

Mountain Institute for Education & Development

“A company set up under section 42 of Companies Ordinance 1984”

(NPO Certified by Pakistan Centre for Philanthropy)



“Mobilize, Educate & Empower”

Registered/Head Office: House # 2, Street # 1, Prince Villas Town,
UC Phulgran, Member Rd, Adjacent to Bahria Town Golf City,
Barakahu Islamabad, ICT, Pakistan

Liaison Office: House # 597, Street 48, G-10/4 Islamabad, ICT, Pakistan
Tel: +92 (051) 2362440 Email: info@mied.org Web: www.mied.org

5 January 2021

The Registrar,
Securities & Exchange Commission of Pakistan,
NICL Building, 63 Jinnah Avenue,
Blue Area, Islamabad

SUBJECT: FILLING OF ACCOUNTS – SUBMISSIN OF DIRECTORS REPORT "MOUNTAIN INSTITUTE FOR EDUCATION & DEVELOPMENT (MIED)"


Dear Sir,

We are pleased to submit you the Director’s report in Filing of Accounts of Mountain Institute for Education & Development (MIED) for the reporting period 1st July 2019 to 30th June 2020.

Sincerely Yours,

Abdul Jahan
Chief Executive/Founding Director MIED

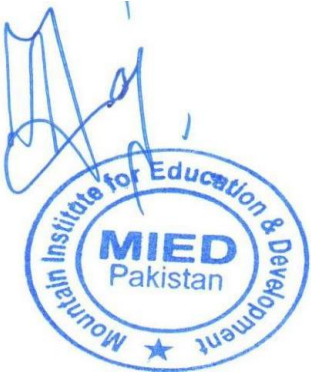
S. No.	Details	Information submitted by MIED
1	Name of NGO	Mountain Institute for Education & Development (MIED) Pakistan
2	License No.	1049
3	Corporate Universal Identification No.	0107195
4	Address	Registered/Head Office: House # 2, Street # 1, Prince Villas Town, UC Phulgran, Member Road, Adjacent to Bahria Golf City, Barakahu Islamabad, ICT, Pakistan Liaison Office: House # 597, Street 48, G-10/4 Islamabad, ICT, Pakistan
5	Contact Number	Tel: +92 (051) 2362440 Cell# 03009882462 Email: info@mied.org Web: www.mied.org
6	Nature of Business	Non-for-Profit
7	Thematic Areas	<ol style="list-style-type: none"> 1. Education 2. Poverty Alleviation 3. Social Mobilization 4. DRR/Emergency Response 5. Capacity Building 6. Infrastructure Improvement
8	Reporting Period	1 st July 2019 to 30 th June 2020
9	Source of Funding During the Reporting Period	<ol style="list-style-type: none"> 1. Pakistan Poverty Alleviation Fund (PPAF), Islamabad Pakistan 2. UNESCO Islamabad
10	Working Areas during the reporting period	<ol style="list-style-type: none"> 1. Islamabad Capital Territory (ICT) 2. Gilgit-Baltistan (Ghizer, Hunza and Gilgit districts of GB)
11	Registered with	<ol style="list-style-type: none"> 1. Security and Exchange Commission of Pakistan (SECP) registered as NPO under section 42 of companies ordinance 1984 (2017) 2. Pakistan Centre for Philanthropy (PCP) as NPO Certified Civil Society Organization(CSO) in Pakistan
12	Name of Chief Executive	Abdul Jahan, Chief Executive/Founding Director CNIC : 71501-0217659-9

13	Name of Chief Finance Officer			Mr. Sher Zaman CFO CNIC : 71502-1429448-1		
14	Name of Secretary			Ms. Sulaiman Shah Secretary CNIC: 15202-0835493-3		
15	Name of Auditor			<p>H.A.M.D & Co. CHARTERED ACCOUNTANTS A member firm of</p>  <p>Office: 1st Floor, 2 G (2/7), Mushtaq Ahmed Gurmani Road, Gulberg II, Lahore, Pakistan. Phone: +92-42-35788341-2, E- mail: info@hamdca.com Other Offices: Karachi, Islamabad & Worldwide</p>		
16	List of Directors BoD					
S#	Name	Designation	Address	Nationality	CNIC #/Passport#	Appointment Date
i.	Abdul Jahan	Chief Executive/ Director	House 483 Street 52 G-9/1 Islamabad	Pakistani	71501-0217659-9	10 th March 2017
ii.	Qalb E Ali	Director	H# 600 Ummar Block, Alam Iqbal Town Lahore	Pakistani	71503-7801639-1	10 th March 2017
iii.	Fazil Ali	Director	1st Floor Eastern Hall, 38/W Khalid Plaza Blue Area Islamabad.	Pakistani	71101-9203084-9	20 th August 2018
17	List of Management Committee Members and Project Management Team (MIED Professionals and Volunteers) as on Filling of this Form-B					
S#	Name	Address	Nationality	CNIC #/Passport#		
i	Mumtaz Hussain	DC Office District Chitral KPK	Pakistani	17301-1646344-7		
iii	Asadullah Baig	House 508, Street 52, G-9/1	Pakistani	71501-3154961-7		

