, Director, Teachers' Resource Centre. Ms Ahmed extended her gratitude towards director schools, district education officers, head teachers, teachers and children for grace the event. Ms Nargis Sultana, Senior Education Programme Officer, Foundation Open Society



Institute Pakistan appreciated TRC's effort to provide an empowering platform to government school students for learning about and sharing innovative, exciting and creative ideas, skills and tools of critical thinking.

Ms Rubina Naqvi, Senior Programme Manager Workshop/ Head ECED Program, formally introduced the conference. Mrs Naqvi, in her motivational tone, encouraged the students to participate enthusiastically in conference activities. The plenary session followed by a very exciting performance by Zambeel Dramatic Reading, 'Tipu aur Jaadu ki Bayl' a lively tale about Tipu's adventures up the magical beanstalk to the secret world of a terrifying giant. This engaging performance was supported by live music and captivating tunes. After the performance, along with their teachers, students were dispersed into breakout rooms to participate in six concurrent sessions on: What is Critical Thinking? Critical Thinking through Art, Learning through Stories, Learning through Films, What is Digital Citizenship and How Can We Become More Responsible Online Consumers and Learning Different Perspectives through Photography. These variety of educational sessions were Conducted by the TRC team that designed all activities carefully to promote critical thinking skills through a mix of mediums. Students participated enthusiastically in these sessions. They shared their observations, discussed their creative ideas not only with their peers but with their teachers, workshop facilitators,



children were given certificates of participation. At the end of the event, the floor was open for students to come forward and share their learning at the conference. It was very heartening to see how confidently students expressed their emotions and thoughts. They were very grateful to TRC for organising such an event where they had innovative learning experiences.

## The Thinking Classroom Lesson Plans for Secondary School

During the 6<sup>th</sup> project, TRC has extended its repository of teaching and learning resources through developing a set of 2 booklets comprising 40 lesson plans for grades 9 and 10. The purpose of developing these lesson plans is to empower teachers so that they can inculcate the concept and desire for deeper and life-long learning in the students, effectively and efficiently.

These lesson plans are aligned with national curriculum standards and support the content of the textbooks used in different provinces. Core themes of the main subjects such as; Biology, Chemistry, Physics, Math, Economics, Civics, Pakistan Studies and Urdu have been selected to develop student-centered lesson plans which are easily adaptable according to the students learning needs and learning styles.



These lesson plans are based on the concepts of inquiry-based learning and higher-order thinking skills. Each lesson plan also includes assessment strategy to gauge the amount of learning by students. TRC takes special care when drafting these lesson plans to ensure they are comprehensible to diverse groups of teachers ranking differently on the competency and content knowledge scale.

These lesson plans are based on the following thematic areas of the national curriculums.

## Biology

- ◆ Cellular structure and its functions
- ◆ Food and nutrition
- ◆ Transport
  - Transport in plants
  - Transport in human being and structure of heart
- ◆ Structure of chromosomes
- ◆ Evolution

## Chemistry

- ◆ Branches of Chemistry
- ◆ Solutions
- ◆ Electrolysis
- ◆ Acid, base and salts
  - Characteristics
  - Theories of theorists
- ◆ Hydrocarbons

## Physics

- ◆ Force and motion
  - Newton's first law of motion
  - Newton's second law of motion
  - Newton's third law of motion
- ◆ Sound and its characteristics
- ◆ Propagation of light
  - Reflection of light
  - Refraction of light
  - Lenses
- ◆ Magnet and magnetism
- ◆ Nuclear Physics
  - Structure of atom
  - Radioactive element and radioactivity
  - Isotopes fission and Fusion Reactions

## Math

- ◆ Sets
  - Properties of union and intersection
  - Universal sets, complement of sets and De Morgan's law
- ◆ Factorisation
  - Factorisation through formula  $a^2 + b^2$
  - Factorisation of trinomials expressions
  - Factorisation through formula  $a^3 + b^3$
- ◆ Trigonometry
  - Introduction to trigonometry and ratios
  - Fundamental trigonometric identities

- ◆ Demonstrative geometry (Theorem)
- Information handling

## Pakistan Studies

- ◆ Landscape and climate of Pakistan
  - Climatic regions of Pakistan
  - Environmental problems
- ◆ Industrial development in Pakistan
  - External trade
- ◆ Culture of Pakistan
  - Importance of national language for national unity
- ◆ Resources of Pakistan
- ◆ Education in Pakistan

## Economics

- ◆ Demand
- ◆ Supply
- ◆ Price determination
- ◆ Production and distribution of money
- ◆ Banks

## Civics

- ◆ Government
  - Forms of government
- ◆ Rights and responsibilities
- ◆ State
- ◆ Civics
- ◆ Local bodies government in Pakistan
  - Structure and duties of local bodies government

- اُردو**
- ◆ مضمون نویسی اور پورٹ نویسی / انٹرنگاری (الف)
  - ◆ مضمون نویسی اور پورٹ نویسی / انٹرنگاری (ب)
  - ◆ ضرب المثل اور محاورے
  - ◆ تقریر
  - ◆ میگزین کی تیاری
  - ◆ جملہ کی اقسام (الف)
  - ◆ مرکب تام اور مرکب ناقص
  - ◆ علم بیان کی اصطلاحات

## Inquiry-based Learning: Training of trainers for Secondary School Teachers

Under Thinking Classroom Project phase 6, TRC conducted a 4-day training of trainers titled 'Inquiry-based Learning' to introduce the critical thinking material and reflective pedagogy to teachers of grades 9 and 10. TRC organised this capacity-building session at its premise in Karachi on December 16-19, 2019, and it was well attended by a mixed group of 54 participants which includes secondary school teachers from public sector and district level education managers.

The specific objectives of the training were to enable master trainers to understand the importance of fostering 21<sup>st</sup>-century skills in students, promote higher-order critical thinking skills in the classrooms, plan and design inquiry-based assignments/tasks for different subjects, and implement The Thinking Classroom (TTC) lesson plans and pedagogies effectively.



The content covered over the period of four days of this training of trainer was:

- ◆ 21<sup>st</sup> century skills
- ◆ Bloom's Taxonomy
- ◆ Inquiry-based learning
- ◆ Teaching strategies and techniques to promote critical thinking skills
- ◆ Assessment and evaluation
- ◆ Lesson planning
- ◆ Micro teaching

Pre- and post-tests were also administered on the first and last day of the training to gauge the amount of learning participants have acquired during training days. A digital tool was developed



for this purpose and the trainees were provided with a digital application on tablets to fill the test forms.

To make the training session highly interactive and engaging, several teaching and learning techniques and strategies such as brainstorming, interactive/participatory lectures, videos, group discussion and presentations, think-pair-share, icebreakers, parking lot, gallery walk, self-evaluation, peer assessment and feedback were deployed.

The training session kicked off with an interesting ice breaker in which participants have to think and reflect on their past and then make a comparative analysis with contemporary advancements with regards to education and standards of living. This discussion led to the core topic '21<sup>st</sup> Century Skills' which was followed by brainstorming the characteristics of a 21<sup>st</sup>-century teacher to facilitate the learning process of millennials.

With different interactive activities participants were provided with opportunities to discuss the domains of learning and level of thinking. They also practiced formulating the higher order questions for the different subjects.

Inquiry-based learning, the overarching theme of the training was introduced through a video followed by the participatory lecture. Different types of inquiry were discussed and participants were assigned group tasks to plan and design activities based on different types of inquiries for different disciplines. Different assessment strategies and tools were introduced to assess students' emerging thinking skills. Microteaching of the thinking classroom lesson plans were very effective and participants put in a lot of effort to deliver the lesson successfully according to the predetermined criteria.

They were divided into subject-based groups and developed lesson plans. Later on, these lesson plans were assessed and evaluated by their peers

and constructive feedback was given to improve those plans. At the end of the training, participants along with education managers developed an action plan to take their learning forward and impart this knowledge to their colleagues.



Most of the participants praised and appreciated the content and the way it had been delivered through training. According to them, this experience even helped them explain some of the blurred concepts or even misconception they had as they unlearned and relearned different concepts and practiced important skills. The training also broadened their horizon and encouraged them to bring theories into their classroom implications.

## Teachers as Reflective Practitioners

TRC is a vibrant professional development platform for enabling and empowering teachers from both public and private sectors to access quality professional development opportunities. During this project period, TRC inducted the third cohort of public sector teachers to its rigorous "Teachers as Reflective Practitioners" course. This cohort comprised 24 government teachers from primary and middle schools in Karachi.

Teachers as Reflective Practitioners' course, spreads over 5 months from November 2019 to March, 2020 and it was comprised of 5 modules:

- ◆ 101 on critical thinking
- ◆ Peace education
- ◆ Reflective practice
- ◆ Teachers as leaders
- ◆ Critical thinking through art and storytelling

These 24 teachers were selected from different districts of Karachi. Before commencement of the programme, an orientation session was organised

on November 1, 2019, for the selected teachers, their head teachers, DEOs and TEOs. The purpose of this session was to orient teachers and their heads and the education officers on the modules, to share academic calendar and to discuss expectations from teachers and schools.

The regular classes kicked off on November 7, 2019, and were held 2 days a week. Modules were delivered in a sequence one after another. Different interactive and engaging teaching and learning methodologies were deployed to meet the diverse needs of learners such as group work and presentations, debates and discussions, individual and pair work, small group projects, self-reflection, peer assessment and feedback etc. In each module, different tasks and assignments were given to the participants. Timely constructive feedback from the course leaders helped them to enhance their learning. Due to COVID-19's pervasiveness and closure of educational institutions, TRC conducted online classes and the course ended on March 20, 2020. All participants were awarded certificates.



## Thinking Classroom follow-up visits

TRC carried out an extensive exercise of follow-up visit to different teachers trained Under Thinking Classroom project across Pakistan. This exercise aimed to observe the trained teachers in action implementing critical thinking strategies and lesson plans in their respective classrooms, to gauge students' responses to the learning activities, and to provide on-site support to the teachers and schools heads.

