

FAME Education Consultants (Pvt.) Limited

# Monitoring Report

Monitoring & Evaluation of Punjab Education and English Language Initiative (PEELI) impact on primary school teachers



**PEELI**  
Punjab Education and English Language Initiative

## Monitoring Report

(June 2017- March 2018)

## **Disclaimer**

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# PEELI Monitoring Report June 2017 – March 2018

## Volume-1



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*This document has been approved for submission by Team Lead for the  
Monitoring Evaluation of PEELI Project*





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## Abbreviations and acronyms

ABLE	Activity Based Learning in English
AEO	Assistant Education Officer
BC	British Council
CELTA	Certificate in Teaching English to Speakers of Other Languages
CEO	Chief Executive Officer
CPD	Continuous Professional Development
DDEO	Deputy District Education Officer
DEO	District Education Officer
DTE	District Teacher Educator
ELT	English Language Teaching
EMI	English Medium Instruction
ESIA	Equality Screening and Impact Assessment
FAME	Foundation for Advancement in Monitoring and Evaluation
FGD	Focus group discussion
GoPb	Government of Punjab
M&E	Monitoring and Evaluation
MOOCs	Massive Open Online Courses
MOU	Memorandum of Understanding
OECD	Organisation for Economic Cooperation and Development
PCTB	Punjab Curriculum and Textbook Board
PD	Professional Development
PEC	Punjab Examination Commission
PEELI	Punjab Education and English Language Initiative
PGEI	Pakistan Girls Education Initiative
PST	Primary School Teachers
QAED	Quaid-e-Azam Academy for Educational Development
SLO	Student Learning Outcome
SOP	Standard Operating Procedure
SPELT	Society of Pakistan English Language Teachers
TiSELT	Training in Secondary English Language Teaching
TOR	Terms of Reference

# Executive Summary

## Focus

This report assesses three aspects of PEELI:

1. Progress of the project against the key outputs to date
2. The competence of ETs delivering winter break training
3. The attitudes of PSTs receiving training during the winter break

## Data sources

The assessment is based on both primary and secondary data sources. The secondary sources are PEELI management and QAED data base for professional development activities. Primary sources comprised of:

- a) Observations of Expert Trainers' (ETs) training sessions,
- b) Focus Group Discussions (FGDs) with PSTs, and
- c) PSTs' feedback questionnaire obtained during the winter-break training.

## Findings

### 1. Key outputs to date

Output-wise performance of the project:

*Output 1: Professional development courses for Expert Trainers, Expert English Trainers, Primary School Teachers, Head Teachers*

- a. Selection of Expert Trainers and Expert English Trainers
  - ✓ 1001 ETs selected
  - ✓ 80 EETs selected
- b. Training delivered to ETs and EETs by TCs (project target of 40 days training for 900 ETs, project target of 20 days training for EETs)
  - ✓ 10 days training held for 1001 ETs (Master Trainers)
- c. Training delivered by ETs/EETs to Primary School Teachers (project lifetime target of 15 days for 250,000 teachers)
  - ✓ 3 days training delivered by ETs to PSTs for 67000 teachers
  - ✓ 5 days training delivered by ETs to PSTs for 30000 teachers

*Output 2: Standards and licensing for Teachers and Teacher Educators*

- a. Selection of 246 ETs to participate in internationally recognized additional training
  - ✓ 246 Aptis tests delivered
  - ✓ Professional Award training delivered for 8 ETs
  - ✓ Standards for teachers, standards for trainers and corresponding observation tools submitted to QAED

*Output 3: Training materials and resources for teachers*

- ✓ Course materials produced for the 10 days training of ETs
- ✓ Course materials produced for the 5 days training of ETs
- ✓ Course materials produced for the 12 days training of EETs
- ✓ Course materials produced for 3 day training delivered by ETs to 67,000 PSTs
- ✓ Course materials produced for 5 day training delivered by ETs to 30,000 PSTs
- ✓ Course materials produced for 3 day training delivered by ETs to 20,000 newly inducted PSTs

*Output 4: Institutional capacity building (materials development)*

- 10 days materials development workshop to be delivered 1-14 March

*Output 5: Monitoring and evaluation*

- ✓ Third party validation consultant contracted
- ✓ First M&E intervention completed 26-30 December, 2017.

