

# INVESTING IN **KNOWLEDGE**



INNOVATION CENTER  
OF **EDUCATION**  
INSTITUTE OF RURAL MANAGEMENT





**"Our energies are focused at  
inspiring and empowering teachers to  
become **better educators**"**

**Visit IRM website**

[www.irm.edu.pk](http://www.irm.edu.pk)

**Follow us on Facebook**

[www.facebook.com/IRM.Pakistan](https://www.facebook.com/IRM.Pakistan)

For system development and customized training, please contact

**Innovation Center of Education at:** [sabiha@irm.edu.pk](mailto:sabiha@irm.edu.pk)

**General Inquiries**

Institute of Rural Management

6, Street # 56, F-6/4 Islamabad

+92-51-282-2752, +92-51-282-2792 +92-51-282-3335

[info@irm.edu.pk](mailto:info@irm.edu.pk)

**Compiled by:** Muneeb Azhar

**Designed by:** Asad Ijaz

**Photography:** Khalid Riaz, Rizwan Ahmed

**Published by:** IRM Press

**ISBN:** 978-969-9814-76-1

## INNOVATION CENTER OF EDUCATION

Education plays a vital role in human resource development and provides bedrock for reducing poverty and enhancing social development. It raises the productivity and efficiency of individuals and produces skilled manpower enabling them to lead the economy towards the path of sustainable economic development.

Like many other developing countries, the situation of the education sector in Pakistan is not very encouraging. Due to low levels of teacher competence, lack of classroom-based support, poor quality of textbooks, learning materials, physical infrastructure of schools and bad governance and management, quality of education provided by the public sector has been poor. Teachers' quality and supportive school organization and management are important for school improvement, and eventually pupil learning.

Realizing this, ICE is committed to enhance the efforts at community level to show real impact of lifelong learning policies. It focuses on

participation and persistence in education, enrolment and other measures of achievement i.e. the environment for learning and training facility, educational resources and material development. The core objective of ICE is to improve access to all forms of learning; formal, non-formal, and informal. It offers a number of services including Training Need Assessment (TNA), Material Development, Teacher Training, Village Education Committee Training, School Management Committee Training, School Councils Training and Training of Parent Teacher Associations. It envisions primary schools offering quality education to fulfill the gaps to achieve MDG 2 i.e. universal education. ICE strives to build the capacities of school teachers by designing and implementing training activities enabling them to use joyful learning techniques in classrooms to increase students' enthusiasm and motivation. ICE also offers training for public and private sector teachers, teacher training staff and officials in education sector.





## ICE ACTIVITIES ARE CENTERED AT:

- Conducting research or surveys or hold workshops, conferences and studies on education system to identify its shortfalls and make suggestions for its improvement
- Evolving programmes for raising the standard of education
- Establishing education centers, especially in less developed or less privileged areas
- Reviewing the varied needs of pupils to help them improve in education
- Sharing good classroom practices
- Adding a range of teaching and learning strategies to support inclusion
- Ensuring high quality education that fulfills the national educational goals
- Achieving teacher satisfaction in all offered courses
- Developing manuals, modules and monitoring & evaluation reports of training for stakeholders

### THEIR ADVANTAGE

Our Education Training is a step ahead and has been designed to impart advanced methods that are employed for teaching focusing primary education and early learning. We provide guidance, resources and a solid, seamless educational curriculum model for future educators that are responsive to a diverse and dynamic educational environment.

# TEACHER'S CAPACITY DEVELOPMENT PROGRAMME

Focused at empowering teachers for implementing better education system at primary level, our Teachers' Training / Teacher's Capacity Development Programme is aimed at educating the educators for increasing the number of students and teachers in rural areas.

Advance stages of Teacher Training cover the areas of Material Development (learning Aids), Modules and Guide Books development.