Several tools have been developed for this purpose. These include classroom observation tools, survey questionnaires for teachers and head teachers, and focus group discussion tools for education managers who attended the training sessions.

The TRC team visited 52 schools (39 middle and 13 primary) altogether in 9 cities across country from July 2019 to March 2020.

At the primary level, teachers in Bahawalpur, Swat and Diplo engaged young children in hands-on



Some of the teachers shared the thinking classroom resource kit with their colleagues to get a multiplier impact. They also imparted their learning to their colleagues during formal and informal sessions.

During interviews with head teachers, teachers and focused group discussions with education officers, they all spoke highly about TRC's efforts and acknowledged the effectiveness of critical thinking material.

S. No	Cities	No. of teachers Observed	Level	Dates
1	Karachi	8	Middle	July 15 to 18, 2019
2	Lahore	8	Middle	Sep. 23 to 26, 2019
3	Peshawar	8	Middle	Sep. 28 to Oct. 2, 2019
4	Swat	4	Primary	Oct. 4 & 5, 2019
5	Muzaffarabad, AJK	6	Middle	Oct. 7 to 10, 2019
6	Khairpur	9	Middle	Nov. 18 to 20, 2019
7	Diplo	2	Primary	Jan. 21, 2020
8	Badin	2	Primary	Jan. 22, 2020
9	Bahawalpur	5	Primary	March 9 & 10, 2020

activities where they got the opportunities to observe, predict, experiment with the material and infer. It was very encouraging to see the creativity and enthusiasm of these teachers and children from rural, under resourced schools. On the contrary, there were few teachers who were so engrossed in passive teaching that they couldn't stretch themselves and try active learning strategies.

According to the teachers, they observed changes in children's responses when they carried out the thinking classrooms activities with them. Children were actively involved in these learning activities and thinking skills improved day by day. They enjoyed learning through discussions and group works where they were usually engaged in problem-solving activities. With an increased level of self-confidence, they liked to present their work and shared their thoughts and ideas with teachers and their peers.

They also mentioned unfavourable conditions such as large number students in a class, lack of resources and support from the department, teacher transfers, fixed mindset and lack of motivation from teachers' end and pressure of completing syllabus create hindrance in adapting innovative and contemporary teaching practices.



## Provincial Consultative Session on Assessment in Punjab

Under 'Thinking Classroom project', TRC organised a provincial level consultative session on 12th March 2020, at Punjab Examination Commission (PEC), Lahore. This session aimed to establish symbiotic partnership with the assessment and examination stakeholders to achieve buy in for reviewing and rethinking their frameworks to test and acknowledge critical thinking related student achievement benchmarks.



This consultative session was held at PEC office in Quaid e Azam Academy of Educational Development (QAED) Lahore. Altogether 24 participants comprising the representatives of Punjab Examination Commission (PEC), Punjab Curriculum and Textbook Board (PTCB), QAED, Punjab Education Foundation (PEF), Programme Monitoring and Implementation Unit (PMIU), Punjab, Punjab Education Sector Project (PESP), UNICEF and Idara-e-Taleem o Agahi (ITA) attended the session.

The expected outcomes were:

- ◆ Shared understanding regarding the significance of critical thinking skills for education.
- ◆ Consensus on integrating critical thinking skills as an area for student assessment.
- ◆ Decisive input for both policy and implementation of the way forward.

The session began with the recitation of Holy Quran. In his opening remark, Dr Nasir Mehmood, Director Assessment and Framework, Punjab Examination Commission welcomed TRC team and appreciated the organisation's effort to develop curriculum-based teaching and learning to promote higher order thinking skills.

Tabinda Jabeen of TRC presented an overview of the project and shared the details of project



outreach and activities carried out over 5 project years. After her presentation, the representatives of QAED, PEC, PCTB, PEF and ITA were invited to share an update on the domains of their work such as assessment & examinations, curriculum and textbooks, and teacher training. They shared great deal of information about the work their respective departments have done so far. As such, a total of 19 curriculums from ECE to intermediate were notified by the Punjab Education Ministry. Besides this, scheme of studies has been developed for different levels and textbooks development is in progress. Regarding critical thinking integration with curriculum and assessment, critical thinking strands in curriculum benchmarks and students learning outcomes (SLOs) were incorporated to some extent but there is a dire need to give it more weightage. After that, all participants were divided into groups in order to review critical thinking materials developed by TRC to see possibilities to integrate the material into curriculum, teacher training and assessment system. They were specifically asked to come up with recommendations and suggestions to measure thinking skills as part of an assessment system, along with incorporating critical thinking into curriculum and teacher training. After reviewing the thinking classroom material and intensive group discussion, each group came forward and shared their views about the material reviewed and shared recommendations and suggestions for integrating critical thinking skills into students' assessment. They came up with following feedback on TRC material:

- ◆ There is lot of emphasis on critical thinking pedagogy in these lesson plans that help teachers to engage students in a thinking process and facilitate their emerging skills
- ◆ Instructions and strategies used in these lesson plans are flexible and provide teachers and students with choices, regarding material and teaching strategies.
- ◆ These lessons are in progression according to the level and clear instructions help teachers to implement the lesson successfully.

- ◆ Teaching and learning strategies used in these lesson plans complement critical thinking. However, SLOs are mostly based on low-order thinking.
- ◆ These lesson plans show evidence of formative assessments. There is focus on an attainable and measurable approach. However, there is a limitation of large-scale implementation. They also put forward the following suggestions and recommendations:
- ◆ Formative assessment strategies mentioned in the lesson plans could be included in the textbooks so that all the teachers can benefit from these ideas.
- ◆ Self-assessment can be more focused and rubric samples can be included for teachers.
- ◆ Sample assessment worksheet should be added.
- ◆ In Math, more application-based word problem and scenarios can be added so that students can relate those with real-life experiences.
- ◆ Different assessment strategies to be devised for different subjects in order to measure critical thinking at different levels and varied grades
- ◆ There is a need to give more weightage to subjective questions than objective ones to gauge students' critical thinking.
- ◆ Specialised trainings on assessment should be launched for primary, middle and secondary school teachers so that they can better understand the importance of integrating critical thinking in curriculum, lesson planning and assessment.
- ◆ It is imperative to do SLO mapping in terms of critical thinking standards. SLO mapping and progression of content development in the textbook can facilitate the integration of critical thinking. Scientific research-based approaches can be used for this purpose.

The session ended with closing remarks by Dr Nasir Mehmood who emphasised that a holistic approach should be adapted with regards to integrating critical thinking in the curriculum, textbooks and assessment systems. TRC team presented vote of thanks to all participants and specially Punjab Examination Commission who facilitated TRC in organising the consultative

session.

## TRC participates in curriculum review sessions at National Curriculum Council

The Prime Minister of Pakistan has announced the development of Single/Unified National Curriculum for all streams of prevalent education systems in the country. The Ministry of Federal Education and Professional Training (M/o FE&PT) commissioned to facilitate an inter-provincial phased process for the development of a Single National Curriculum (SNC) for Pakistan.

The first phase of curriculum review for Pre 1 5 was initiated in a workshop on August 22-23, 2019 and comprised of major education stakeholder in the country such as representatives of education ministries, eminent academicians, representatives of private school networks, representatives of Madaris, minorities and civil society organisations. TRC participated in the review of Early Childhood Care and Education (ECCE) curriculum.

The consultative process for developing Unified Curriculum continued from September 2019 to January 2020 and four review sessions were organised with the relevant stakeholders. Thematic groups were guided through key considerations and guiding framework documents such as Standards for Quality Education, National curriculum Framework and Value Education document.

In light of the framework and guidelines, the groups reviewed the ECCE curriculum, amendments were made in the key learning areas, competencies and expected learning outcomes. and ideas for implementation. For instance, holistic development of the children is given more weightage, emphasis is laid upon 21st century skills such as critical thinking, creativity, problem solving, collaboration, communication skills research/probing, decision making, inquisitive learning and leadership, with increased emphasis on personality development through practising values like patience, tolerance, empathy and citizenship, respecting diversity Irrespective of religion, colour, cast, creed and people with special needs.

Besides incorporation of these skills, standards and benchmarks were also developed for each strand, that is, the key learning areas. After these amendments, the curriculum was shared with provincial and regional education ministries to

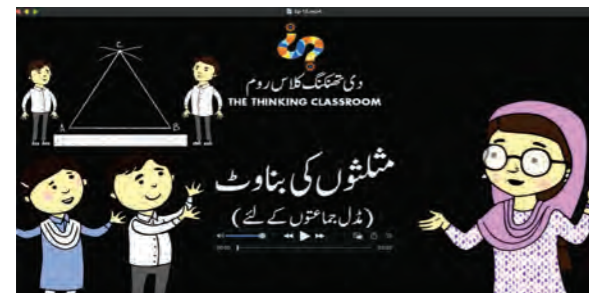
review the documents to make it contextually relevant. In order to finalise the curriculum document, feedback from all provinces and regions were incorporated and the draft curriculum was completed to present in a national level conference to get it endorsed by all stakeholders.

## The Thinking Classroom Phase 7

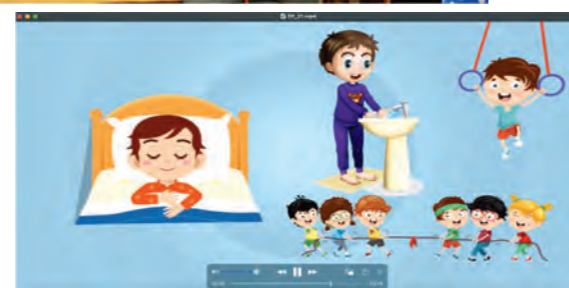
The 7<sup>th</sup> phase of The Thinking Classroom Started from January 2020.