*Output 6: Research, policy and insight*

- Panel discussion to be held on 15 March

We find that despite a slow start, progress is in line with year one targets.

## 2. Assessment of Expert Trainers (ETs) Competence in the delivery during the training

ETs trained under PEELI project, delivered training during the winter break (26-30

December, 2017). Assessment of their competence, based on their training delivery is given below:

- All the ETs have the foundation of teaching skills and knowledge on which to build her/his role as a teacher educator, which is second tier among the four levels of competences, as the observed overall mean score is 2.09 at the scale of 1 to 4.
- ETs knew the content well, they were delivering in the training sessions (mean score 2.16 out of 4), and had well planned and managed their training sessions in order to ensure PSTs' learning from the sessions (mean score 2.19 out of 4).
- Female ETs' performed better (as their mean score is higher) than their male counterparts on the five (out of six) performance indicators: i) understand how teachers learn, ii) plan and manage teacher learning, iii) support and mentor teachers, iv) monitor teacher performance, and v) take responsibility for his/her own professional learning.
- PSTs who attended female ETs' training sessions, were more positive towards the training (as their mean score is higher) in comparison to those who attended male ETs' training sessions.

## 3. Feedback on the quality of the delivered training

Across the Punjab, attendance rate in the training found excellent – 90 percent of the expected number of PSTs, i.e. 28,422, attended the training. Key results derived from the feedback of the training participants are as follows:

- The training was responsive to the needs of the PSTs, as majority (83 percent) of respondents were satisfied with the usefulness of the training and ETs' competence.
- The PSTs in focus groups shared their key learnings from the training sessions that include: a) Active learning strategies; b) impact of teacher motivation and use of proper communication on student learning; c) use of English language in classroom; and d) homework as alternate mean of student assessment.

## Conclusion and recommendations

In conclusion, considering the achievements of PEELI Project mentioned above, the project outputs so far, are rated as good.

The overall participation rate of the trainees was 90% of the expected ratio which is marvelous, inspite of holidays during the training period.

The competence of the trainers and quality of training delivered by them were also good in the opinion of 83% of the respondents.

Generally, the training was effective owing to: a) PSTs were motivated as they knew purpose, objectives, and outcome of the training; b) the content of training was

relevant to their work; c) ETs used active demonstration techniques, provided opportunities to trainees for practicing them, and had been collecting regular feedback during session; and d) PSTs perception concerning immediate outcomes included learning, skill development, and positive behavior change, and was positive.

The monitoring data drew attention to the fact that ET's overall performance according to the observations was at Foundation Level. ETs are better, in knowing their subject, managing teacher's learning and supporting them. However, they were observed to make an effort on understanding: a) 'how teachers as adults, learn' and, b) 'how to monitor their performance'.

There is need to revisit criteria of venue selection for the trainings, and developing protocols for printing and dissemination of the training material for trainees. At some training venues comfortability of training environment could have been further improved. Further, it was found at some places that the printing, binding and distribution of material required more attention.

As this is our first intervention, designed to establish a baseline against which to evaluate future training events, we will provide further recommendations after our next planned interventions.