## OBJECTIVES

- Gain exposure to teaching materials, learning aids, major pedagogical concepts and up to date curriculum
- To become more comfortable with class room environment
- Expand their teaching repertoire to include a variety of teaching methods such as, discussion, role-playing, small-group work, using photos and videos, use of dilemmas, and thus improve their teaching abilities
- Interact with other teachers and education practitioners
- Assessment of learning
- Knowledge and understanding of the national curriculum at primary level
- Promoting good behavior in education
- What is Child Centered Education
- Children Health and Hygiene
- Stages of Handwriting (English & Urdu)
- Learning Environment
- Language of Creativity
- Phonics (English & Urdu)
- Concept of Learning
- Curriculum and Evaluation

## CONTENTS

- What is learning
- How children learn
- Content based learning
- Classroom Management
- Techniques of story telling
- Role of games and activities in child learning
- Use of Rhymes and poems
- Lesson Planning

## WHO SHOULD ATTEND

The training is ideal for Public and private sector teachers as well as for teacher training staff.



# TRAINING ON EARLY CHILDHOOD CENTER DEVELOPMENT

DURATION: 10 DAYS



IRM is committed to gearing up the practical efforts at grass root level to make real impact of lifelong learning policies. ICE focuses on participation and persistence in education, enrolment and other measures right from pre-school initiatives. Early Childhood Center Development Training offers an ideal package of environment for early childhood learning, training facility, educational resources and material development.

## OBJECTIVES

- Improving trainees understanding of Early Childhood Education (ECE) methods
- Developing skills of trainees in early childhood behavioral concepts and pre-book activities
- In-depth understanding of child charter and its four categories
- Clarity regarding the right based approach to development
- Sharing responsibilities
- Ability Assessment Chart preparation
- English phonics
- Stories, poems and rhymes as a form of expression
- Basic Math concept for example different attributes of objects (color, size, weight and texture)
- The world around us
- Creative arts
- Health, Hygiene and Safety

## CONTENTS

- Personal and Social Development
- Child developmental stages
- Child rights
- Child psychology towards learning
- Innovative approaches in early development centers
- Planning for class syllabus
- Concept of working in groups

## WHO SHOULD ATTEND

Teachers and staff involved in establishing Early Childhood Development Centers. The training is equally useful for trainers and resource persons and researchers collecting information about ECE concepts and Early Childhood Development Centers.

# TRAINING ON SCHOOL MANAGEMENT COMMITTEE

**DURATION: 03 DAYS**

The School Management Committee (SMC) comprises of CO members and the parents of students enrolled in community schools. Each SMC is a 5-7 member committee and its members are trained to manage and monitor the schools effectively. Ideally almost half of the SMC or VEC (Village Education Committee) members should be women. The gender equality helps in ensuring quality of education and learning as well as encouraging greater students' enrollment rates besides creating a greater accountability among the school's administration and teachers.



## OBJECTIVE

The training on SMC is meant for sensitizing the members of the SMC regarding their roles and responsibilities. In this way they are trained to plan for the school, increase and retain pupils and identify the prospects for fund generation. Moreover, they are also trained to conduct and record the committee meeting and to undertake school monitoring activities.

## CONTENTS

- Education and quality of education
- School council background and structure
- Role of school council in improving the quality of education

- Enrolment and retaining pupils
- School Improvement Plan
- Identification of financial resources
- Record keeping
- Monitoring & Evaluation
- Health and Hygiene
- Physical Infrastructure of school

## WHO SHOULD ATTEND

SMC Training is ideal for teachers and community members involved in the formation and management of School Management Committees.

\*Note: Depending upon the area of implementation or project type the SMC is also called Village Education Committee (VEC) or Parent Teacher Associations (PTA).



# TRAINING ON MULTI-GRADE TEACHING

**DURATION: 05 DAYS**

If you are a teacher who has to take responsibility of two, three, four or even five grades, you may be facing many challenges. Very few attempts are made to train teachers for multi-grade teaching. You may or may not have had received any training in multi-grade teaching. If you find multi-grade teaching challenging, then this training is for you. The Training on Multi-grade teaching is specifically designed to fulfill your needs and enhance your skills to handle more than one grade.

## OBJECTIVE

To equip teachers with the necessary skills to effectively plan their lessons and manage more than one grade at the same time.

- Group formation
- Classroom management in multi-grade teaching
- Learning and teaching of primary subject in multi-grade approach

## CONTENTS

- The concept of multi-grade teaching
- The context of multi-grade teaching: Reflecting on the challenges and needs analysis
- Planning in multi-grade Teaching
- Role of teacher in multi-grade teaching

## WHO SHOULD ATTEND

This training is specially designed for teachers who are involved in teaching more than one grade at the same time.