		Islamabad		
iii	Farman Ali	P.O. Phander, Tehsil Gupis district Ghizer Gilgit Baltistan	Pakistani	71401 – 2812487-1
iv	Sabrina Aziz	Village Gulmit, Tehsil Gojal, District Hunza GB	Pakistani	71502-8398250-0
v	Ibadat Shah	UC Pulghran Member Road Doke Kuch Barakho Islamabad	Pakistani	71401-2304015-7
vi	Bulbul Jan	Rehman Colony, Naveed Shaeed Road Zulfqarabad Gilgit	Pakistani	71401-2307454-9
vii	Sher Nawaz Khan	Village Karimabad PO Shughor Tehsil & District Chitral KPK	Pakistani	15201-8892372-1
viii	Mulki Jan	House# 568, Street 53, G-9/1 Islamabad	Pakistani	41302-1100036-7
ix	Ahsan Ali	Village Dalomal PO and Tehsil Phander District Ghizer GB	Pakistani	71401-2691329-7
x	Zubeda Khanum	PO and Tehsil Mastuj, District Chitral KPK	Pakistani	42000-0461762-2
xi	Sultan Abbas	Village Booni, Tehsil Mastuj, District Chitral, KPK	Pakistani	15202-838868-9
Xii	Farzana Jahan	House # 483, Street 52, G-9/1 Islamabad c/o Phulgran Barakaho	Pakistani	71501-0544520-8
xii	Mr. Riaz Ahmed	P.O and district Mansehra, Ghazikote Township	Pakistani	71202 -1468082-1

xiv	Mohammad Nawaz	Village & PO Chunj, Tehsil Mastuj, District Chitral KPK	Pakistani	15202-9802006-7
xv	Alam Khan	Village Ghulaghmul, PO Teru, Tehsil Phander District Ghizer GB	Pakistani	71401-8393442-7
xvi	Shehnaz Buttu	Village Derbarkulti PO Phander, Tehsil Phander District Ghizer GB	Pakistani	71401-3681916-4
xvii	Ali Ahmed Jan	House# 627, Street 44, G-9/1 Islamabad	Pakistani	71402-1190175-1

18	I certify that this return and accompanying statements state the facts correctly and completely as on the date of up to this Form-B is made up.
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Name	Designation	Signature	Date
Abdul Jahan	Chief Executive/Founding Director MIED		January 10, 2020

Chief Executive/Directors Report

The meeting of the Board of Directors of Mountain Institute for Education & Development (MIED) was held on Wednesday, Tuesdya 5 Janaury 2021 at 1400 hours at registered office of the company at Islamabad. Where we are pleased to present our report to the general body members of MIED along with the audited financial statement of MIED for the year ended June 30, 2020

Financial Aspects

The financial statements referred to above are presented fairly, in all material respects, in accordance with the approved accounting standards as applicable in Pakistan and the requirement of the company ordnance 1984 (2017).

During under review no shortage or irregularities were discovered that could have a material effect on the financial statements. The management responsibilities as to maintenance of adequate accounting records and internal control, the selection and application of accounting policies, adequate disclosures in the financial statements and safe-grading of the assets of the company have been properly carried out a laid down by the relevant laws.

During under review there is no qualification reported by the auditors.

All transactions of asset, liability, capital, income, expense and taxes have been recorded completely in the accounting records and are reflected in the financial statements.

Significant assumptions used by us in making accounting estimates, including those surrounding measurement at fair value, are reasonable.

All events subsequent to the date of the financial statements and for which approved accounting standards as applicable in Pakistan require adjustment or disclosure have been adjusted or disclosed.

The financial statements disclose all matters of which we are aware and that are relevant to the company's ability to continue as a going concern, including all significant conditions and events, mitigating factors and the company's plans. The company also has the intent and ability to take actions necessary to continue as a going concern.

All cash and bank accounts of the company of which we are aware are included in the financial statements at June 30, 2020.

We confirm that the Company would operate separate bank account for any specific purpose (if applicable) as activities of the company progress in the future.

The selection and application of accounting policies are appropriate.

All books of accounts and supporting documentation of which we are aware that is relevant to the preparation of the financial statements and all information regarding identification of related parties

and financial and accounting records and related data have been made available to you. We are not aware of any accounts, transactions or material agreements not fairly described and properly recorded in the financial and accounting records underlying the financial statements. We have also provided additional information that you requested from us for the purpose of the audit and unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.

During the year under review disclosed to you the identity of the company's related parties and all the related party relationships and transactions of which we are aware.

Related party relationships and transactions including the related amounts receivable or payable have been appropriately accounted for and disclosed in accordance with the requirements of the approved accounting standards as applicable in Pakistan and the Act.

Related party transactions do not involve undisclosed side agreements.

We have disclosed to you all known actual or possible litigations and claims whose effects should be considered when preparing the financial statements and such matters have been appropriately accounted for and disclosed in accordance with the approved accounting standards as applicable in Pakistan and the Act.

All cash and bank accounts and all other properties and assets of the company of which we are aware are included in the financial statement at June 30, 2020. The company has satisfactory title to all assets of **Rs.6,272,647** as disclosed in the balance sheet.

We confirm completeness of accrued liability **Rs. 1,254,11** disclosed in the financial statements. There has been no other liability whatsoever payable to 3rd parties which remains not accounted for in the financial statements.

We confirm completeness of income Rs. **12,380,529**, including grant received **Rs. 8,655,500**, in accordance with the prescribed rules & regulations.

The total expenditure incurred during the year ended June 30, 2020 Rs. **6,994,899** was for the purpose of the company's business including program cost Rs. **4,697,495**; and there remains no more expenditure whatsoever due or payable to third party left unrecorded.

The overall MIED programs achieved 100% progress against its operations plan 2020.

Program/Projects Progress

Mountain Institute for Education & Development (MIED) Pakistan is a non-for-profit national NGO, registered with Securities and Exchange Commission of Pakistan (SECP) set up as a company under section 42 of the companies' ordinance 1984 (2017). Since its inception, MIED has been working in partnership with and financial support from various organizations based in Pakistan including Pakistan

Poverty Alleviation Funds (PPAF) on capacity building, institutional development, resource mobilization and empowerment of local communities in remote districts of Pakistan.