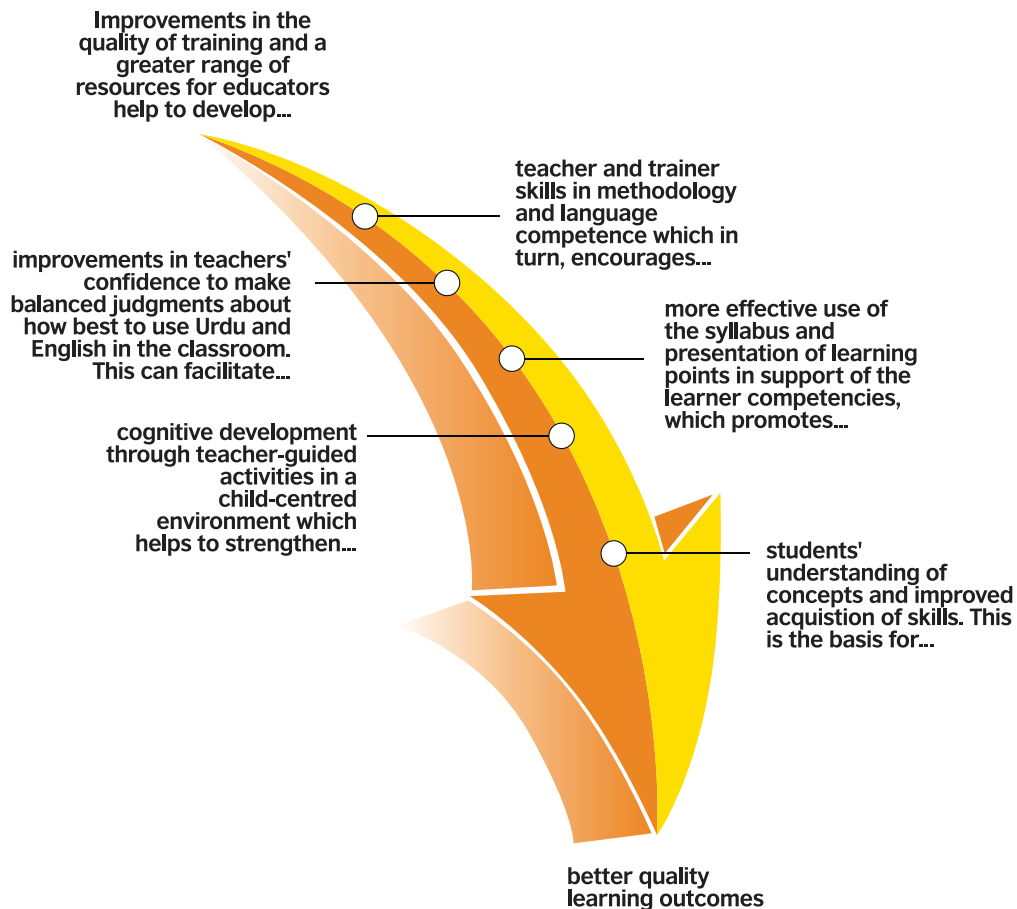
# 1. Introduction and Background

## 1.1 The Punjab Education and English Language Initiative (PEELI)

The education system in Pakistan faces the challenge of providing students with all the key competencies necessary to participate fully in a globalised society. As a contribution to developing these key competencies, the British Council (BC) and

the Quaid-e-Azam Academy for Educational Development (QAED)<sup>1</sup> have developed a professional development initiative for teachers, teacher trainers and head teachers – PEELI.

PEELI uses a holistic and experiential approach towards teacher education by providing professional development opportunities for these groups, such as formal training (face-to-face), materials



**Figure 1. PEELI Theory of Change**

<sup>1</sup> Earlier it was known as DSD- Directorate of Staff Development



development training, conferences and seminars, access to high quality digital and offline resources and other forms of Continuing Professional Development (CPD); **PEELI's ultimate aim** is to contribute to stronger student learning outcomes (SLOs).

**PEELI's Theory of Change** is illustrated in Figure 1.

**PEELI's main objective** on the path to achieving stronger SLOs, is improving the quality of primary school teaching. It seeks to do this by equipping teachers with the skills and knowledge they require to adopt a child-centred, activity-based approach and to make appropriate choices about the language of classroom instruction (Urdu/mother tongue and English). This helps to ensure that students' cognitive and linguistic abilities develop hand-in-hand, leading to improved learning outcomes - a pre-requisite for better life chances.