# TEACHER TRAINING ON ACTIVITY BASED JOYFUL LEARNING

**DURATION: 05 DAYS**

To make the process of learning more interesting, teachers need to think and work beyond traditional teaching systems. Training on “Activity Based Joyful Learning” is aimed at helping teachers to learn joyful learning and teaching techniques which have been especially tested and applied at primary school level. After this training, teachers will be able to help students to groom and grow through mentoring, counseling and specialization in different subjects.

## OBJECTIVE

To equip teachers with skills and techniques for making the learning process more joyful.

## CONTENTS

- Quality education with low cost school systems
- Child rights to promote assertiveness
- Role of teachers in making students
- Working with child psychology to make great students
- Pre-book Activity
- Activity Based Teaching tools and activities
- Assessment and Evaluation

- Multi-grade teaching system
- Lesson planning
- Resource Mobilization for developing teaching aids/ tools
- Classroom management
- Alternative education discipline

## WHO SHOULD ATTEND

This training is ideal for school teachers who are involved in teaching young children.



# TEACHER TRAINING ON READING SKILLS

## DURATION: 05 DAYS

Creating an environment where all students can learn is quite challenging for teachers. Every student is different from one another and has different levels of understanding. Teachers may find it difficult to involve all the students in the class in the learning process. Teacher Training on Reading Skills aims to give teachers and teaching assistants some practical strategies for 'switching student on' to learning and engagement. This training will look at how content can be presented to make it 'child friendly'. It will enable teachers to learn a range of activities that can be used with students in schools. It will also provide them with a broader understanding of the issues surrounding student learning.

### OBJECTIVE

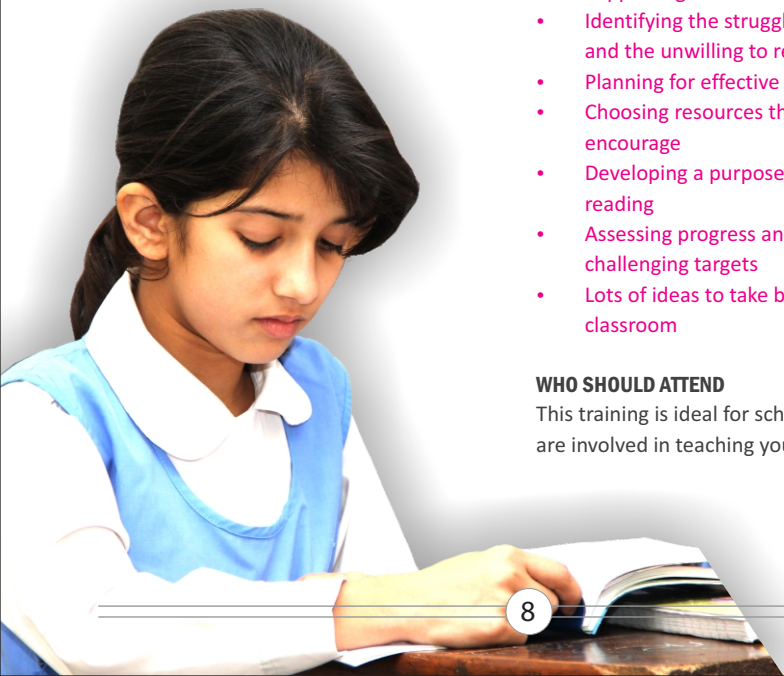
To enable teachers to make the learning process more child friendly through using a range of activities and also provide them with practical strategies for increasing student involvement in the classroom.

### CONTENTS

- What makes teaching student different
- Developing exciting and engaging classroom activities
- Planning for and securing student involvement
- Using assessment to focus teaching and to encourage engagement
- Supporting student learning
- Identifying the strugglers, the stragglers and the unwilling to read
- Planning for effective reading
- Choosing resources that will inspire and encourage
- Developing a purpose and meaning for reading
- Assessing progress and setting challenging targets
- Lots of ideas to take back to the classroom

### WHO SHOULD ATTEND

This training is ideal for school teachers who are involved in teaching young children.