Vision, Mission & Values

The vision of MIED is “a positive and interdependent society where everyone is free to reach their full potential, and where respect for human rights is balanced with citizen’s knowledge of their responsibilities. Our intention is to play a part in creating a peaceful world by respecting pluralism and diversity”. The mission of MIED is to improve the quality of life of the marginalized communities and empower them to reach their full potential. MIED intends to inspire the local communities and govt. systems for their active role in rural advancement and development. School Improvement Programs, Social Mobilization, research, documentation and community empowerment is the centre of everything we do. MIED’s values include “Acceptance of diversity, inclusion, and pluralism are the central values of our organization. Our interventions are based around ideas of gender equity, equal opportunities for participation, and right based approaches”.

The Annual Report of Mountain Institute for Education and Development for the period **July 1, 2019 to June 30, 2020** is here to present with annual audited accounts and progress narratives about the projects we implemented successfully during the reporting period. It gives me immense pleasure and satisfaction when I look back at the past years in which the organization has made a visible progress and grown to a maturity level, making progress through a variety of challenges and hardships. We have been working in partnership with many organizations during these years and achieved optimum results that gave us learning and diversity. It enabled us to reach the unreached communities across Pakistan and bring a positive change in their lives. That’s why our core value lies in partnerships and networks. That makes us strengthen our strife to meet the challenges faced locally in particular and globally in general.

I would like to take this opportunity to thank all the partner organizations and networks that added value to our organization in the past and in the present. I would also like to thank the dedicated efforts and commitment done by the human resource of Mountain Institute for Education and Development across the board.

I wish team MIED and look forward to achieve further milestones and positive achievements in the years to come.

During the reporting period we have been implementing the following Two Projects:

Report of Project 1



PROJECT NAME:

Education Project to Support 08 Community Managed Schools in 5 UCs of District Ghizer Gilgit-Baltistan

PROJECT DURATION:

April 1, 2019 to March 30, 2021

SUMMARY:

The project is a continuation of the School Improvement Program (SIP) a joint venture between Pakistan Poverty Alleviation Fund and Mountain Institute for Education & Development, based on encouraging impacts initiated since 2010 in District Ghizer GB.

The planned activities conducted during the reporting period School Based Support in the form of class observation and support to teacher for further improvement, meeting with SMCs to bridge schools and communities for sustaining quality education and gain the support of community in school improvement. Provide technical support to focus in the specified clusters of Phander, Gupis and Sherqilla, provision of resources and monitoring of the construction of science lab.

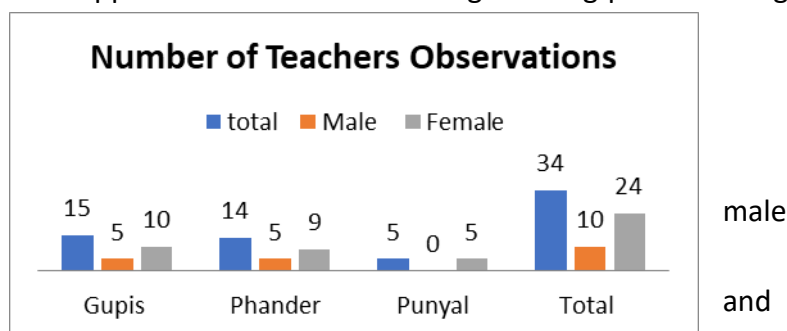
OBJECTIVE OF THE EDUCATION PROJECT:

Specific objective of the project is to improve quality of education through provision of services to the Community Managed Schools in District Ghizer. The project also aims at capacity building of the management and Governance of the project site schools for a sustainable education model be in place fostering quality education in the area. The following activities as per plan were completed during the reporting period:

Planned activities	Targets	Achievement
Purchase Van for students at MIED college Phander		
Classroom observations (On-the-job support to teachers at classroom level) for quality assurance	24 teacher to be observed in 12 field visits	17 of the 25 were observed in 7 field visits during our visits. 4 of the teachers were absent but we could not reach 3 teacher who have been transferred to remote area by the partner organization
School management committee (SMC) meetings at all clusters	2 meetings	1 meeting
Completion of science lab construction work at MIED college	-	70% work is completed and the remaining construction work is stopped due to weather condition
Case study/success stories of MIED project schools	3 stories	3 success stories
Receive completion certificate/report of furniture repair in project site schools	550 furniture items	Target is completed
To develop news letter and its publishing	1 news letter	1 new letter

School Support visits and on the job support to teachers

All the target schools were visited to provide support to teachers in teaching learning process along with technical support to the school head. A number of 34 classes were observed where 10 male and 24 female teachers were provided on the job support. Among them 15 teachers (5 and 10 female) were supported, In Gupis cluster while 14 teachers (5 male and 9 female) teachers were supported in Phander cluster. In Sherqila cluster five female teachers were supported. The most focused themes came under teachers support was; selection of ABL strategies, classroom management and setting,



lesson planning, enrichment of content through students' personal experiences and environment, organizing and reusing displays.

Findings from the classroom observation, including strengths, weaknesses were shared with the teachers and School Heads. Teachers were assigned tasks for improvement, which were also shared with school heads. The critical gaps e.g. lesson planning and use of ABL strategies were established next targets for the MIED academic staff. (See annex 2.1 and



2.2)

Fig. 1. Classroom support

School Management Committee Meetings:

Under MIED education support project the School Management Committees of the PPAF project site schools are influential to enhance quality education agenda in their locality schools. The School Management Committee's involvement in the endorsement of education reflects that community of the particular school prefers to educate their children.

