
INITIATIVE FOR PEOPLE IN NEED (IPN)



ANNUAL REPORT 2013

IPN – An Agent for Social Change & Development in Pakistan.

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ACKNOWLEDGEMENTS

This report reflects the continuous struggle and untiring efforts of the volunteer writers, illustrators, composers and editors in the development of a one year curriculum in Indus Kohistani language for pre-primary school kids based on the model of Mother Tongue Based Multilingual Education (MTB-MLE).

On behalf of IPN and KCDP; a specialized wing to work for MTB-MLE, I am highly indebted to all those who have been part and parcel of producing the one year MTB-MLE Material for students over the past one year.

I am also taking this opportunity to cordially acknowledge the services provided by Forum for Language Initiative (FLI) in the capacity building of those who were involved in the curriculum development through several workshops where the participants actively involved in activity based learning and applied back at home the skills, techniques and methodologies they have learnt during these workshops.

I do also greatly appreciate the role played by the workshop facilitators in translating the ideal material into practical one. Their contribution in training on one hand and feedback on the developed material indeed deserves to be highly acknowledged and appreciated.

I am also highly indebted to Church world services for imparting the knowledge, skills and techniques through a workshop on strategic planning which has greatly helped us to bring positive and professional changes into the organization's setup, system, policies and procedures.

Last but not the least, I do solute the entire team of curriculum development in the mother tongue for those kids who are out of schools and who shall be provided with an environment to learn reading and writing in their own mother tongue having all the illustrations from their known environment.

Talib Jan Abasindhi
Chairman
IPN

Executive Summary

The year 2013 has been a busy year for the management and volunteers of the organization as they had have a gigantic task before them to firstly learn the skills, techniques and methodologies through various workshops facilitated and offered by FLI and then translate those into practical work with pretty good output.

Over the past one year, the team has devotedly worked and gone through many hardships and experiences. Several capacity building workshops were held for the team with focus on curriculum development.

In the development of material for MTB-MLE, special attention has been paid to four seasons, cultural calendar of the year in the area and collection of pictures and making of illustrations which are known to the kids and are from their immediate environment.

Likewise, utmost struggle has been carried out in designing the material in such a way that the kids shall easily pick and learn. The material has been divided into four terms of the year based on the cultural calendar.

Apart from the audio visual aids, the material produced consists of; alphabet book, premier, pre-writer book, pre-reader book, short stories, listening stories, learn and do math book 1, learn and do math book 2 and teachers' guide.

It is believed that these material shall produced better results once applied in the school for children education and this model shall replicated after two years in other areas of Indus Kohistan. During this pilot phase, it is believed that several issues shall crop up during the application of the material and during the monitoring of the school, which shall be documented properly and shall be incorporated into the program in the years to come.

Background of the organization

Initiative for people in Need (IPN) was established with a missionary zeal to reach to the unreachable and marginalized segments in the society. This missionary zeal of the founding fathers enabled them to bring people from various folks of life to a single platform from where welfare and development oriented work could be started. Hence, this past year has been of great deal of work for those associated with it voluntarily with meager resources on self help basis. This one year journey was associated with challenges, issues and fatigue but the team having missionary zeal, devotion and commitment dealt with all of them successfully. Keeping in view its thematic areas, the organization, however could not do much because of meager resources but what has been achieved in this one year is indeed commendable and encouraging.

Education and especially MTB-MLE has been the focus of the organization through its specialized wing called, "Kohistani Culture Development Program (KCDP)". It was indeed a challenging work to reach to an end with success but the devotion and untiring and continuous struggle of the team made it happen.

Over the past one year, the organization has been able to establish links and linkages with different local, national and international level organizations and institutions of the same vision and programs.

Efforts have also been undertaken during this period for creating awareness among the stakeholders regarding the importance of MTB-MLE. Advocacy and lobbying programs with government officials and representatives have also been carried out in favor of MTB-MLE to be started in minority languages of the country as basic right of the children.

In addition to this, the management of the organization have taken sound enough time in developing policies and procedures for the organization to build it up as a professional, efficient, effective, accountable and above all transparent in its soul and spirit.

YEARLY PROGRESS AT A GLANCE

The yearly progress of the organization is divided into the following sub-headings.