# TEACHER TRAINING ON INNOVATIVE TEACHING METHODS IN THE PRIMARY CLASSROOM

**DURATION: 03 DAYS**

The typical style of teaching in classrooms may get boring for students and they can easily lose interest in learning. For teaching effectively, it is very important for teachers to ensure that students enjoy learning. This training is especially designed to enable teachers to make the learning process more interesting by using innovative and creative teaching methods. It will provide practical approaches to teachers and teaching assistants that can be used in the classroom to turn pedagogy into practice.

## OBJECTIVE

To explore ways to enhance teachers' creativity and innovativeness and raise students' achievements and enthusiasm in all areas of the curriculum.

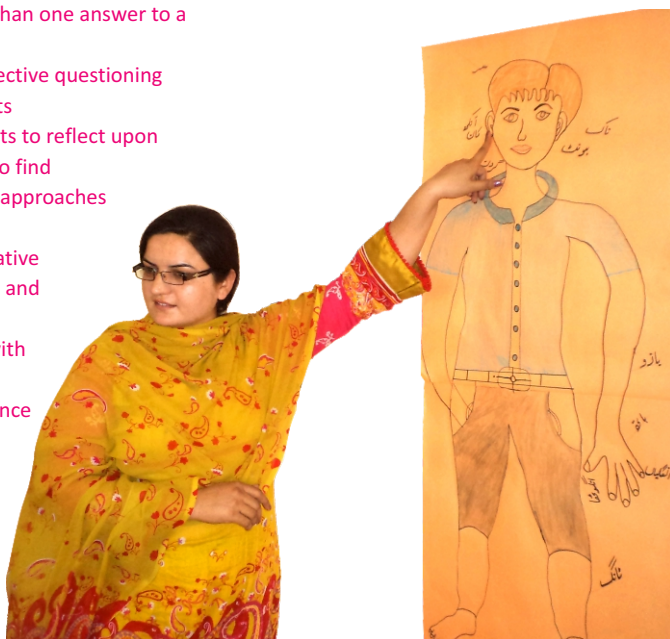
- Developing innovative connections between subject areas

## WHO SHOULD ATTEND

This training is beneficial for teachers and teaching assistants who wish to bring innovation in their teaching.

## CONTENTS

- Giving students the ability to look for more than one answer to a problem
- Developing effective questioning skills in students
- Helping students to reflect upon tasks in order to find more effective approaches
- Developing creative/innovative teaching styles and rewarding relationships with students
- Creating a balance between rigour and creativity



# CONTINUOUS TEACHERS' DEVELOPMENT PROGRAMME

**DURATION:** 06 DAYS / Level (3 Levels = 18 days)

Continuous Teachers' Development Program (CTDP) is a competency based learning programme and aims at enhancing skills of school teachers for enabling them to analyze and enhance children's psychological, intellectual, practice and knowledge capabilities. It focuses on the resources and problems of students, teachers and institutions to ensure quality teaching of the nationally defined primary level subjects.



## OBJECTIVE

- To build the capacity of teachers for enhancing their professional growth (knowledge, skills, attitudes & values)
- To promote quality education
- To introduce newer educational methods and offer teachers a chance to share the most innovative ideas and concepts being explored today

## CONTENTS

### Level I – Grades: Play Group & 1

- Making Change
- Creating a Happy classroom
- Classroom language & instructions giving

- Checking understanding
- Error Connection
- Classroom layout and interaction methods
- Lesson planning and demonstration by trainer covering topics
- Fun with blackboard and displays
- Sentence correction
- Communication skills
- Micro Teaching; Teachers group activity
- Communication skills
- Lesson Plan 12-16

# CONTINUOUS TEACHERS' DEVELOPMENT PROGRAMME

DURATION: 06 DAYS / Level (3 Levels = 18 days)