Under the project of PPAF the SMC members and the MIED regional team jointly conducted a meeting on November 22, 2019 at the Community Managed Girls High School Gulapur. In total 12 SMC members (1M, 11F) and two MIED regional office staff has participated. The purpose of this meeting was to involve the community in school-related matters for the development and improvement. The

head master expressed his gratitude to MIED for providing them an opportunity to work in collaboration to support the school, grant fund for furniture repair and allocate computers. Due to the provision of funds many of the furniture items are revamped and are in use in the school. The SMC members highlighted some core issues of the school and requested the project team to contribute their support and cooperation to overcome the issues. Specifically, the committee requested for additional teachers with science background.

Project lead, MIED ensured the members and the head teacher that the team will try their best to support the community and to facilitate the children of the school whenever they get any addition support through a new project. Moreover, he appreciated the community for bringing up the female committee members and engages them with the school related matters. At last the SMC chairperson thanked all the members for their participation in the discussion to resolve the core issues highlighted. She further expressed her gratitude to the MIED regional team for the time to time visits and meetings. The meeting was concluded with vote of thanks followed by refreshment.

During the reporting period in Project -1 Ghizer, MIED project team also conducted training need assessment (TNA) of community managed school teachers of MIED, planned and conducted teacher training on content and pedagogy in the specified clusters of Phander, Gupis and Sherqilla, training need assessment of school management committees, cluster wise training of SMCs, frequent classroom observations of MIED teachers to assure quality teaching and learning in classrooms, provision of resources for furniture repair, construction of MIED science laboratory (under construction) and induction of qualified teachers at the project site schools.

Planned activities	Targets	Achievement
To conduct training need assessment (TNA) of community managed teachers at Phander, Gupis and Sherqilla cluster	Teacher meetings at three clusters	Conducted in the UCs of Phander, Gupis and Sherqilla
Teacher training on Pedagogy and Content Knowledge	To be conducted in 3 clusters	Conducted in Phander, Gupis and Sherqila
To conduct training need assessment (TNA) of School Management Committees at Phander, Gupis and Sherqila cluster	SMC meetings in three clusters (Gulapur and Sherqilla separately due to contextual matters)	Organized in Phander, Gupis, Gulapur and Sherqila

School management committee (SMC) members training at three clusters to assure their role and responsibilities	Train SMC members to assure their role and responsibility in school development	Carried out in Gupis, Phander, Gulapur and Sherqilla
Classroom Observations and on the job support to teachers to improve teaching and learning	To assure quality teaching of MIED teacher through observing teachers teaching	Teachers pedagogical skills are changing gradually
Provision of furniture repair through developing agreement for project schools and import on stamp paper for quality teaching, student teachers and project materials safety	More than 25 furniture items in each project school can be repaired	30,000 cash is given to project schools for furniture repair (desks, chairs, tables)

Activities conducted during the quarter (July-September 2019):

Training NEEDS Assessment (TNA) of Teachers:

The teachers of community managed schools (Community Managed Higher Secondary School MIED Phander, Community Managed Middle School Phander, Community Managed Girls School Dalumal, Pilot School Sherqilla and Community Managed High School Gulapur) of the project were visited in the first week of July 2019 to identify the TNA through classroom observations. The purpose of the visit was to find out the training need assessment to improve the teaching and learning and assure quality in these schools. A semi-structured tool was used to identify the needs by the project team which was developed through a mutual consensus.

Teacher Training on Pedagogy and Content:

For capacity building of teachers firstly coordination was made with RPM-MIED Ghizer then school teachers were selected for the training and its implementation. Secondly, the venue for these trainings in the three clusters finalized for effective delivery and then the process of planning for the workshop was continued in the MIED office Ghizer. Qualified experienced consultants were involved in the training from planning to training conduction



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for additional administrative/logistics support. In order to develop an understanding between training consultants about training agenda, objectives, learning outcomes, content/methodology, materials and responsibilities, a Training of Trainers (ToT) event was organized by MIED. The training was conducted in the month of July 2019 comprised of four days in each cluster, where a total of 61 teachers (M=13, F=48) participated. The summary of the participant teachers is listed in the following table.

(Training Venue)	Date		Teachers Nominated by MIED			Teachers Actual Participated		
	Form	To	Female	Male	Total	Female	Male	Total
Phander	07.07.2019	10.07.2019	13	9	22	12	8	20
Sherqila	12.07.2019	15.07.2019	23	0	23	21	0	21
Gupis Jandrote	17.07.2019	20.07.2019	16	5	20	15	5	20
Total	-	-	52	14	65	48	13	61

Objective of the training was to provide opportunities for the participants to explore, Multiple Intelligences and Bloom’s Taxonomy, concept of activity-based learning (ABL) and learner-centered types of activities, Facilitate participants to unpack curriculum elements (Learning outcomes, instruction and assessment) in teaching and learning, facilitate participants in making instructional design and students learning outcomes.

As per learning outcomes and assessment, provide opportunity to course participants, to design and demonstrate lesson plan, activities, low-cost no-cost materials and its assessment, to enable

participants, identify the relation between question types (high-order and low-order) and engage CPs in active participation using different activity-based learning (ABL) strategies.

A four days training schedule was developed for the teachers training where different techniques were used like: think-pair-share, guided discussions, demonstration/group presentation, numbered-heads technique, gallery walk, 3-2-1 reflection technique, guided reflection and exploration, learning stations, picture prompts, and word-chain.

Teachers' misconceptions were identified and addressed during the training sessions.

Training NEED Assessment (TNA) of School Management Committee:

School Management Committees (SMCs) are the vehicles whom the entire community has trust to lead and promote the education agenda. During the reporting period i.e.(July-September 2019) the project team carried out Training Need Assessment (TNA) of SMCs to conduct training for the school management committees of Community Managed Higher Secondary School MIED Phander, SMC of Community Managed Middle School Phander and Community Managed Girls School Dalumal, SMC Al-Jinnah Public School Gupis, SMC Community Managed Government Middle School Siliharang, SMC Government High School Jandrote, SMC Pilot School Sherqilla and Community Managed High School Gulapur in district Ghizer in light of their needs and to assure their role. The collected data was analyzed later to carry out the two days workshops for the SMC members.