**PEELI** has six **key components**:

Output 1: Professional development courses for Expert Trainers, Expert English Trainers, Primary School Teachers, and Head Teachers

Output 2: Standards and licensing for Teachers and Teacher Educators

Output 3: Training materials and resources for teachers and trainers

Output 4: Institutional capacity building (materials development)

Output 5: Monitoring and evaluation

Output 6: Research, policy and insight

**By 2019 PEELI aims** to have helped an estimated 250,000 primary school teachers, teacher trainers and head

teachers to reach their potential and develop the knowledge and skills required to deliver world class teaching in Punjab.

## 1.2 FAME Education's Role

FAME Education, for a year assignment ending in December 2018, has the overall goal of independently assessing the impact and success against the Key Performance Indicators (KPIs) for each of the six components of PEELI.

FAME Education started its work in December 2017.

The **purpose of the monitoring** by FAME is therefore to:

- Provide evidence based information to assess progress against the pre-defined indicators.
- Support improvements in the delivery of the project in terms of performance, materials used in the multiple training interventions and overall arrangements for organising its training sessions etc.
- Develop a baseline for measuring the impact of PEELI's training on teaching behaviour at closure of the project.

With an educational intervention for a large-scale teacher professional development programme, such as PEELI, it is crucial that any adjustments should be made during the implementation phase on a regular basis, when and where they are required.

## 1.3 This Report

This report deals with FAME Education's first intervention and focuses on:

- Assessment of achievements of the project in each of its six key components



- Assessment of training delivery by Expert Trainers (ETs) from 26 to 30<sup>th</sup> December, 2017 throughout the Punjab in relation to trainer competence and attitudes of trainees

The monitoring data presented in the report are about: a) numerical achievements by the project in the six component areas; and

b) the training, delivered by 965 ETs to 28422 Primary School Teachers<sup>2</sup> (PSTs).

The purpose of this report is to provide recommendations, based on the data collected, that contribute to the ongoing implementation of PEELI and to provide a baseline for future **impact assessment**.



## 2. Monitoring Methodology

### 2.1 Data Sources

The report is based on both primary and secondary data sources. Primary sources comprised of: a) observations of Expert Trainers' (ETs) training session, b) Focus Group Discussions (FGDs) with PSTs (i.e. trainees), and c) trainees' feedback questionnaire. While the secondary sources are PEELI management and QAED data base for professional development activities.

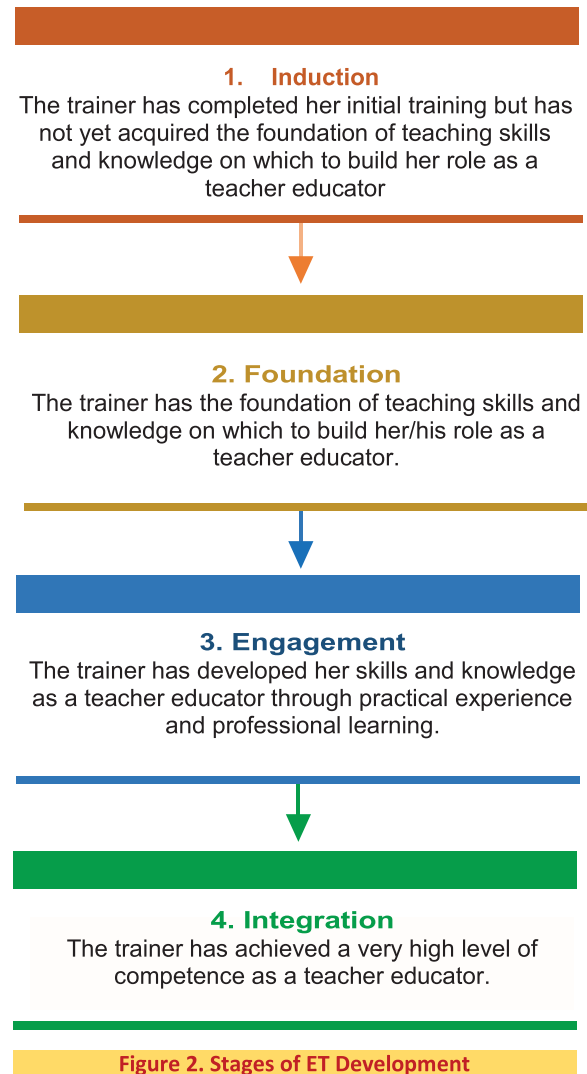
The data collection instruments, containing both quantitative and qualitative data sets, were developed/modified by the FAME Education and approved by the PEELI. The general objective, purpose and major characteristics of each of the instruments is recorded as follows:

#### 2.1.1 Expert Trainer (ET) Observation Schedule

The key objective of ET observation schedule was to gauge ETs' development on the four levels of development<sup>3</sup> (Induction, Foundation, Engagement and Integration) that have been presented in the Figure 2.

<sup>3</sup> British Council (NA) Continuing Professional Development (CPD) Framework for teachers. Retrieved on Dec 24, 2017, from [www.teachingenglish.org.uk/sites/teacheng/files](http://www.teachingenglish.org.uk/sites/teacheng/files)

<sup>2</sup> As per data provided by QAED on January 10, 2018



The ET observation schedule comprises of six key performance indicators – ET readiness levels – and 22 factors (see

/CPD%20framework%20for%20teachers\_WEB.PDF

Appendix 1). Each factor was to be observed by the monitors to decide which level of the development stages, ET has accomplished. To facilitate the monitors, rubrics for each of the four levels and six key performance indicators were developed (Appendix 2).

### 2.1.2 Primary School Teachers (PST) Feedback Form

The key objective of PST feedback questionnaire was to measure initial reaction of the training participants – PSTs, about: a) the usefulness of training; b) ETs quality; c) quality and availability of materials used during the training; and d) comfortability of facilities available to the trainees at the training centres.

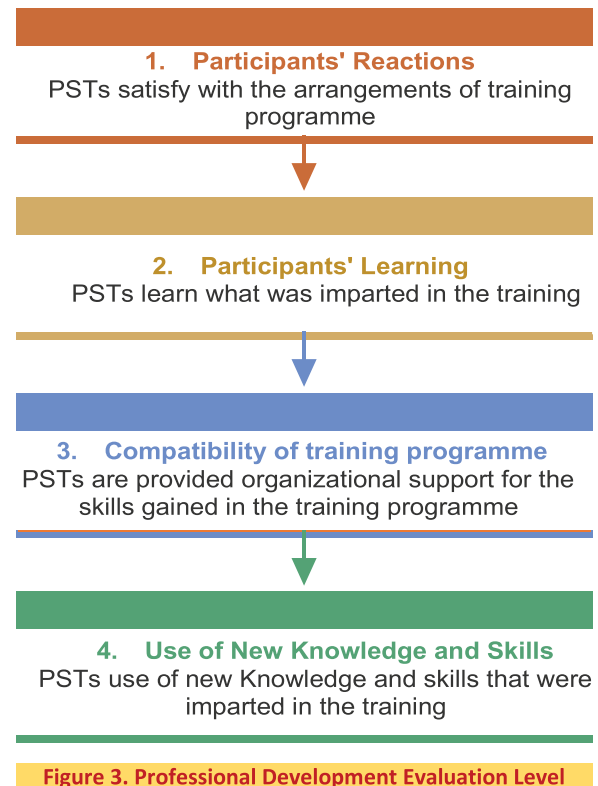
These four indicators measure, the first level<sup>4</sup> out of four levels<sup>5</sup> (please see Figure 3), effectiveness of the training.