## Level II – Grades: 2 & 3

- Basic operations (Advance Stage-Factors and Multiples), Measurements
- Decimal System, Information handling
- Numbers, Perimeter & Area
- Classification of Living Things (Organization of Plant), Changes in Matter
- Soil, Seeds
- Environment (Environmental Pollution) & Solar System
- Electricity & Magnetism, Force & Motion
- Word Families, Position and Direction
- Words, Problems in Consonants for Pakistani Speakers of English
- Letter Writing, Accepting and declining Invitations
- Interjections, Spelling, Rhyming Words, Action Verbs, Story Writing, Role Plays

Action Words, Lesson No. 4, Lesson No. 7b

- Word Recognition, Classification, Spelling and Reading, Pronouns (Parts of Speech), Prepositions, Reading and Writing Sentences, Constructing Sentences and Paragraphs (Sentence Formation)

## WHO SHOULD ATTEND

CTDP is specially designed for teachers and staff members of primary schools.

## Level III – Grades: 4 & 5

- Numeration System (Introduction, Basic concepts & Types) AND Basic Operations, (Addition, Subtraction, Multiplication, Division), Geometry with basic concepts and practical examples, Measurement
- Living and Non-Living Things (Self-Awareness, Characteristics and Needs of Living Things)
- Electricity and Magnetism, Motion & Force
- Nutrition and Health, Matter and its Properties
- Pronouncing Consonants-Vowels,

# SCHOOL LEADERSHIP & DEVELOPMENT PROGRAMME

**DURATION:** 03 DAYS / Level (3 Levels = 9 days)

School Leadership & Development Programme (SLDP) is aimed at providing school head teachers and principals with basic skills, information and knowledge regarding management of school council activities and equips them with managerial and professional competencies. It focuses on administrative and facilitative role of the staff members for improvement of the schools.

## OBJECTIVE

- To develop a vision for the betterment of the students
- To incorporate new and innovative teaching practices for effective school management & administration

## CONTENTS

### Level I – Grades: Play Group & 1

- School Leadership
- Management & Administration
- Lesson Planning
- School Timetable
- School Records
- Quality Teaching
- Team Work, Tolerance, Human Rights

### Level II – Grades: 2 & 3

- Classroom Management
- Correspondence
- Delegation of Work/Responsibilities

- Teacher Appraisal
- School Finances
- Public Services etc., Traffic Rules, Anti-Narcotics & Anti-Smoking Material

### Level III – Grades: 4 & 5

- School Improvement Plan / Implementation
- Roles and Responsibilities
- Academic Calendar
- Stakeholder Consultations
- Maintenance & Safety of School
- Health & Hygiene
- Quality Education: Initiatives & Expectations
- Dengue Awareness, Social Values, Nursing for Females

## WHO SHOULD ATTEND

SLDP is beneficial for principals, vice principals and school head teachers.





## FEW PROJECTS IMPLEMENTED BY ICE



## FEW PROJECTS IMPLEMENTED BY ICE

### ACCELERATED LEARNING PROGRAMME, FATA

IRM-ICE implemented an Accelerated Learning Programme (ALP) funded by UNICEF in Mohmand and Bajaur Agencies, FATA with the aim to provide high quality and comprehensive education to drop outs and those who missed their school years of primary education through an Accelerated Learning Approach. The project activities included development of condensed books, establishment of Accelerated Learning Centers, Teacher's Training and Mentoring & Coaching.

#### Achievements

- 25 accelerated learning centers established in Bajaur and Mohmand Agencies in FATA.
- 50 teachers trained in modern teaching techniques.
- 1,000 students provided with student kits to return to schools.
- 996 students brought back to mainstream education
- Condensed Text books based on 2 Stages of National Curriculum; Stage one (Nursery to grade 2) and Stage two (grades 3 to 5)

### VALIDATION OF PUNJAB ENROLMENT NUMBERS

DFID Pakistan is supporting the Punjab Education Sector Reforms along with the World Bank and CIDA to boost school participation and for improving learning achievements. IRM was commissioned by DFID to independently validate the enrolment data as reported by PMIU in the Annual School Census of 2010-2011 and the monthly Enrolment data for April 2012. Moreover, the assessment of attendance patterns of teachers and students, the use of teaching plans and teaching methodologies in the schools and learning assessment of students of Class 2 and 4 were also part of the study. The study was conducted in six districts of Punjab, namely Rawalpindi, Faisalabad, Gujranwala, Khushab, Muzaffargarh and Rahim Yar Khan.