Training of School Management Committees:

In light of the Training Need Assessment of SMCs of all the clusters a two days training started in August 20, 2019 to August 29, 2019 all tehsiles. For the effective implementation this training at the very beginning it was coordinated with the RPM and then SMC members of the project schools were selected. After the selection process content for the training was chosen and selected a suitable



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venue and the team started planning with coordination. The main objective for this training was to enhance the course participants (CPs)' understanding about what is SMC and what are their responsibilities as school management committee (SMC) members and facilitate the participants in to know their role as SMC members in increasing parental involvement for students' learning and reducing students' absenteeism. Moreover, it was to enable them to understand the contribution of SMC in reducing students' absenteeism.

A two days plan was developed in which different strategies like think pair share, brainstorming,

guided discussions, demonstration/group presentation, 3-2-1 reflection technique were used for the effective implementation of the training content. It was helpful for the participants to know their role as a SMC member. A total of 82 SMC members participated in the training out of which 35 male and 47 female members. At the end of the training each school SMC has developed its action plan separately.

SMC participation in different clusters is listed in the below table.

Cluster (Training venue)	Date		Members nominated for Training			Members Actually Participated		
	From	To	Female	Male	Total	Female	Male	Total
Phander	20.08.2019	21.08.2019	05	06	11	09	18	27
Gupis	24.08.2019	25.08.2019	05	06	11	19	10	29
Gulapur	26.08.2019	27.08.2019	14	01	15	13	01	14
Sherqilla	28.08.209	29.08.2019	06	06	12	06	06	12
Total:			30	19	49	47	35	82

CLASSROOM OBSERVATIONS:

Classroom observation is one of the suitable methods to know teachers' teaching style, pedagogy, content and competence in the desired field. It can be also helpful for the observer and the organization to identify the training need assessment areas and the type of feedback the teacher needs for improvement in his/her teaching method. Therefore, during the reporting period of 2nd quarter (July-September 2019) classrooms of the project teachers were observed teaching at different grade levels. In overall, 12 teachers (3M, 9F) were given support in the 2nd quarter in different clusters which is listed in the following table.

S. #	Name of School	Classrooms observed	Gender		Subject
			M	F	
1.	MIED College Phander	First Year	1		English
2.	Community Middle School Phander	ECD Class,		1	Daily routine
		Grade I, Grade II Grade IV (Twice)		3	Maths, Eng, Science

3.	Pilot Secondary School Sherqila	ECD Class		2	Daily routine
		Grade V		1	Science
4.	Community Middle School Dalumal	Grade V	1		Science
5.	Al-Jinnah Public School Gupis	Grade IV, Grade V	1	1	Science, Eng
6.	GCMS Jandrote	Grade VII		1	S. Studies

The purpose of these observations was to know about the teaching methods used by the teachers in classrooms and to familiar the teachers about different teaching pedagogies through a positive and constructive feedback. An unstructured method was used to identify the real scenario of the teachers' teaching methodologies. As, most of the teachers were novice and beginners without having any professional education therefore, an amorphous technique was followed. It is good to know that, most of the teachers are committed to the teaching profession and are good in content but there are areas of need improvement like pedagogy and misconceptions. Therefore, they were supported and guided to use activity based teaching and learning, pair and group work, use of low cost and no cost materials, creative home work to explore strengths and thinking abilities (inquiry) of the children and some effective assessment strategies. Moreover, they were supported to use a proper lesson plan and a detailed orientation about lesson planning and its steps was shared with them. It was found that, most of the teachers were using lecture method, reading strategy (in science classrooms), and copy-paste style and rote memorization. In the similar way English should be teach as a language rather than a subject. In ECD classes' teachers were trying their best to teach in a creative manner but multi-grade teaching, huge strength, crowd and noise are making hindrances for teachers in effective teaching. In common a conventional teaching methodology at primary and middle grades was used by the teachers.

Pictorial Presentation of the Activities in Project 1 in Ghizer

CPs' engagement in groups



Figure 1. Teacher participants in training on pedagogical content knowledge in d/f clusters

CPs presenting Lesson Plan with low-cost no-cost material



Figure 2. Teachers presenting their lesson plans with low cost no cost material

Project 2: Work Assignment Teachers Training Funded by UNESCO Islamabad



UNESCO's Girls' Right to Education Programme (GREP), Pakistan Teachers' Training on Activity-based Learning (ABL) and Multi-grade Teaching (MGT) in Islamabad Capital Territory (ICT)

Assignment Start Date: November 2019

Assignment Completed Date : March 2020

1. Executive Summary

Under the UNESCO-GREP project, MIED was awarded a service contract for eight months starting from August 2019 to extend professional development of teachers with on-the-job follow-up support in 113 pre-selected projects schools in the Tarnol, Nilore and Sihala education sectors in ICT (80 existing schools and 33 newly added schools), in close coordination with the Federal Directorate of Education (FDE), Islamabad.

The key objectives of the assignment are:

- To undertake cluster-based training on ABL and MGT in additional 33 schools (referred as Cohort-2 in this document) in Islamabad Capital Territory (ICT) on ABL and MGT techniques in girls/ boys government primary schools in the Tarnol, Nilore and Sihala education sectors in ICT (list attached as Annex-1)
- To provide on-the-job follow-up support/facilitation to a total of 113 (80+33) training participant teachers, from Cohort 1 and Cohort 2 (list attached as Annex 2)
- To provide cluster-based one-day leadership orientation for Principals/Head-Teachers, Area Education Officers (AEOs) and FDE officials on management and support for ABL-MGT implementation in target schools (list attached as Annex-3)
- To provide ABL and MGT teaching-learning kits to the 33 Cohort-2 schools.