### Animated Videos

During the seventh phase of The Thinking Classroom project, TRC conceptualised and developed a series of lesson plan based animated videos for public school teachers across Pakistan.



The objective of developing these videos was to integrate critical thinking skills in classrooms from ECE to the secondary levels and to ensure wider outreach of the critical thinking pedagogy to teachers and children.



Altogether 30 animated level-wise videos for ECE & Primary, Middle and Secondary school, 10 videos per level have been developed, keeping cultural relevance and sensitivity in mind. These videos will complement the thinking classroom and teachers can the lesson plan in action.

These short videos of 2-3 minutes showcase the lesson plans, assessment and critical thinking pedagogy at different level. These videos not only highlight the major activities for different themes from the curriculum to be done with children, but also the positive interaction between children and teacher. This will help teachers understand their role in facilitating learning and promoting higher order thinking.

Below is the list of animated videos developed.

ECE and Primary	Middle	Secondary
• تنقیدی سوچ کیا۔ کیوں اور کیسے؟	• مڈل اسکول کے طلبہ اور تنقیدی سوچ	• سینڈری اسکول کے طلبہ اور تنقیدی سوچ
• کسور	• مشائش کی بناوٹ	• تین متر اکب سیٹوں پر پوینٹن اور تقاطع بذریعہ وین اشکال
• پینش	• الجبری کلیات کی شناخت اور تصدیق	• تکنیکیات
• اشکال ہمارے اطراف	• روشنی کی خصوصیات	• پودوں میں ترسیل
• مادہ اور اس کی حالتیں	• انسانی سرگرمیوں کے ماحول پر اثرات	• محلول
• ہمارے مسائل کا حل	• مسکن	• نیوٹن کے قوانین
• اپنی صحت کا خیال رکھنا	• قوانین کا احترام	• پاکستان کے وسائل
• موسم کا حال	• سماجی تعلقات کے آداب	• طلب
• ہماری کمیونٹی	• ذرائع ابلاغ	• طرز حکومت
• حقوق اور ذمہ داریاں	• <b>Compound Words</b>	• ضرب المثال اور محاورے

## Technical Backstopping to Provincial Institute of Teacher Education (PITE)-Education Department for Continuous Professional Development of Teachers in Baluchistan

### Project introduction

Technical Backstopping to Provincial Institute of Teacher Education (PITE)-Education Department for Continuous Professional Development of Teachers in Balochistan was a combined initiative of TRC and UNICEF. This two-and-a-half-year long project has made intervention in 11 selected districts of Balochistan including (Quetta, Pishin, Zhob, Sherani, Qila Saifullah, Gwadar, Kachi, Qila Abdullah Jafarabad, Naseerabad, and Lasbela).

The project aimed to support, facilitate and equip PITE to conduct need assessment and implement a comprehensive need-based, capacity-building programme for public school teachers in Balochistan. The prime goal of the project was to ensure quality education through induction of 60-80 master trainers who would further impart subject-based training to 2,500 ECE and Primary School Teachers, 800 Middle School Teachers and 300 Head Teachers of public schools in Balochistan.

The training particularly focused on how to improve the content knowledge of the teachers regarding three core subjects; English, Mathematics, and Science and support teaching methodologies of these subjects in a way to make it interactive for students and teachers. It aimed to develop teachers as reflective practitioners for effective teaching through using teacher-centered and students-centered approaches. In order to ensure the effectiveness of the project, real time monitoring and evaluation system was integrated. The system was aimed at informing the project in its different phases through process monitoring and output monitoring.

### Reporting period activities

During the reporting time period, following activities took place. The list of activities is mentioned along with a detailed description of each in the given sequence.

1. Training roll-out and monitoring
2. Refresher training of cohort II
3. Material review meeting at TRC
4. TRCs' establishment
5. Mid-term evaluation
6. Material finalisation
7. Annual review meeting in Quetta

### Training roll-out and monitoring

**Introduction:** The training roll-out was carried out in the selected 11 districts by the UNICEF CPD team. The master trainers from PITE conducted trainings with the support and guidance of the TRC team. The training roll-out was carried out in both summer and winter zones accordingly. The trainings were held from time to time keeping in view the climate and other contextual limitations of each district. The trainings were conducted for primary, middle, and head teachers in all districts. The duration of trainings for primary and middle was 12 days each and for head teachers, the trainings were of 6 days.

**Objective:** The specific objective of the training was to improve the basic concepts of primary teachers on ECE and core subjects of grade 1 to 5, middle teachers for the improvement of their concepts of Mathematics, Science, and English language along with the pedagogical skills of all primary and secondary teachers. An important segment of the training was on lesson plans development and micro teaching. Likewise, the head teachers underwent training pertaining to the effective functioning of schools and administration.

**Process:** The training teams consisted of two master trainers for each training along with the support of district CPD team representatives, and TRC monitors for guidance and support to the master trainers. The training was from 9am to 2pm with one refreshment break at 11am. The trainings were followed through the well devised, day-wise planning mentioned in the master teachers' training manual followed by a critical review session with TRC monitors by the end of each day.

The monitoring and evaluation framework is the most integral and essential part of the roll-out training programme for teachers. The monitoring

evaluation framework was developed, piloted in district Killa Saifullah and Lasbella, and later used in the roll-out training programme across the selected districts.

The data collection was done digitally through customised apps developed for project activity purposes. This included pre- and post-tests during trainings, trainee profiling, training evaluation, and prompt data analysis and reporting. The data was collected through tablets. A total of seven different digital monitoring tools were used comprising: (i) a pre-test assessment of participants, (ii) a daily monitoring tool to track the execution of the training manual and teachers' guide, (iii) daily interview/debriefing sessions with trainers, (iv) mid-training telephonic interview with participants, (v) post-test assessment, (vi) training evaluation, and (vii) FGDs with participants.

TRC monitored and evaluated the roll-out trainings through customised and updated tools. The staff further extended all need-based support, technical guidance and supervision throughout the trainings. In addition, TRC also engaged the UNICEF team to familiarise them with the tools for using them future trainings.

**Outcomes:** The roll-out trainings were conducted in all 11 districts. However, some trainings are left and will be completed this year before September 2020. So far, there have been 44 trainings from ECE to primary level and altogether, 1,175 primary teachers have been trained. Similarly, 21 trainings of middle school teachers were conducted in which 508 teachers were trained. There were 8 head teachers' training in which 200 head teachers were trained.

**Conclusion:** The roll-out trainings have been successfully executed in all districts. The attendance of teachers with punctuality was ensured by the district CPD teams. All targeted objectives were achieved by master trainers and the teachers' positive feedback on trainings was the most authentic indicator for measuring its success level.

## Refresher training of cohort II

**Introduction:** The second refresher training was conducted by the TRC training team at PITE, Quetta, from August 2-8, 2019. The full-day sessions were conducted from 9am to 4.30pm daily for six days. This has been the second cohort planned to be conducted for 40 master trainers. Altogether, 26 master trainers were able to attend it. The refresher training was organised in view of

the observations made during the roll-out training, the master trainers' understanding of the content manual and teachers' guidebooks, and the overall performance in delivering the content to the attendee teachers. The refresher has provided an opportunity for an open discussion on the problem areas, sessions that master trainers found challenging to conduct during the roll-out and handling diverse groups of audience.



**Objectives:** The objectives of the refresher training included: effective communication skills and mind management, a review of roll-out training experiences of the master trainers, overview of best practices, challenges, lessons learnt from the roll-out training, strategies to handle a difficult audience, discussion on the content delivery and effective ways to improve it.

**Process:** The refresher training was of six days, out of which, three days were focused on the communication skills and mind management strategies, whereas the other three days were for reviewing and refreshing the pedagogical skills, and the segment of Content knowledge. The training days were developed and executed in collaboration with Mr Umair Jaliawala who was the lead for three days, while the first three days were led by the TRC team.

**Outcomes:** The refresher training encapsulated the diversified experiences of master trainers during the roll-out training in the districts. The best practices of trainers along with the challenges they encountered were the prime focus. Many problems were solved through discussions at multiple levels. Strategies to mitigate such challenges were the outcome of the interactive sessions during the training days. The feedback from master trainers, who had conducted the roll-out trainings, was the most productive outcome.



The trainers were able to learn about many situational problems, handling of different audience, and the issues related to the effective and timely delivery of content. Overall, the successful completion of the refresher training for cohort II strengthened the program.

**Data:** Altogether, there were 26 master trainers who participated in cohort II refresher training.

**Conclusion:** The refresher training was a well-planned event that was much needed for the master trainers. The sessions by Mr Umair Jaliawala and the TRC team were appreciated and their outcomes were observed in the roll-out trainings in different districts.

## Material review meeting at TRC

**Introduction:** A three-day consultative meeting was held from July 25-29, 2019 at the TRC office in Karachi with participants from TRC's core project team and UNICEF representatives from Quetta. The specific purpose of the meeting was to discuss and review the feedback on the training manual and teachers' guide (developed by TRC for the CPD project) provided by third-party reviewers. The interactive session enabled both teams to review the teachers' guides and training manual and consider possibilities to improve it by making required additions and a few amendments.

**Objectives:** The objectives of the review were improvement of the training material and teachers'/head teachers' guides. The other objective was to adapt a collaborative approach for the evaluation of the third-party review, and explore ways to make the training material and teachers' guide more user-friendly and contextually appropriate.

**Process:** The detailed review was conducted through a participative approach. Both TRC and CPD teams reviewed the comments and feedback page-by-page. All feedback was noted by TRC for further improvement. Most comments and feedback were based on issues related to formatting and typing errors. The review also indicated the creation of a concise version of the

written text in the form of infographics and tables to help the reader understand the gist of the theme/topic in one glance.

**Outcomes:** The review took three days and with mutual agreement, areas of corrections, amendments, additions, and editing were marked. As per the conclusion, the TRC team would further work on the finalisation of the training material.

**Data:** The third-party review was about three guidebooks including; primary, middle, and head teachers while one training manual was reviewed by TRC and UNICEF teams.