1. **Awareness raising, advocacy & lobbying-** IPN has been part and parcel of various awareness raising programs and events as according to its thematic areas. It has also been part of few



- lobbying programs with government representatives and officials regarding the cause. Thus, the organization was represented in local and national levels in marking up various international days like; literacy day, enrollment day and international mother tongue day etc.
2. **Team capacity building-** During the past one year, following capacity building workshops were held to carry the organizational activities in an efficient, effective and professional manner.
 - 2.1. **Child protection policy (Jan. 29-31, 2013):** This was a 3 days workshop organized by Forum For language initiative (FLI) Islamabad with major focus on the policies related to child protection in the school environment. It was held in Islamabad and a representative of the IPN did participate in it.
 - 2.2. **Curriculum & instruction material development (Feb. 9-12, 2013):** This was a four days workshop organized by FLI and held in Islamabad where 3 persons from IPN did participate to learn the basic techniques, skills and methodologies to be used in the development of curriculum material for MTB-MLE in IK.
 - 2.3. **Desktop publishing (Feb. 13-15, 2013):** This was a 3 days workshop organized by FLI in Islamabad for writers in publisher. This was the workshop where IPN had sent its 3 writers to be training and then come back with the skills to develop the curriculum in Indus Kohistani Language.
 - 2.4. **Flex workshop: (Feb. 15-18, 2013):** This was again a 3 days workshop from FLI for the lexicographers and Mr. Talib jan abasindhi; the founder of IPN had participated in it as he has developed a lexicon of 5200 words in Indus Kohistani language.

- 2.5. **Discovery program 01(Sept. 9-20, 2013):** FLI has started a one year discovery program where four different workshops each spreading over a period of two weeks and the whole program intends to be ended in a period of one year. This program intends to build up the capacity of local researchers in the areas of linguistics and anthropology. IPN had nominated two persons from its team to attend this workshop.
- 2.6. **Strategic planning and development (Nov. 12-14, 2013):** This was the workshop organized by Church world services in Lahore and it was all about the strategic planning and development of the organization. Mr. Talib Jan Abasindhi; the founder of IPN was selected to be part of this workshop. It was greatly helpful for the organization in terms of bringing desirable and important changes to the programs and policies to deliver in a better way.
- 2.7. **Discovery program 2 (Dec. 2-14, 2013):** FLI has started a one year discovery program where four different workshops each spreading over a period of two weeks and the whole program intends to be ended in a period of one year. This program intends to build up the capacity of local researchers in the areas of linguistics and anthropology. IPN had nominated two persons from its team to attend this workshop.
3. **Curriculum development-** This has been the major achievement of the organization through its specialized wing called, “Kohistani culture Development Program (KCDP)”. It was indeed a complicated and difficult job but team work, proper training, proper directions, devotion and above all greater zeal of volunteerism have made this difficult task not only easy rather made it happen. Thus, during this whole year exercise, following curriculum books were produced in Indus Kohistani language for pre-primary children to learn reading, writing and understanding basic mathematical concepts in their own mother tongue.
- 3.1. **Alphabet book:**
- This is a 58 pages long book developed in publisher. In this book all picture able words have been used. On each page, there is a letter taken, then a key picture able word has used started with that key letter. In the center, there is the picture of the key word. Two

additional words with pictures are used in the bottom left and right sides of the page where one word has the letter in word medial position and other on the left side has the letter in the word final position. This entire arrangement has been kept continuously till the end of the alphabet book. These 58 pages also includes the cover page, title page, information page, introduction of the book and finally the letters chart in Indus Kohistani.

3.2. IK primer book:

This is a 55 page book. In the first page after the cover, title, introduction and alphabet chart pages, two letters have been introduced and in the rest of the pages only one letter is introduced. A key word is formed from the letter and then it is disintegrated on one side and then rejoined on the other side. At the end of page, there are sentences having the key word in maximum. After each four pages, a revision page is included, where the learned and read lessons are revised.

3.3. Short stories:

There are 64 short; one page stories for the children. Each story has five pages. Each page has a sentence and a picture. There is a title page with the name and picture of the story. Each term has 16 stories and these stories are built upon the cultural calendar and thematic areas. Each story has two questions at the end of it, which then teacher then asks from the students.

3.4. Listening stories:

Likewise, for the entire year consisting of four terms, there are 64 listening stories, which the teacher has to read and the students have to listen. At the end of the story, there are few little questions which the teacher then asks the students.

3.5. Pre-reader book:

This is a book which is design with the help of some pictures, illustrations and shapes and with the help of which students learn reading.

3.6. Pre-writer book:

This book is designed with pictures, illustrations and shapes having dots and students learn writing with the help of it and teacher facilitates them.

3.7. Learn and do math book 1:

In this book the students are given opportunity to recognize different shapes and illustrations and they are also asked to do and learn. It is of some initial and basic level book which is followed by book 2.

3.8. Learn and do Math book 2:

This book is going to teach them after book 1 is taught as it is comparatively complicated.

3.9. Number book 1

This is the initial type of number book where students shall learn numbers by doing.

3.10. Number book 2

This is a bit more difficult level number book than book 1 where students are learning a bit difficult numbers.

3.11. Rhymes book:

This is the book where on different topics of the seasonal and cultural calendar, little rhymes are constructed for the students.

3.12. Teachers' guide:

It consists of four parts, where complete instructions regarding each lesson, each book and each day is given for the teachers and they shall be trained before they go for teaching.