In line with the above mentioned objectives, MIED implemented the activities successfully, as listed here:

1. Submitted inception report, implementation methodology, M&E plan and revised work plan (Deliverable 1)
2. Organized cluster-based teacher training(s) in 33 additional schools - revised training manual/materials and training report submitted to UNESCO (Deliverable 2.1)
3. Designed, procured and provided ABL & MGT kits to 33 target schools; (Deliverable 2.2)
4. Organized leadership orientation sessions on management and support for ABL-MGT implementation for all 113 Head Teachers' from target schools and FDE/AEO offices – session materials, plan and post orientation session report submitted (Deliverable 3.1)
5. Provided on-job support to teachers trained from Cohort-1 and Cohort-2 for effective implementation of ABL and MGT (three support visits in each school) – 124 teachers supported; reports and MoVs submitted (Deliverables 3.2 and 4)
6. Developed Work Assignment Completion Report (this report) – (Deliverable 5)

In collaboration with the FDE and UNESCO, MIED successfully completed all the deliverables and submitted all required reports, materials and M&E Means of Verification (MoVs) in time.

1. Introduction and Background of the Project

UNESCO Pakistan has been working for promotion of access and quality of girls' primary education in more marginalized areas of the country under its flagship programme, "Girls' Right to Education Programme (GREP) in Pakistan". Funded by the Government of Pakistan and other donors, the programme started in July 2015 and aims at strengthening the institutional capacity of national, provincial and area governments to increase enrolment, retention and quality of girls' education. The element of boys' primary education has been recently added in the programme's scope.

Majority of target schools under the programme are single or two teachers schools practicing Multi grade teaching (MGT) without prior training or skills of MGT techniques. Children often remain unattended with little or no engagement in any Activity based learning (ABL), which has adverse consequences on the learning outcomes. According to GREP's approach, working with teachers as critical players of the educational process is one of the ways to improve teaching and learning in classrooms. In this context, programme interventions are primarily focused on building capacity of teachers in ABL and MGT techniques for fostering self-learning of children, taking into account their heterogeneity and learning needs. The training will be comprised of child-centered, subject specific teaching methodologies, e.g., cooperative learning, inquiry based teaching, project based teaching, peer coaching and mentoring, working on procedural and computational skills, use of games, subjects and age specific manipulative, and students ongoing classroom assessment etc.

About the Project in ICT

In March 2019, UNESCO competitively selected Mountain Institute for Education & Development (MIED) for teachers' training on ABL and MGT Techniques in 80 pre-selected govt. schools of Islamabad Capital Territory (ICT) functioning under the jurisdiction of the Federal Directorate of Education (FDE). The initial service contract signed between UNESCO and MIED spanned over four months. During this period, MIED achieved the following pre-set targets in close coordination with the Federal Directorate of Education (FDE), Islamabad and Education team of UNESCO Islamabad.

- Conducted a comprehensive TNA/baseline survey produced the survey report that highlighted existing teaching practices relating ABL and MGT in classrooms
- Developed a comprehensive teachers' training manual on ABL and MGT based on the TNA/baseline findings
- Built the professional capacity of 80 teachers from three rural clusters of FDE in three cluster-based events; the focus of the events was effective use of ABL and MGT methodologies in primary classrooms.
- Designed and provided 80 ABL-MGT Learning Kits to facilitate teachers in applying the ABL and MGT concepts in classrooms.

MIED successfully implemented the programme activities and met the deliverables on time, ensuring high quality of the assignment in phase-1. During the course, MIED developed a cordial rapport with the FDE officials including the Director/Deputy Director Training, the respective Area Education officials and the participant teachers.

Extension – Phase 2 of the Project

MIED has been awarded a service contract for eight months starting from August 2019 to extend professional development of teachers with on-the-job follow-up support in 113 pre-selected projects schools in the Tarnol, Nilore and Sihala education sectors in ICT (80 existing schools and 33 newly added schools), in close coordination with FDE.

The key objectives of the assignment are:

- To undertake cluster-based training on ABL and MGT in additional 33 schools (referred as Cohort-2 in this document) in Islamabad Capital Territory (ICT) on ABL and MGT techniques in girls/ boys government primary schools in the Tarnol, Nilore and Sihala education sectors in ICT; and
- To provide on-the-job follow-up support/facilitation to a total of 113 (80+33) training participant teachers, from Cohort 1 and Cohort 2. (list attached as Annex 3)

Time Frame (Phase-2)

The work assignment is for a period of eight months starting from August 2019 and completing by March 2020.

Activities and Deliverables

In line with the above mentioned objective of the assignment, MIED is currently undertaking planned activities in total 113 selected projects schools in ICT (80 existing schools and 33 newly added schools) in close coordination with FDE.