**Conclusion:** It was decided that the CPD training material would be further improved. This would be a time-bound activity and TRC was responsible for making all amendments and reports within the given timeframe.

## Establishment of Teacher Resource Centres

**Introduction:** The establishment of Teacher Resource Centers in the selected 11 districts of Balochistan was an integral part of the Continuous Professional Development (CPD) of Teachers in Balochistan project. The TRCs were envisioned as well-equipped facilities where resources are accessible to teachers, enabling them to update their teaching knowledge while networking with other teachers to exchange teaching-learning ideas and share professional experiences. The TRCs serve as focal points of gaining new knowledge and skills, improving communication and collaboration and promote social renewal, as groups of teachers and students will engage together for common goals outside of their traditional classrooms. For students, TRCs are state-of-the-art facilities in their school, providing opportunities to review new learning materials, research challenging academic problems of different subjects, prepare themselves better for class assignments, learn to interact with technology to get updated information, browse and find relevant resources from the virtual library, etc.

**Objectives:** The purpose of setting up TRCs was to provide a learning hub in the communities where teachers and students have access to knowledge, interactive learning, guidance and support to help them develop and grow professionally. The TRCs were envisaged to pave the way for self-organised learning for both students and teachers as they will be able to use a systematically created repository of information and resources to supplement their learning.

**Process:** The first TRC has been successfully established in district Lasbela. The methodology entailed reaching consensus with the UNICEF team regarding the final plan of TRC establishment followed by Identifying potential Girls' High Schools in the district where TRC was to be established. A rapid survey of the selected site was conducted to ascertain infrastructure refurbishment needs, room size to accommodate furniture, fixtures and equipment, profiling of school, procurement of goods and labour and transportation of materials along with selection of books for the repository and compilation of digital books, learning teaching material, and other digital resources. For the optimum and potential use of TRC, a standard operating procedure was developed. This was a process document that described in detail the way the TRCs must perform the operation. These step-by-step instructions have been compiled to help the staff carry out complex routine operations of the TRCs. With all the groundwork, the setting up of the facilities through an agreed upon plan took place. The inauguration and orientation of the TRC was done on June 8, 2020, where the honourable Secretary Education, Balochistan, District Education Officer, Lasbela, CPD team representative from district Lasbela, and the school head teacher, graced the occasion.

**Outcomes:** A well-designed TRC was placed to transform the spaces into state-of-the art learning hubs for teachers and students. Some of the features included: infrastructural uplift with minor repairs and refurbishments, paint job and electrical work, provision of furniture and fixtures including cupboards, shelves, tables, chairs, vinyl flooring, academic resources including books, and other learning resources useful for teachers' continuous professional development. Technological resources included: one laptop, multimedia with glass screen, USB, five tablets, internet device, sound system, and headphones. Other resources included: whiteboard, flipchart stand, charts, atlas,



globe, and a wall mural. The play-based learning material for early years' education was also

provided and given a specific space for display. The digital resources included: an augmented curriculum for ECE to primary level, a pre-compiled virtual library catalogued according to key subject areas and topics to help students examine and tackle challenging learning problems and access to virtual learning resources.



**Conclusion:** The TRC in district Lasbela was established and inaugurated by the Honorable Secretary Education, Balochistan. Due to the pandemic, the Schools have been closed but once the school resumes its activities, the TRC will be expected to serve the teachers of the school it has been placed in as well as other schools in the periphery.

## Mid-term evaluation

**Introduction:** The mid-term evaluation was conducted halfway through the project. The evaluation was one of the deliverables and would ascertain the impact the programme has created. It also aimed at identifying factors that enhanced or limited target achievement and hence, is helping shape the remainder of the project.

**Objectives:** The key objectives of the mid-term evaluation included: assessing the project effectiveness in terms of PITE master trainers' capacity-building, assessing the usability and content of the training material developed during the project, evaluating the level of impact of teachers and head teachers' training in the real context of the classroom, and determining any issues and challenges that emerged as a hindering factor for the achievement of overall aims of the project.

**Process:** The evaluation was undertaken in the selected 11 districts. The data was collected from each target district. The evaluation includes review of the project design and delivery, programme management, beneficiary participation, and impact of the programme on beneficiaries' knowledge and skills over the course of the

programme and also, obtains inputs from all stakeholders involved. The evaluation was multifaceted with the components focusing on assessing the process employed during the project and gauging the extent of impact the project was able to achieve during its first half period. Hence a multi-pronged strategy was employed by using a combination of quantitative and qualitative tools focusing on various aspects of the evaluation. The data was collected through two sources; primary data sources (school profile, classroom observation, key informant interviews with stakeholders, and pre- and post-observation interviews of teachers) and secondary data sources (project design documents, progress reports, monitoring reports, government documents, reports on status of teacher education in Pakistan, especially in Balochistan, relevant articles, and other data sources)

**Outcomes:** The mid-term evaluation was productive as it provided a few encouraging insights about project implementation and brought some useful suggestions and recommendations from project stakeholders. The stakeholders appreciated the material development process especially because of the participatory approach. Cooperation from different stakeholders led to a general sense of ownership towards the project. Along with other features, the concept of continuous professional development distinguished the project from similar training programmes.

**Data:** For school profiles, 343 schools were a part of evaluation from the selected districts; the number of classrooms observed from the control group were 539 and from the intervention group 495. Altogether 6 interviews from the stakeholders were conducted to gauge their understanding of the project, the challenges they faced, and possible solutions suggested for effective project implementation. 166 head teachers were interviewed to evaluate what they had learnt from the training and how they would apply new learning in their respective schools. Moreover, the pre- and post-observation interviews were taken of all teachers who participated in the control and intervention groups.

**Conclusion:** The mid-Term evaluation provided more weightage and validity to the project. It helped the project move in the right direction and enabled corrective measures to be implemented. The findings have shown positive outcomes of almost all project interventions along with recommendations that further strengthened the project team to take timely decisions on re-strategising the tasks for better output and outcome.

## Material finalisation

**Introduction:** The development of materials for primary and middle teachers and head teachers was undertaken by TRC in collaboration with the notified Material Review Committee (MRC). In the first phase of the project, the material was introduced to the Mts during the training to enable them to understand and use it for the district level trainings, to create a repository of contextually relevant learning resources for teachers and head teachers of Balochistan, to uplift quality of education in schools and to serve as a bedrock for future education improvement initiatives. The materials were developed through a rigorous process of study, discussion and feedback. A series of consultative sessions were held between TRC and MRC (notified by the Secretary Education, Balochistan) for reviewing what was already available in PITE and what the new set of materials should entail based on the current and future needs of teachers and head teachers.



**Objectives:** The prime objective of material development was to uplift standards of education through provision of better professional development and support materials. This vision catalysed the completion of an otherwise complex and challenging task of examining voluminous work already produced and generating a new set of guidebooks that balanced content knowledge enrichment and introduction of new, outcome-oriented pedagogies to help children learn and perform better in schools. The current competency level of teachers and what benchmarks they should be attaining in order to qualify as effective practitioners were significant to the process of material review and finalisation.

**Process:** The review of existing resources was jointly undertaken by TRC and MRC according to the review framework which TRC had developed. The purpose of the framework was to ensure the review was carried out in an objective and structured manner. It is indeed important to note

that the review was a multi-layered process for which the TRC and MRC teams had eight rounds of consultative sessions for reviewing the material grade wise, subject wise, and quality wise.

**Outcomes:** With the eight rounds of material review along with a third-party evaluation, the TRC team is in process of finalising the material. Primary, middle, and head teachers' guidebooks are in process of finalisation and any changes made in these guidebooks would direct the changes required in the master trainers' training manual.



## Annual review meeting in Quetta

The Annual Review meeting arranged by UNICEF in November 2019. UNICEF arranged the meeting for reviewing all UNICEF-led projects in Balochistan. The invitees included project teams, UNICEF-CPD teams from different districts of Balochistan along with representatives from PITE, PPIU, BoC, and district education managers. The specific objectives of the meeting were to review the progress of UNICEF-led projects in Balochistan, challenges and mitigating strategies adopted for each project, and line of action for successful completion of given targets and timelines of all projects. TRC's three representatives participated to represent the Continuous Professional Development of the Teachers of Balochistan project. On behalf of TRC, Mr Abdul Wasay Kakar, Deputy Director PITE presented the project's progress. There were questions related to the multi-pronged and cyclic material review process that resulted in developing the quality material for primary, middle, and head teachers by TRC. Other project teams also showed interest in the material developed by TRC and how active learning had been incorporated in the themes taken from Balochistan textbooks. TRC representatives explained the learning experiences they had gained during the material development

process and also paid homage to the notified Material Review Committee (MRC) having representation of relevant stakeholders from government departments, for their critical evaluation and input which resulted in innovative, yet user-friendly material for the teachers of Balochistan. TRC's steady progress of the project was appreciated by Ms Palwasha Jalalzai, Director Education UNICEF.

## Sindh Basic Education Program RFP-3

### Project background

The Education Management Organisation (EMO) Project is an important part of the Sindh government's strategy towards developing the



provincial education sector and improving the literacy rate. In 2013, the Government of Sindh passed the Sindh Right of Children to Free and Compulsory Education Act in compliance with Article 25-A of the Constitution of Pakistan. The legislation has placed a renewed obligation on the Government of Sindh, including the Sindh Education and Literacy Department, to take steps to address the weak performance of the education sector. The project aimed to contract credible Education Management Organisations (EMOs) from the private sector to manage and improve the functioning of public schools by introducing innovations, modernising the education system, addressing management gaps, maintaining and upgrading the school building and facilities, and cooperatively working along with teachers, school staff and management committees, surrounding communities and all relevant tiers of the Schools Education Department. To improve the standard of education in Sindh, the government, acting through the authority, envisages a Public-Private Partnership (PPP) model, for the introduction of (EMOs) in Sindh.

