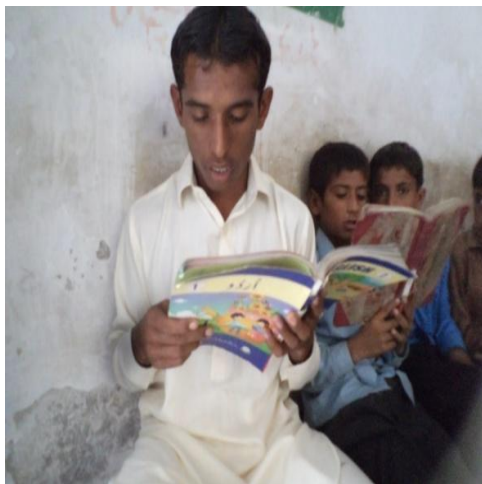


Irfan is back at school after his school was transformed into a Child Friendly School (CFS)

Education enables an individual's intellectual, social and personal development. Although educational institutions recognize their responsibility to cater to children's academic needs, they sometimes fail to sustain student motivation and interest. Schools located in rural areas seldom pay attention to the school environment and to whether or not their institution is a Child Friendly School (CFS).

District Rahim Yar Khan, located in South Punjab, contains over 3000 government schools yet has extremely poor enrollment figures and learning indicators. One of the residents of this district, Irfan, lives in a small village called "Chandia", located near "Zahir Peer". A few years ago, Irfan left school because his teachers did not pay attention towards students' learning needs. Irfan recalls that "just going to school in the morning and returning home in the afternoon without learning anything was a waste of time." Irfan's parents pleaded with him to return to school, but did not succeed. The traditional methods of rote learning and the harsh behavior of his teachers alienated Irfan from the school environment and forced him to wander the streets. Rather than dropping out, Irfan was pushed out of school.



In April 2011, Irfan's school, Government Boys Primary School Chandia, partnered with Idara-e-Taleem-o-Aagahi (ITA), under its Whole School Improvement Program (WSIP). Since that time, the focus has been on improving the quality of teaching and enhancing students' learning levels. In order to create more student interest in learning, the school was provided with multiple learning resources. These teaching learning materials (TLMs) included kits for Early Childhood Education (ECE), reading club, sports, and health & hygiene. The ECE class was also provided with two enthusiastic and well-trained Para Teachers. Government teachers received two weeks of training on lesson planning and on teaching in an interactive manner.

These efforts, along with the government's year-round training support through the district teacher educators (DTE) program, helped to transform the school into a learner-centered ~~Child Friendly School (CFS) school~~.

One of Irfan's friends told him about the new changes at school. Irfan decided to visit the school to see for himself. He decided to continue his studies and formally re-enrolled in school. Now, he regularly

attends class one. Although he is older than his classmates, he is very happy with the new friendly learning focused environment. Irfan promises to study hard and as many youngsters aspire wants to become a good doctor one day.

OUTCOMES:

- Transformed and learner centered child friendly environment at school
- School management and teachers began utilizing a child-focused and learning quality-centered approach
- Motivated students
- Increase in school enrollment

BENEFICIARIES:

- Irfan (the case study), re-enrolled in school to complete his studies
- Other out of school students who enrolled after hearing about the school's transformation from their friends
- School Teachers who had their capacity built and received teaching aids
- Satisfied parents and community members inspired by the interventions of ITA