The details of activities and status of deliverables are summarized as follows:

S. No.	Deliverables	Ref No.	Timeline	Status & Submission Date
1	Inception report, Implementation methodology, M&E plan and revised work plan submitted	D1	31 Aug 2019	Completed;
2	Cluster based teacher training(s) in 33 additional schools organized and report submitted - Provision of ABL & MGT kits to additional 33 schools	D2	20 Oct 2019	Completed; Report submitted to UNESCO
3	a) Head Teachers' orientation session material, plan and post orientation session report submitted - School leadership orientation for project schools Principals, Area Education Officers (AEOs) and FDE officials on management and support for ABL-MGT implementation	D3	20 November 2019	Completed Nov 13-15, 2019; Report and MoVs already submitted.
	b) Visit-1 to target schools and report submitted - submit report on the findings			Completed and report submitted.
4	a) Visit 2 (V.2): Undertake second visit to each target school to provide on-the-job facilitation to teachers	D4	15 March 2020	Completed; report and MoVs

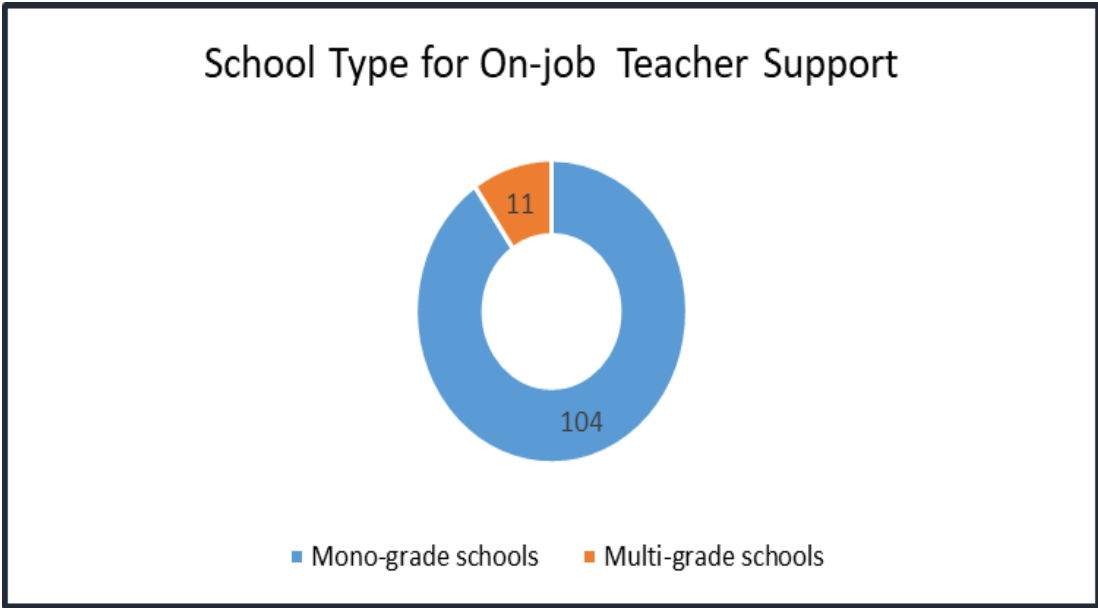
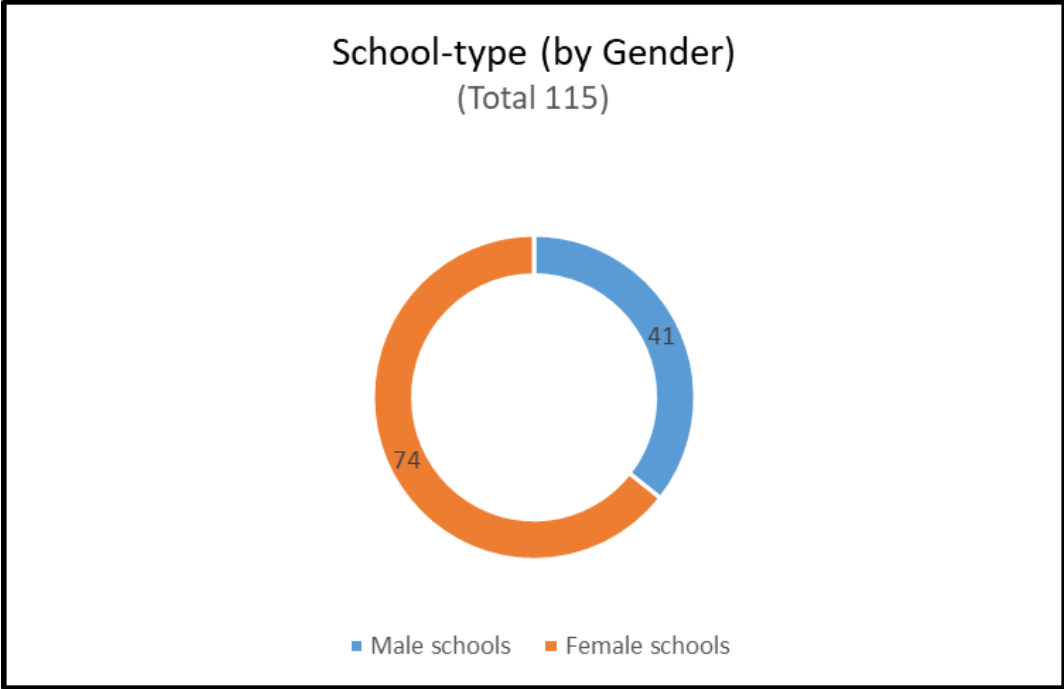
	<ul style="list-style-type: none"> - Deliverable: i) Develop training manual for on-job training based on the findings of visit-1 - Deliverable: ii) Organize school level teacher training/workshop (visit 2) and submit training reports <p>b) Visit 3 (V.3): Conduct visit 3 at each school to observe and support teachers to implement the knowledge learnt during cluster and school based training.</p> <ul style="list-style-type: none"> - Deliverable: Submit a report regarding technical hand holding of teachers at classroom level <p>c) Submission of M&E report as per details provided by UNESCO</p>			already submitted.
5	<p>Submission of M&E report as per following details provided by UNESCO</p> <p><u>Deliverable:</u></p> <ul style="list-style-type: none"> i) Quarterly updating of log frame: Updating progress on key indicators of log frame ii) Entry and periodic updating of all activities' progress in UNESCO's on-line M&E portal. iii) Individual level teacher training and follow up visits data needs to be generated in accordance with the UNESCO's definition available in the on-line portal. iv) Terminal Report: v) Submit the variance report prepared in-line with the approved financial proposal. 	D5	<p>Monthly/ Quarterly</p> <p>15 March 2020</p>	<p>In progress, as mandated</p> <p>(This) Terminal report completed</p>