The Sindh Education and Literacy Department is working closely with USAID for the implementation of the Sindh Basic Education Program, under which state-of-the-art schools were constructed in selected districts of Sindh.

The key objectives of the project include:

- ◆ Improving the functioning of public schools through innovation and modernisation of the education system;

- ◆ Reducing inefficiencies and addressing management gaps in public education
- ◆ Delivering better quality education to the children in Sindh; and
- ◆ Encouraging greater private sector investment in the education sector, in particular in the rural and less developed areas of Sindh.2

### Project introduction

Teachers' Resource Centre (TRC) works as an independent expert for seven EMO schools of two different operators including (IRC) and (HANDS) in Districts Khairpur and Sukkur. The engagement of TRC in the project is to provide technical assistance to operators for the execution of their agreed project deliverables with the PPP node. TRC is responsible for monitoring and supervising the progress every quarter against seven key performance indicators (KPIs). The seven KPIs include; (i) school management plan, (ii) improved staff availability and attendance, (iii) improved student enrollment, attendance and retention, (iv) Lesson planning and student assessment system, (v) continuous professional development (CPD) of staff, (vi) school repair and maintenance and improved community engagement, and (vii) improved health and hygiene practices, and sporting activities. TRC has developed a comprehensive monitoring mechanism that articulates a comprehensive portrayal of the activities undertaken during the first year of the project. The following narrative further explains the step-by-step approach TRC's role as an independent expert for EMO schools.

### Activities carried out by TRC Quarterly visits

The TRC team has carried out four consecutive visits of all seven schools on a quarterly basis in Districts Khairpur and Sukkur.

**Objectives:** The specific objectives of the school visits included: a. physical assessment of school infrastructure, b. introductory meetings with EMO staff, school administration and teachers, SMC members and parents, c. validating MoVs of EMOS' QPR, and d. sharing technical feedback and recommendations for further improvement.

The team visited the following schools

**Process:** The school visits followed by the physical verification of the progress mentioned in the operators' reports, assessed the furniture, fixtures,

Name of School	District	EMO
Government High School, Gagri	Khairpur	IRC
Government High School, SATABO	Khairpur	IRC
Government High School, Dirb Mehar Shah	Khairpur	IRC
Government High School, Faqirabad	Khairpur	IRC
Government High School, Bhellar	Sukkur	HANDS
Government High School, Kamal Khan Indhaar	Khairpur	HANDS
Government High School, Pir Essa	Khairpur	HANDS

and equipment provided by the Sindh Government under the project, observed selected classrooms to assess the quality of education being provided by operators, and ratified the overall quarterly progress against the set KPIs and agreed project deliverables. TRC developed monitoring checklists, performance indicators, and classroom observation tools to systematically record the findings. The visits were followed by debriefing meetings with the operators' staff on a quarterly basis to discuss the findings and share feedback with suggestions and recommendations for further improvement.



**Outcomes:** In light of the quarterly physical verification visits, TRC, as an independent expert, issued 28 quarterly certificates to the independent auditor to release the fund. The feedback and suggestions provided to the operators has resulted in an overall improvement of the schools' functions and services. It ultimately benefited the governance and quality of CPD sessions for public and private teachers.

## Sample-based annual assessment of children

TRC carried out a second annual assessment of students in all seven schools administered under the Operator (IRC and HANDS). The assessment was conducted for the academic session 2019-20 in January 2020. The results have been further compared with the last year's results.

**Objectives:** The specific purpose of the second sample-based annual assessment for the year 2019-20 was to evaluate the current competence level, aptitude, and academic learning of students in core subjects in each grade progressively, and to set benchmarks for the coming years. It also aimed to determine whether or not the course's learning objectives had been met.

**Process:** Altogether, 280 students (140 Boys and 140 Girls) from all seven selected schools were randomly selected -- comprising five students from each grade. The assessment was held from grade I till VIII for core subjects including English, Science, and Mathematics. Each assessment paper, comprising 10 questions based on all three subjects, was developed carrying equal marks.



To avoid the probability of paper outflow, the assessment was conducted on the same day in all schools. TRC staff invigilated the entire exercise under their supervision. To avoid language barriers and any chance of limited readability of the students, all papers of Math and Science were set in Sindhi the mother tongue (L1) of the natives where the schools were placed.



**Outcomes:** The results of each students and school were compiled and further divided into several categories. The table of all 280 students from grade I till VIII were listed and shared with their individual results, which explained the total marks students obtained in each subject. A comparative analysis of the two-year assessment was formulated and shared with the operators. TRC also provided a one-on-one session to each operator to improve the performance and produce better results in the coming years through an appropriate action plan.

## Contract management workshop

TRC attended a two-day contract management workshop arranged by the Sindh Basic Education Programme in collaboration with SELD and PPP Node on February 26-27, 2020, in Karachi. The purpose of the workshop was to discuss and clarify the roles and responsibilities of the stakeholders, KPIs, non-KPI obligations, common issues, learnings, observations and standard reporting formats in detail to achieve desired results.

**Objectives:** The specific objectives of the workshop included; (i) Identifying current practices of contract management, (ii) sharing best practices based on each other's experiences provided by a range of experts, (iii) developing a common understanding of agreed roles and responsibilities of all stakeholders, and (iv) discussing standards of monitoring, evaluation and reporting.

**Process:** Two representatives from TRC attended the workshop and shared their individual and collective experiences with the stakeholders and also discussed the variety of monitoring approaches used during the quarterly visit to the operators. TRC's approach and methodology to monitor the KPIs and improve the overall quality of the education system were appreciated and found exceptional. Most of TRC's strategies were shared as an example with other IEs for knowledge sharing.

**Day 1:** The first day started with Mr Naveed Ahmed Shaikh's (COP-CMP) welcome speech. He highlighted the significance of this workshop and spoke about the objectives that would identify the current practices of contract management under the PPP model. Based on this, participants would share based practices with one another. The workshop also aimed to discuss the development of standard Monitoring, Evaluation and Reporting (MER) tools and formats along with a common understanding of agreed roles and responsibilities of all stakeholders for effective contract management.

**Day 2:** The second day began with a summary of the decisions taken on the previous day along with the objectives of the day. An interactive dialogue and discussion prevailed the whole day and important decisions were made by taking desired obligations of contract management into consideration.

**Outcomes:** The ultimate outcomes of the workshop included better understanding of KPIs and non-KPI obligations, and timely achievements of desired results. The workshop ended with a recommendation to constitute a Technical Working Committee comprising independent experts (IEs) including TRC and AASA and independent auditor (IA) Ferguson Pvt Ltd, and stakeholders from SELD, to discuss and come up with the standard reporting formats for all IEs and IAs with mutual agreement.

## Technical working committee

In pursuance of the recommendations as adopted in the contract management workshop, a technical working committee (TWC) was constituted and notified from the SELD to develop a standard reporting format. The TWC is comprised representatives from IEs, IAs and the operators.

**Objectives:** The main objective of the meeting was to discuss and develop consensus on the outline of the proposed standardised quarterly and annual reporting format for all EMOs (Operators) and IEs that cater to the demand of all RFPs and packages. The discussion points intended to: improve the overall quality and performance of the operators and IEs, make reporting procedure productive, easier, and simplified for informed decision making, and ensure accountability and transparency at all levels.

**Process:** The committee was notified by the SELD along with its separate ToRs which defines the criteria and desired results in the stipulated time. TRC has been part of this technical committee for policy recommendations to the SELD.

**Outcomes:** Two separate meetings of TWC have been carried out so far to review and discuss the existing formats and come up with a standard reporting format. TRC has also provided its detailed rubric to assess the KPIs of the project.

## Tackling childcare in Pakistan (a landscape analysis of childcare services in Pakistan)

### Project introduction

IFC launched its market research 'A landscape analysis of childcare services in Pakistan' in partnership with AASA consulting. TRC worked as sub-partner to AASA in carrying out field study and analysis to better understand the state of family-friendly workplaces and the various public and private sector (including employer-supported) childcare options available to employees in formal employment. The research had a two-fold purpose: 1) promoting the business case for employer-supported childcare in Pakistan and 2) offering potential solutions and recommended actions for public and private sectors to pave the way for the creation of more family-friendly workplaces in Pakistan, ultimately advancing women's labour force participation and improving business outcomes.



The landscape analysis aimed to cover three angles:

**a)** Demand for care services from employers and employees: Existing options and the barriers and opportunities for employers to offer childcare and family-friendly benefits. Opportunities include business case drivers such as talent management, parent's (including women's) retention, satisfaction, and productivity, and 'employer of choice' status, which can be positively impacted by becoming a more family-friendly workplace.

**b)** Supply of childcare. Current childcare services offered by public, private sector, and Non-governmental organisation (NGO) childcare providers, including services offered on/near-site by companies as well as community-based



following criteria.

- i. Affordability/cost
- ii. Quality of care and caregivers
- iii. Accessibility/access in terms of locations and proximity
- iv. Availability

**c)** Government regulation. Relevant laws, policies, regulations, and jurisprudence impacting employer-supported childcare, family-friendly policies, and other private childcare services, which can touch on aspects of quality, health and safety standards, government incentives, teacher qualifications etc.

Objectives: the specific objectives of the study were to:

- ◆ Assess the supply of childcare services currently offered by the public and private sectors, non-governmental organisations, childcare providers including services offered by companies as well as community-based solutions with particular focus on: affordability/cost, quality of care and caregivers, accessibility/access in terms of locations and proximity, and availability.
- ◆ Review and evaluate the government regulations and policies, i.e. relevant laws and jurisprudence impacting employer-supported childcare, family-friendly policies and other private childcare services which can touch on aspects of: quality, health and safety, standards, and government incentives.