Based on above-mentioned four indicators, the feedback questionnaire comprises of 14 factors was developed (see Appendix 3) that sought agreement from the trainees about each of the factors on a five-point rating scale.



<sup>4</sup> At this point in time, only first level of the Guskey Model, can be measured

<sup>5</sup> The levels presented in the Figure has been adopted from Guskey, T. R. (2002). Professional Development and Teacher



**Figure 3. Professional Development Evaluation Level**

### 2.1.3 FGD with trainees (PST)

The FGD guide has five key questions for the trainees about the training, they have undergone. The questions were to probe about the key learnings from the training, trainers' quality, weakness(es) in the training (if any) and recommendations for course correction.

## 2.2 Piloting of instruments

All the three instruments were piloted in Lahore at QAED Kot Lakhpat, Lahore. In the light of piloting, ET observation rubrics were further refined to increase objectivity in

Change. *Teacher and Teaching: theory and practice*, 8(3/4), 381-391

recording of the data by the monitors. The piloting also provided opportunity to the monitors to have hands-on experience of collecting data on the developed instruments under the guidance of the team lead.

## 2.3 Sampling design

Sampling unit for the monitoring was **ET observation**. Stratified random sampling design was used for selecting ETs for monitoring. Following were the strata: a) regions of Punjab (Northern, Central and Southern), b) locale and gender, and c) training centre venue (QAED, large schools situated at district and tehsil headquarters, or in suburbs).

Out of the total 36 districts in Punjab, **25 districts** were included in the sample, and **all the three regions** were covered in the monitoring process.

It was planned to observe 10 percent of the (total 965) ETs, which is 97, however, **103 ETs** (44 female and 59 male) were monitored in actual. Each selected ET was observed for **100 to 180 minutes**. Distribution of ETs by gender, region, and

districts, who were monitored is given in Appendix 4.

**All trainees** who attended the training sessions of the selected ETs were including in the sample for collecting the **trainees' feedback** about the training sessions. Distribution of trainees by region and district who provided the feedback is also given in Appendix 5. A total **2855 trainees**<sup>6</sup> (which is more than 10 percent of the total 28422 participants of the training) provided their feedback.

Total **38 FGDs** were conducted. In each FGD, on an average **seven trainees** participated. A total of 268 trainees participated in focus groups.

## 2.4 Data collection process

Eighteen persons were finally selected for monitoring, on the basis of their participation in training and performance in the piloting. All of them have at least masters' degree, with majority of them have either masters in English and/or in Education, their experience varied from two to ten years in teaching/data collection.



<sup>6</sup> Gender of trainees has not been identified during the data collection, as the personal

information asked in the questionnaire, was optional.



## 3. Analysis and results

### A- PEELI accomplishments to date

The following results are based on secondary data provided by the PEELI and QAED.

#### 3.1 Key outputs to date

PEELI has planned for six key outputs. The overall, output-wise performance of the project, to date, is given below:

##### Output 1: Professional development courses for Expert Trainers, Expert English Trainers, Primary School Teachers, Head Teachers

The effective transfer of training depends a lot on the trainer, as it is the trainer only who can remove the mental block of trainees, motivate them to learn, delete the negative perception of them regarding the training. For professional development of trainers, PEELI has achieved the following:

- a. Selection of Expert Trainers and Expert English Trainers
  - ✓ 1001 ETs selected
  - ✓ 80 EETs selected
- b. Training delivered to ETs and EETs by TCs (project target of 40 days training for 900 ETs, project target of 20 days training for EETs)
  - ✓ 10 days training held for 1001 ETs (Master Trainers)
- c. Training delivered by ETs/EETs to Primary School Teachers (project lifetime target of 15 days for 250,000 teachers)
  - ✓ 3 days training delivered by ETs to PSTs for 67000 teachers