### PUNJAB EDUCATION SECTOR REFORMS PROJECT (PESRP)

As part of PESRP, IRM conducted training for School Council Members (SMCs) and School Head Teachers (SHT) in March 2011. In Phase 1 of the project, IRM conducted 10 days Teacher Training in Districts DG Khan, Rajan Pur and Raheem Yar Khan and trained 15,444 SMCs and 3,811 SHTs. Contents of the training included teaching of English, Urdu, Maths, Science and Social Studies. Moreover, IRM also developed a "School Council Govt. Official Manual" and conducted a 3 days Orientation Training Workshop on the manual.



## **FEW PROJECTS IMPLEMENTED BY ICE**

### **PPAF SUPPORT TO EDUCATION PROJECT**

To build the capacity of community school teachers in innovative teaching methodologies, IRM in collaboration with Pakistan Poverty Alleviation Fund (PPAF) initiated a Community School Project in Districts Bhakkar, Khushab, Bahawalpur, Turbat and D.G. Khan. The two year project started in July 2010 and trained 440 community school teachers on innovative teaching methodologies.

### **CAPACITY BUILDING OF PARENTS TEACHERS ASSOCIATIONS (PTA) UNDER ESRA PLUS**

ESRA Plus was designed on a "whole school improvement" model and used information and communication technologies to increase participation, awareness, and ownership of all stakeholders; enhance the efficiency of educational administration; improve the classroom environment to positively impact enrolment and retention; and build community and parental support for local schools.

IRM-ICE designed and implemented the capacity building component of the project in Islamabad in 2005 – 07 and undertook Training Needs Assessment and developed PTAs Training Module and PTAs Handbook. ICE also conducted various training for 65 PTAs including Preparation of School Improvement Plan Proposal and Preparation of School Improvement Grant Proposal. All the PTAs were trained through three training cycles. In addition to training, ICE facilitated cluster formation of PTAs and formation and capacity building of Teacher Resource Centers (TRCs) and assisted the PTAs in networking and arranged exposure visits for them.

### **BALUCHISTAN EDUCATION SUPPORT PROJECT**

To build the capacity of community school teachers on innovative Teaching Methodologies, IRM-ICE in collaboration with Balochistan Education Foundation (BEF) implemented the Balochistan Education Support Project (BESP) in the Turbat region of Balochistan. As part of the project, ICE developed Teachers Training Manual and Guidebook and provided training to the BEF staff on the manual. ICE also provided training to 210 teachers. As a result of the project, 105 community schools are operating in the rural areas of Balochistan with a total of 4200 children enrolled in these schools.



## FEW PROJECTS IMPLEMENTED BY ICE

### **CAPACITY BUILDING SUPPORT TO PUNJAB EDUCATION SECTOR REFORMS PROJECT (PESRP)**

In 2005, IRM-ICE implemented the capacity building component of PESRP in Districts Attock, Chakwal, Faisalabad, Vehari and Raheem Yar Khan. As part of this three year project, ICE conducted a Training Needs Assessment (TNA) of 1,650 schools and 1,650 school councils. Based on the findings of TNA, a training programme was designed and material was developed. A total of 4,250 teachers and 7,656 School Council Members were trained which included both parents and teachers. Moreover, 1,650 teaching kits were also provided to the teachers.

### **ESTABLISHING “PUBLIC COMMUNITY PARTNERSHIPS” & SUPPORT MECHANISMS FOR DEMAND DRIVEN QUALITY SCHOOLS AND EDUCATION SYSTEMS**

IRM-ICE provided its services to a USAID funded project Establishing “Public Community Partnerships” & Support Mechanisms for Demand Driven Quality Schools and Education Systems from 2005 – 07 in Districts Gawadar and Turbat, Balochistan. The project was part of the ESRA programme for supporting efforts to achieve significant and sustainable improvements in Pakistan’s education sector in four areas: (1) policy and planning; (2) professional development for educators and administrators; (3) literacy; and (4) public-private-community partnerships. Services provided by IRM-ICE included:

- Training of Trainers
- Development of training Modules for PTSMCs
- Formation of field training teams
- Monitoring and follow up support to the field training teams