**Process:** Multi-pronged primary and secondary research techniques were used to map the supply of childcare with respect to available childcare services and existing laws, regulations, and guidelines on family-friendly workplaces and the quality of childcare services. This comprised two key groups of stakeholders, childcare providers and policy actors across public, private and civil society domains in the country. These stakeholders were targeted through an extensive exercise of primary research including consultation primary research including consultation rounds/in-person interviews and site visits to their premises. This exercise was undertaken from November 18 to December 28, 2019.



The landscaping of childcare supply initiated with a comprehensive desk-based listing of existing country-wide public, private and civil society child daycare providers catering to children of pre-school age. Several NGOs and communal institutions were approached but no daycare facilities were found to be currently managed by them among the providers we met. As a result, a directory of 75 private and public daycare providers was developed, out of which a total of 22 providers were shortlisted as a sample for a primary survey to assess the state of childcare services presently offered in the country. The providers targeted were from five major urban centers. Desk research was carried out to explore current laws and regulations in the country at national and provincial levels on establishing family-friendly workplaces across sectors and ensuring childcare therein. The purpose of the review was also to analyse policies, procedures and statements set out in the laws guiding the practices of workplaces towards their employees at a broader level. The research was further extended to study the impact of existing legal rulings on the advancement of childcare industry.



The desk-based review was substantiated and followed by consultations with policy stakeholders, mostly with the public sector and government representatives. The meetings aimed to obtain their views on challenges, opportunities, and legislations in place or in progress for providing a family-friendly environment and daycare facilities to assist women employability in the job market in Pakistan at both of the national and provincial levels. These meetings also helped in the understanding of the gaps in existing policies and policy implementation in the country. A total of 21 sessions were scheduled with various government departments, commissions, private organisations and civil society partners guided by a qualitative questionnaire developed in discussion with the IFC/PBC.

## The Badal Do! Project

Badal Do! was a unique value enrichment programme to promote innovative and inclusive approaches in education. The program aimed to integrate values of peace, tolerance, social inclusion, diversity into the schooling system. The project, supported by Development Alternatives Incorporated (DAI) and USAID, was initiated in 2017 through a consortium of like-minded partner organisations working in the education sector.



During the first phase, Badal Do! was launched as a capacity-building initiative reaching out to teachers of private schools of Karachi. More than 400 teachers were trained on key themes of reflective practice, critical thinking, teachers as heroes, peace education and appreciation for diversity.

Alongside teacher training programmes, a series of art and cultural activities were also organised which included theatre performances, musicals and photography exhibits. An expo was held to mark the culmination of phase 1 and launch the next project phase.

The focus shifted from teacher training to school level implementation during the second phase where in addition to private schools, a few public schools were also taken on board. The geographical areas within Karachi were earmarked by the donor for school selection right at the onset which limited the project scope to mid-end and low-fee charging private schools. Out of 150 to be reached in the second phase, 30 were government schools. A component wise roll out plan was devised by the consortium partners and school level interventions were planned accordingly. The roll-out activities were closely monitored and reported. The second phase closed out with the 2<sup>nd</sup> expo event.

Finally, the third phase of the project was a compressed model of school-level activities focusing specifically on three thematic areas: critical thinking, civic responsibility and cultural engagement. The school roll-out activities were monitored for gauging project impact.

In each project phase, orientations for school management were carried out to introduce the project, reach consensus regarding implementation and clarify roles and responsibilities of stakeholders. Contracts were signed with the management of partner schools.

TRC was the lead organisation responsible for identifying and selecting schools as per project criteria, liaisoning with partner schools for signing up to agree to the project roll out plan and extending support to the project team, coordination for training and other events and monitoring the school roll-out progress.

An estimated 2,833 teachers and 28,392 students from private and public schools of Karachi benefited from all three phases of Badal Do!

Through the outreach and year-long partnership with 150 schools, TRC was able to build a pool of schools which intentionally worked on imparting, developing and refining basic human values among the students. These schools were facilitated through this value-enrichment school based programmes and were encouraged to explore inclusive-practices which the schools could adopt as per their convenience and feasibility.

Following are the key project activities undertaken by TRC during the reporting period:



## School Management Orientations

A series of School Management Orientations for 170 private schools were organised by the programme team from September 5-October 17, 2019. The purpose of the orientation was to introduce the project in detail, discuss different roll out components and share project timelines. The school heads were also apprised of the training programme and materials which were developed for the schools and how possibly they would benefit all stakeholders.

The head teachers of public schools were also oriented about the programme. 42 teachers attended the session from districts East, West, Central, South, and Malir. The Head Teachers were really appreciative of the programme.

## Teachers training sessions/orientations

The training of trainers/trainers was organised at TRC and the Karachi School of Business and Leadership from October 5<sup>th</sup>, 2019 to February 2<sup>nd</sup>, 2020. 1,500 teachers were trained in the four components of the programme. This provided an opportunity to the newly inducted trainers to better understand the project framework, gain knowledge regarding the training module and undergo mock exercises to help them fine tune training skills for effectively delivering project trainings.

## Badal Do!- School Roll-out Visits and Education Festival

Badal Do! Programme was shaped in such a way that the trained teachers had to take the learnings back to the schools in order to conduct the same activities of Critical Thinking, Cultural Engagement, Civic Responsibility and Character Building with their students.

These roll-out visits started in October 2019. Coordinators from TRC were assigned schools for monitoring, facilitating, evaluating and guiding the teachers for conducting activities related to Critical Thinking, Civic Responsibility, Character Building and Cultural Engagement.



## Project Outcomes and Successes

Through the outreach and year-long partnership with 150 schools, TRC was able to build a pool of schools which intentionally worked on imparting, developing and refining basic human values among the students. The schools were enabled to explore and incorporate inclusive-practices which the schools could adopt as per their convenience and feasibility.

# Turkey Educational Tour

TRC conceptualised and arranged a five-day study tour to Istanbul, Turkey, for teachers and educators in collaboration with Nisantasi University to enable the exchange of ideas and expertise in education. There were structured workshops arranged in Nisantasi University led by education experts from top universities in Turkey. The tour took place between December 22-28, 2019. Altogether



20 teachers, teacher trainers, education managers from Sindh Education and Literacy Department (SELD) participated, bringing back with them great learning experiences.



The workshop thematic areas included: modern language usage, technology in education, research methods on curriculum and textbooks, and digital language learning.

The Pakistani group was accompanied by 23 students and lecturers from Nisantasi University during the workshops. It was an opportunity to learn from Turkish scholars, exchange ideas and experiences, interaction with teaching practitioners in Turkey, and the travel experience of a lifetime to one of the best destinations of the world. Certificates of attendance and achievement were given from Nisantasi University and Cambridge University to all teachers and educators.

The Pakistani group enjoyed the city tours, whirling dervishes show, a walking trip to Topkapi Palace, Hagia Sophia, Sultan Mehmet Mosque, Shrine of Hazrat Abu Ayub Ansari, Bosphorus Cruise dinner, Turkish Grand Bazar and Spice Bazar, Minia Turk, and endless evening walks to Taksim Square. TRC was successful in initiating a new avenue of exposure and learning for Pakistan's teachers and educators. TRC is grateful to Mr Abdil Bicer and Mr Kubilay Gitmisoglu from Nisantasi University for making this tour possible.



# 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 since 2005. 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 pre-service teachers.

Term 2 of the Early Childhood Education and Development (ECED) programme commenced on July 29, 2019. This term started with the Curriculum Methods course.

Other courses that were taught during this term were Play Experiences, Learning Environment, Language and Literacy in Early Years, Observation and Assessment, and Health, Nutrition and Safety.



## Orientation for the 14<sup>th</sup> Batch

TRC organised an orientation for the 14<sup>th</sup> cohort of in-service and pre-service students of the Early Childhood and Development Programme at its premises on January 17, 2020. A total of 25 students enrolled.



Newly inducted student teachers were welcomed and briefed on the history, mission and core values of TRC. This was followed by an informal introductory session for the students, faculty members and the administrative staff. The students were given an overview of the academic courses and assessment policy of the programme. They were familiarized with the institution's norms of upholding standards of excellence and were encouraged to adopt the same.

The new academic session 2020 officially began on January 27, 2020 with the History and

Philosophy course. The other courses that were taught in Term 1 are Professional Practices, Child Development, Play Experiences and Promoting Positive Behaviour, classes for which were held on Mondays, Tuesdays and Wednesdays. Term 1 ended on June 24, 2020. Due to the COVID -19 pandemic, the classes were conducted online through Zoom.

The first term of ECEDP progressed as per the Academic Calendar throughout the quarter. The faculty was busy with pre-class planning, preparation, post course reviews and marking student assignments.

Since schools remained closed during the pandemic, the field visits to schools could not be carried out.

## TRC Bids Farewell to the ECED Class of 2019

The graduation ceremony for the 13<sup>th</sup> batch of ECED (English) Programme was held on January 15, 2020 at the TRC premises and was attended by the graduating batch and their families. In a small yet statuesque gathering, the certificates were awarded to the successful students. The 22 graduates beamed with pride of being TRC certified early childhood educators beginning their new journeys to make a difference in the lives of children they will teach.



The ceremony started with a warm welcome note by Director, TRC who talked about TRC's pioneering work and contribution to addressing the daunting gaps in quality of teacher education in Pakistan especially ECE. She also welcomed and introduced the chief guest, Ms Misbah Isha Khalid, a renowned TV artist and film maker.

Ms. Rubina Naqvi, Academic Advisor, ECEDP briefed the audience about the programme's affiliation with CACHE, UK, and Sindh Technical Board and also about the accreditation by Sindh Teacher Development Authority (STEDA). Two graduating students represented their group and shared some of their experiences of being a part of ECEDP.

In her address, Ms. Misbah Isha Khalid, congratulated the students and their families for successfully completing the course and assuming greater teaching responsibilities as qualified early childhood educators. In the end, Director TRC thanked the audience for attending the ceremony and invited everyone to a scrumptious tea treat bringing the send-off to a cheerful close.