2. Time Frame, Geographical Area and Beneficiaries

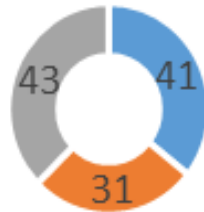
The work assignment is for eight months starting from August 2019 and completing by March 2020. The project activities were carried out in 113 educational institutions of the three rural sectors of ICT (Nilore, Sihala and Tarnaul) of the Islamabad Capital Territory, under the jurisdiction of the Federal Directorate of Islamabad. The project covered primary grades of target schools.

Segregated Data of the on-the-job Follow-up Support to Schools

Particulars	Sihala Sector	Tarnol Sector	Nilore Sector	Total
Number of Schools supported	41	31	43	115
Boys' Schools	17	11	13	41
Girls' Schools	24	20	30	74
Co-gender Schools	0	0	0	0
Number of Teachers supported	41	32	52	125
Male Teachers	17	11	14	42
Female Teachers	24	21	38	83
Number of Mono-grade Schools	38	28	38	104
Number of Multi-grade Schools	3	3	5	11

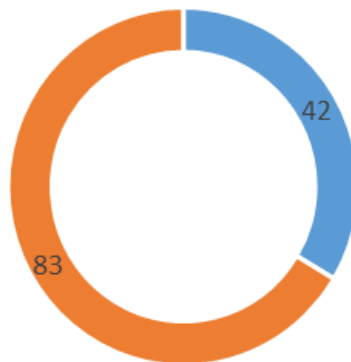


Number of schools supported Sector-wise (Total 115)



■ Sihala Sector ■ Tarnol Sector ■ Nilore Sector

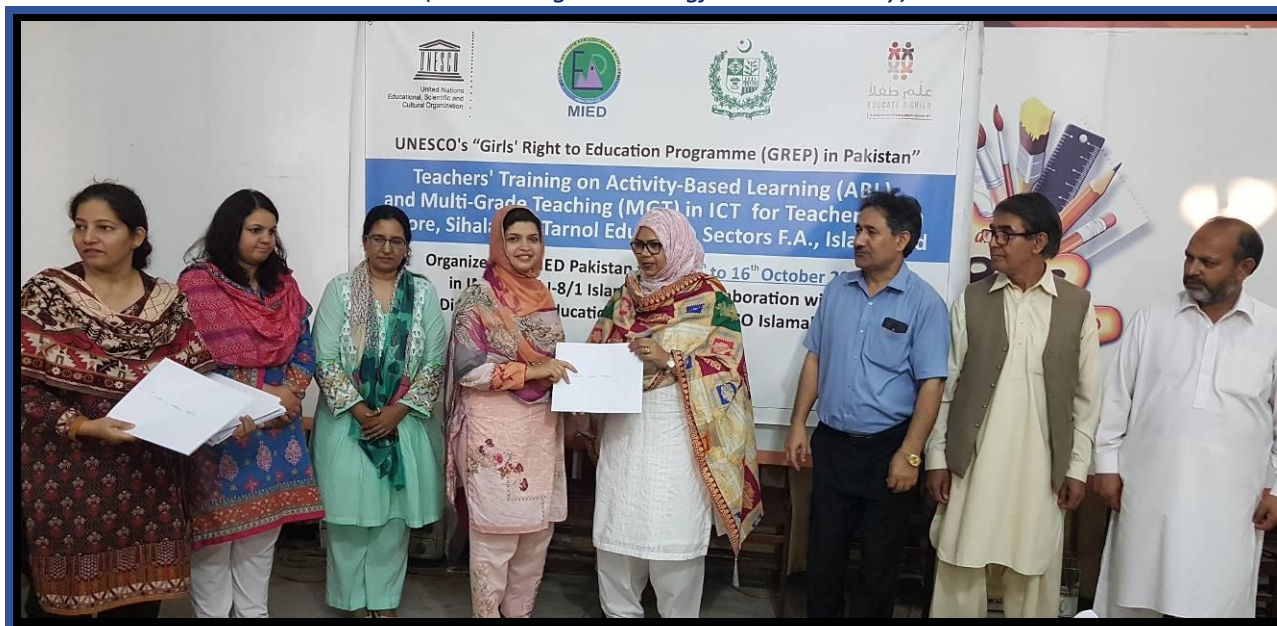
Number of Teachers Supported during Visit-3 (Total 114)



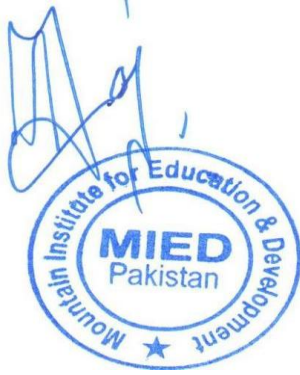
■ Male ■ Female



*Participants discussing and simulating a Scenario in primary schools during a 'Critical Analysis' activity. The scenario-analysis included real-life implementation of ABL and misconceptions.
(Conducting a meaningful Chain Activity)*



Director Academics (FDE), Ms. Saadia Adnan during the closing ceremony



Sincerely,

Abdul Jahan

Chief Executive /Founding Director MIED

Attachments

**AUDIT REPORT OF
MOUNTAIN INSTITUTE FOR EDUCATION & DEVELOPMENT (MIED)
1ST JULY 2019 TO 30TH JUNE 2020**

Audited by: H.A.M.D & Co. CHARTERED