### **TRAINING OF GOVERNMENT SCHOOL TEACHERS**

In 2009, IRM-ICE in collaboration with Plan International undertook the capacity building component of a four month project – Training of Government School Teachers in Districts Vehari and Manshera. IRM-ICE conducted a Training Need Assessment in the target areas and after designing the programme, developed the training material. As part of the project, following activities were undertaken:

- Training of 270 teachers from Government girls and Primary schools in Mansehra and its operational areas
- Delivery of 81 teaching kits in Mansehra and Vehari communities
- Training of 252 PTA members



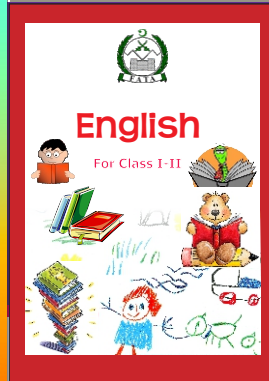
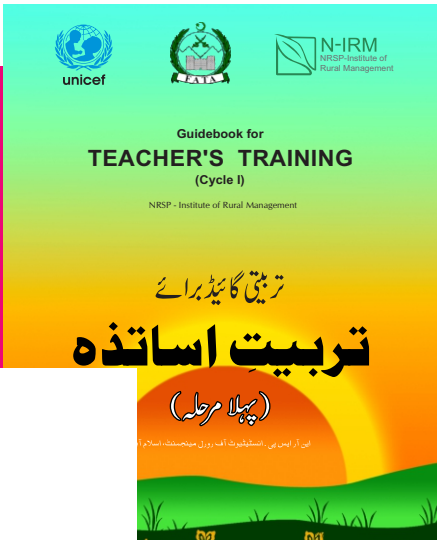
## FEW PROJECTS IMPLEMENTED BY ICE

### **REVITALIZING, INNOVATING, STRENGTHENING EDUCATION (RISE)**

RISE was a USAID funded project implemented by the American Institute of Research (AIR) in partnership with NRSP in AJK in 2006. As part of this 4 year long project, IRM undertook the capacity building component and conducted following activities:

- Training Need Assessment
- Designing of Training Modules
- Training of Trainers
- Material Development
- Training of SMC Members
- Training of Teachers in Joyful Learning
- Training of School Teachers in Teaching Methodologies
- Training of Government officials

# LIST OF MATERIAL DEVELOPED BY ICE





| Project / Client      | Material Developed   |
|-----------------------|--|
| PESRP, Govt of Punjab | Teacher Training Manual (7 Days)   |
|                       | Teacher Training Manual on Innovative Teaching Methods (10 Days)                           |
|                       | Letter Land Book (Illustrative Booklet on Phonics)   |
|                       | School Councils Manual   |
|                       | Supplementary Teaching Guide   |
|                       | Training Module on Participatory Approach to School Governance through School Councils     |
|                       | Head Teachers Training Manual  |
|                       | Govt. Officials Training Manual on School Councils   |
| DFID                  | School Council Manual  |
|                       | Community Teacher's Resource Center Manual (CTRC)  |
| VSO                   | Primary School Teacher's Competency Frame Work   |
| PPAF                  | Refresher Manual for Village Education Committees  |
| UCBPRP                | Early Childhood Care Manual  |
| BESF, BEF             | BEF Teacher Training Manual Phase 1  |
|                       | BEF Teacher Training Manual Phase 2  |
|                       | BEF Teacher Training Manual Phase 3  |
| ALP, UNICEF           | FATA Teacher Training Manual & Guide Book Stage 1 (English, Urdu, Pashto, Math, Science)   |
|                       | FATA Teacher Training Manual & Guide Book Stage 2 (English, Urdu, Islamiat, Math, Science) |
|                       | FATA Teacher Training Guide Book Stage 3   |
|                       | Teacher Training Kit   |



6, St# 56, F-6/4 Islamabad, Pakistan. Email: [info@irm.edu.pk](mailto:info@irm.edu.pk)  
Phone: +92-51-2822752, 2822792 | Fax: +92-51-2823335

One of Asia's Leading Capacity Development Institutes



IRM is an ISO Certified Organization