## CACHE Audit

TRC ECED programme is accredited with CACHE and TRC has affiliation with CACHE as its centre, which is renewed every year. The process of awarding diploma by Council of Awards for Care, Health and Education (CACHE) involves an Audit of TRC's Management Systems, Administrative Arrangements, Resources (physical and staff), Internal Quality Assurance, Samples of Learners assignments and Learner feedback. The required information is submitted each year to the External Quality Assurer who prepares an Audit report for each cohort. The report received in this reporting period has placed each area of the programme as excellent and has appreciated all aspects of the programme. The Early Childhood Development and Education Programme (ECED) has been upgraded to a Diploma Level 3 last year.

## TRC welcomes the 4<sup>th</sup> batch of ECED Urdu

Teachers' Resource Centre (TRC) has been offering a year-long Early Childhood Education and Development (ECED) Programme in Urdu for the past three years for teachers from under-resourced schools.

This year, TRC inducted the 4<sup>th</sup> cohort of six primary school teachers from public sector in this professional development programme. These teachers have been fully supported through TRC scholarship fund. TRC has been reaching out and consulting with corporate sector and individuals to collect funds for teachers from under-privileged backgrounds.



The 4<sup>th</sup> batch of ECED Urdu kicked off on August 26, 2019, with history and philosophy courses. Classes were held 4 days a week and 10 courses were offered in a sequence one after the other. Under the course titled field education, all teachers were observed in their classrooms where they implemented theories learned in different courses. The programme ended on March 25, 2020.

# 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 team members were invited to several school and education events.

## Annual Prize Distribution at Shahwilayat Public School

TRC's Rubina Naqvi attended the Annual Prize Distribution at Shahwilayat Public School, Senior section. High achieving students were awarded prizes by the Chief Guest for excelling in their studies and other co-curricular activities.

## Science Exhibition at DSRA School

TRC's Rubina Naqvi attended the Science Exhibition at DSRA School as a judge. It was organised by Secondary students to showcase their science projects on varied topics from their lessons. They were confident and knowledgeable when explaining their respective projects. Prizes were later awarded to the first three position winners.

## Declamation Contest at Intellect School

TRC's Rubina Naqvi attended the Declamation Contest for secondary level students at Intellect School as judge on 22 October 2019. Various schools of Karachi participated and presented their views on different topics that they had chosen. They were confident and well-informed in most cases. Prizes were later awarded to the first three position winners.

## 35<sup>th</sup> Annual SPELT Conference

Rubina Naqvi represented TRC at the opening session of the 35<sup>th</sup> Annual SPELT Conference organised at IQRA University on 26 October 2019. Speakers delivered their views on the contributions that SPELT had made in promoting English language skills. Following the presentations, concurrent sessions were held on various topics by relevant resource persons.

## Choral Elocution at Education Bay

TRC's Rubina Naqvi attended the Choral Elocution at Education Bay as a judge on 30 October 2019. Eight schools of Karachi had entered the contest and presented their act. Prizes were awarded to the first three positions.

## Annual Sports Day of BVS School Primary Section

The students of the primary section of BVS Parsi School participated in their Annual Sport Day held at Karachi Parsi Institute. Children took part in various kinds of races and other athletic items. The Chief Guest, Ms. Irene Paul, awarded prizes to the first three position winners of each event. TRC was represented by Rubina Naqvi.

## Annual Sports Day of Habib Public School, Secondary Section

The students of the secondary section of Habib Public School participated in their Annual Sport Day held at the school premises. After a march past, children took part in various kinds of races and other athletic events. Prizes were awarded prizes to the first three position winners of each event. TRC was represented by Rubina Naqvi.

## Inter-school Declamation Contest at Reflections

Rubina Naqvi and Misbah Karamat attended the Inter-school Declamation Contest as judges at Reflections. Different schools participated and represented their school. They spoke confidently both in English and Urdu on topics selected by them. Prizes were awarded to the first, second and third positions.

## Bait Bazi Contest at DSRA School

TRC's Rubina Naqvi attended the Bait Bazi contest of the secondary students as a judge at DSRA School. The selection and rendition of the couplets by the students were of a high standard, done with sound preparation. Prizes were awarded to the winning and runner-up teams.

## Prize Distribution Ceremony by Citizen Learning Centre

TRC's Rubina Naqvi attended the ceremony as Chief Guest at The Citizen Learning Centre where she awarded the graduating students and distributed shields to the successful students.

## Milad at DSRA Trust School

TRC's Rubina Naqvi attended a Milad organised and conducted by senior level students of DSRA Trust School at the school premises on 19 December 2019. The backdrop and costumes of the students were contextually appropriate and created a conducive environment for the event. Students rendered the Hamds and Naats soulfully and displayed meaningful rehearsal and preparation of the items.

## Musical Concert at Jaffar Public School

TRC's Rubina Naqvi attended a Musical Concert at Jaffar Public School presented by the students of the Junior section at Rangoonwala Auditorium on 30 January 2020.

The backdrops and appropriate costumes added to the earnest acting efforts of the children. The chorus lent great value to the items presented.

## Annual Sports Day at BVS Parsi School

The students of the senior section of BVS Parsi High School participated in Annual Sports Day organized at KPI grounds on February 1, 2020. The students participated enthusiastically in different events. The Chief Guest, Mr. Ramzan Chippa, inspired the students by his motivating address of serving the society selflessly. This was followed by prize distribution for all the winners of the different events. TRC was represented by Rubina Naqvi.

# Media Literacy

## International Children's Film Festival, Karachi

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 pre-empt 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 hosted the 9<sup>th</sup> International Children's Film Festival in Karachi from 28<sup>th</sup> October to 2<sup>nd</sup> November 2019. TRC has been organising this annual event in collaboration with The Little Art and Cinepax Cinemas.

This year 116 films from 27 countries were selected to showcase the best of local and international films made for, by and about children and youth. More than 1,600 children from 15 schools in Karachi enjoyed these films. Children from 4 under-privileged schools were also invited to watch the movies for free.

Feedback from the children and teachers was very encouraging and heartening as they could relate to those films with their own immediate experiences and real-life situations. According to them the messages embedded in the movies were powerful.



# TRC Teachers' Award 2019

TRC launched its first "TRC – TEACHERS' AWARD" in September 2019 as a tribute to the role teachers play in the lives of students. This occasion was graced by the presence of Mrs. Nargis Alavi and Mr. Ahmed Saya. Since this year marks the launch of TRC Awards, the awards were restricted to nominations from member schools only.



The Awards were given under the category "My Favourite Teacher". TRC may introduce more



categories, for acknowledging teachers' contributions, in the coming years.

The children from grade 4 onwards (up to secondary or the highest level in the school) were involved in the voting process, which was administered by TRC team in 14 member schools during school hours. The TRC representative went from class to class with a voting box and children were requested to write the name of their favourite teacher on a slip of paper and place it in the box.

Based on the votes received, the teacher with the highest counts from each school was presented the Award at a ceremony, which was held at TRC on October 5<sup>th</sup> 2019 on the International Teachers' Day. In some schools, more than one teacher received the Award due to a tie in the votes gained.

TRC is grateful to all the schools for their cooperation and support extended by the concerned schools during the voting process.



# TRC Digital Academy

The current pandemic has augmented the shift towards digital learning platforms and realizing the need of the hour, TRC has launched 'TRC Digital Academy' a place where online learning can transform teachers and students' professional practice and vision for self-development.

Through TDA's series of learning opportunities, TRC opens up a versatile learning platform for teachers' professional development, self-awareness and school leadership, especially in these trying times. TRC conducted FREE-OF-COST webinars and workshops i.e. "Reflective Journaling", "Masbat Soch", "Me, Myself & COVID" etc.) for administrators, school heads, teachers, and teachers through TDA during the lockdown. Besides webinar and workshops, classes of TRC's yearlong ECED programme also have been conducted through this platform.

**TRC** digital  
academy  
*versatile learning online*

# Governance

## TRC's 33<sup>rd</sup> Annual General Body Meeting

TRC's Annual General Body Meeting (AGM) was held at its premises on Saturday, January 12, 2019 at 10:30 a.m. Seven Governing Body Members, 9 heads of schools and teachers representing 10 institutions were present, in addition to TRC staff members.



# Way Forward 2020-2021

## Our plans for the next year include

- ◆ Continue our education reform work in the public sector across different provinces and regions in the country through donor supported projects.
- ◆ Advocate for integration of critical thinking skills and citizenship education as key thematic areas in the curriculum development work underway at federal and provincial Levels.
- ◆ Further strengthen our ECED-P and explore possibilities of introducing additional internationally accredited qualifications for teachers.
- ◆ Design and launch a new TRC website.
- ◆ 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.



# 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:

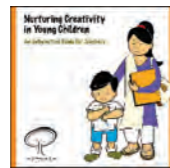
## ◆ Pehla Taleemi Basta

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.



## ◆ Nazmaon ki Dilchasp Duniya Video CD

Training video for ECE teachers highlighting the significance of the fascinating world of poems.



## ◆ The Learning Environment Training Video CD (English & Urdu)

Training video for ECE educators highlighting the role of culturally relevant & conducive learning environment in child-centered learning.



## ◆ Language and Literacy Training Video CD (English & Urdu)

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.



## ◆ A Guide for Young Facilitators

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, 'Dilchasp Kahanian' and 'Let's Sing Rhymes'. 'Dilchasp Kahanian' 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'.



## ◆ A Guide for Early Years' Teachers

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.



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'.

## ◆ 5 Activity Booklets (Urdu)

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.



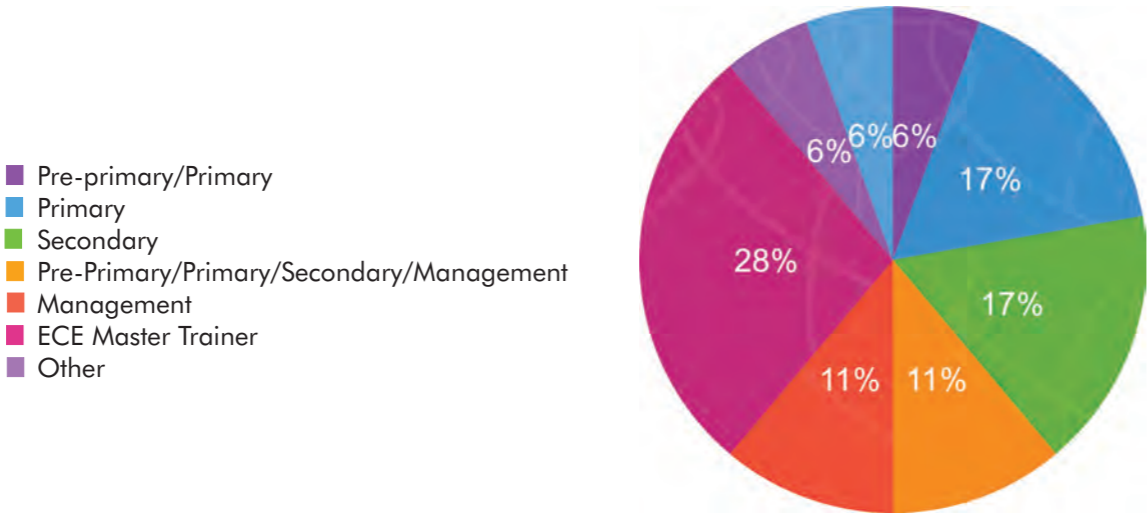
## ◆ Citizenship Awareness Grades 1-3, Grades 4-6, Grades 7-10

These 3 volumes contain 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.



# Appendices

Overview of Workshops	
Workshops Conducted	18
Workshop Participation	408
Hours	268
Days	72



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 2019 to June 2020 is provided below:

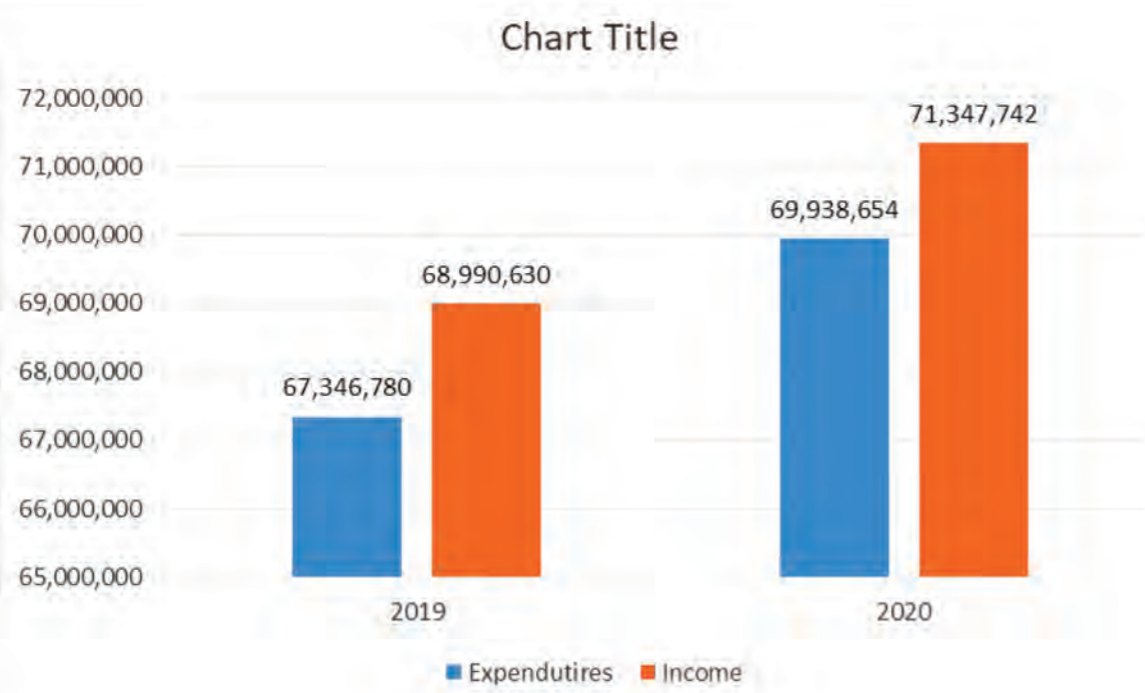
July-September 2019	January-March 2020
Managing a Successful School	Managing Bullying in the School
English Proficiency Course	Essentials of Lesson Planning
Education Leadership	Developing Organisation Skills
Introduction to the National Curriculum ECE	
Inquiry Based Learning for Middle School Teachers	
Training of Trainers - Refresher Workshop	
October-December 2019	April-June 2020
Exploring Multiple Intelligences to Enhance learning	The Relevance of Poetry
Essentials of Lesson Planning	
Khushkhati	
Feedback of Classroom Support Programme	
Teacher-Student Relationship	
Teaching Creatively	
Inquiry Based Learning for Secondary School Teachers	
Data Collection	

# Summary of Financial Performance during the Year 2019-2020

## Overview

During the year 2019-20, the total income of Teachers' Resource Centre (TRC) amounted to PKR 71.34 million against a total expenditure of PKR 69.94 million showing a net surplus of PKR 1.40 million.

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



## 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	2020	2019	Variance from last year	
			PKR	%
Membership Fee - Institutions	195,500	330,820	-135,320	-41%
Workshop Fee	877,380	2,895,450	-2,018,070	-70%
Course Fee: ECE	4,980,200	5,895,500	-915,300	-16%
Consultancy Income	4,495,823	526,146	3,969,677	754%
Return on Investments	3,649,991	1,566,527	2,083,464	133%
Donations	13,000	20,500	-7,500	-37%
Profit from sale of PTBs	371,252	61,900	309,352	500%
Other Income / (Loss)	179,205	846,481	-667,276	-79%
Foregin Exchange gain-net	0	4,345	-4,345	100%
Project Grants utilised	56,585,391	56,842,961	-257,570	0%

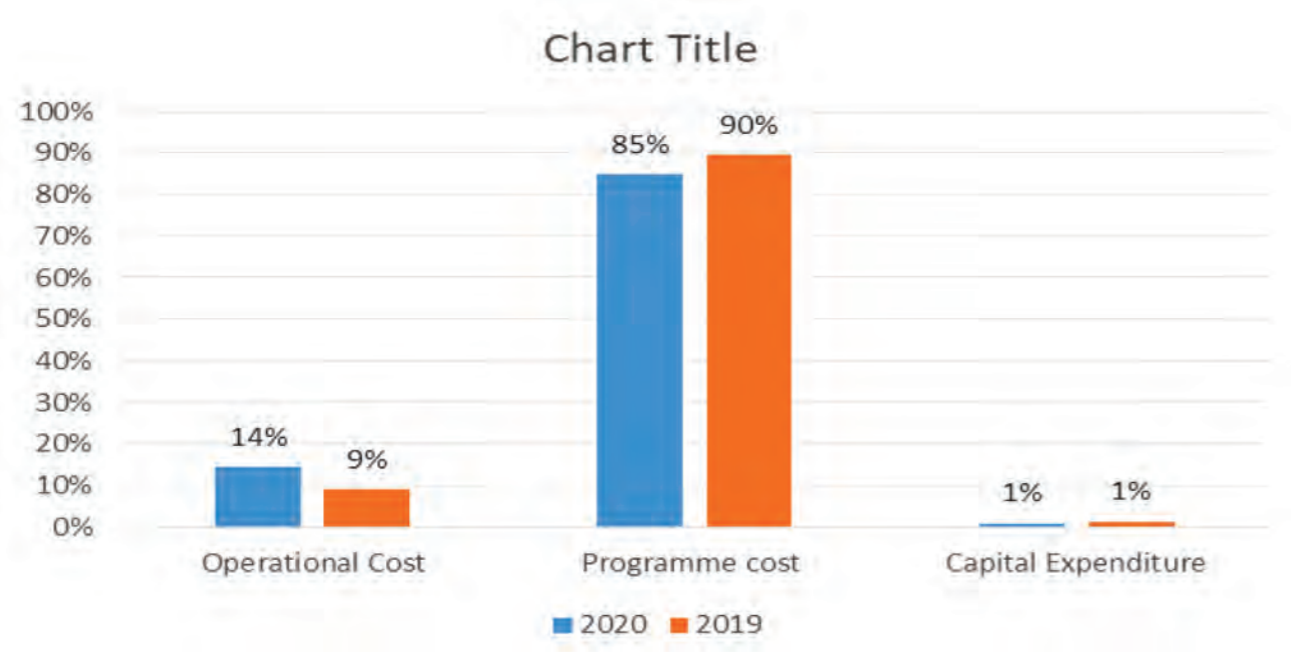
Given below are some of the major increases that led to Surplus for TRC.

- ◆ Consultancy Income
- ◆ Profit from sale of PTBs
- ◆ Return on investment
- ◆ Project Grant

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.



Financial Position of the Centre

Investments

TRC's market value of investments now stands at PKR 112.9 million, which shows increase of PKR 44.9 million as compared to last year due to investment made during the year and appreciation of stock prices.

Cash and bank balances

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

Acknowledgments

- ◆ Alloo & Minocher Dinshaw Charity Trust for their encouragement and consistent mothly donations since 1986.
- ◆ The Red Crescent Group of the Mama Parsi Girls' Secondary School for their annual donation to our endowment fund.
- ◆ The TRC Governing Boody for their time and support.
- ◆ Engro Foundation for their generous financial contribution to TRC's scholarship fund for the professional development of 05 teachers from an under resourced school.
- ◆ Business Education Foundation for their generous financial contribution to TRC's scholarship fund for the professional development of 01 teacher from an under resourced school.
- ◆ Rotary Club, New Central (RCK) for their donation to TRC.

## **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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TRC is an enabler of SDG 4 in Pakistan:  
*"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".*