- ✓ 5 days training delivered by ETs to PSTs for 30000 teachers

##### Output 2: Standards and licensing for Teachers and Teacher Educators

There is a challenge to promote high quality teaching in every primary school classroom in Punjab, to ensure that every teacher is doing what the best teachers already do, and to raise the status of teaching as an advanced, knowledge-based profession. In this regard, PEELI is working with ETs, and developing standards for teachers and trainers, under its Output 2. In this regards, following are PEELI's achievements:

- a. Selection of 246 ETs to participate in internationally recognized additional training
  - ✓ 246 Aptis tests delivered
  - ✓ Professional Award training delivered for 8 ETs
  - ✓ Standards for teachers, standards for trainers and corresponding observation tools submitted to QAED

##### Output 3: Training materials and resources for teachers

Training materials are developed for effective training delivery, epically for large scale training programmes, like PEELI, for contributing in maintaining standards of the training across the districts. Similarly, teaching resources become necessary for ensuring the standardisation of classroom delivery for large scale school system, like government schools in Punjab. So far, PEELI has achieved the following in this regard:

- ✓ Course materials produced for the 10 days training of ETs
- ✓ Course materials produced for the 5 days training of ETs
- ✓ Course materials produced for the 12 days training of EETs
- ✓ Course materials produced for 3 day training delivered by ETs to 67,000 PSTs
- ✓ Course materials produced for 5 day training delivered by ETs to 30,000 PSTs
- ✓ Course materials produced for 3 day training delivered by ETs to 20,000 newly inducted PSTs

#### **Output 4: Institutional capacity building (materials development)**

For ensuring sustainability of its inputs, PEELI planned to develop capacity of the QAED and its allied intuitions. In this regard, PEELI has accomplished the following:

- 10 days materials development workshop to be delivered 1-14 March

#### **Output 5: Monitoring and evaluation**

In order to determine the extent to which the PEELI is on track and to make any needed corrections accordingly through impartial informed decisions regarding operations management and service delivery, PEELI has made an arrangement with a third party – FAME Education. The organization is also evaluating the extent to which the project is achieving the desired impact. Following is the PELLl's progress in this regard:

- ✓ Third party validation consultant contracted.
- ✓ First M&E intervention completed 26-30 December, 2017.

#### **Output 6: Research, policy and insight**

Research, policy and insight combine research depth with applied, real-world experience. PEELI planned to bring ground-level realities including subject matter knowledge and substance to its training and technical assistance. The achievement of PEELI concerning to this output is as under:

- Panel discussion to be held on 15 March

FAME Education finds that despite a slow start, PEELI's progress is in line with year one targets.

### **B- Effectiveness of PEELI training**

The following analysis is based on the primary data gathered from the training organised during winter break 2017, for PSTs, and from PEELI implementing partners –PEELI project and QAED.



### 3.2 Training centres profile

Various types of institutions were used as venue for organizing the training that include: District QAEDs <sup>7</sup>, Higher Secondary schools, High schools including Comprehensive schools and Model High schools, and Elementary (middle) schools. The variation in selection of the venues was owing to minimize travel time of the trainees to reach at the training centre. Depending upon the nature of the original mandate<sup>8</sup> of selected venues variation in terms of facilities is quite obvious. Nevertheless, administration of each of these venues had made their level best efforts to provide facilities to the trainees that were prerequisite for the training. Number of ETs observed by type of the venue during the monitoring process, is given in Table 1.

Type of centre	No. of ETs observed	%
QAED (GCETs)	12	11.7
Higher Secondary School	23	22.3
High School	66	64.1
Elementary School	2	1.9
	103	

**Table 1 Distribution of ETs by training venue**

### 3.3 ETs Competence

The overall performance of ETs in the form of Mean Score (MS) is given in Figure 3, on the six key performance indicators, against three levels: a) foundation, b) engagement, and c) integration. The score assigned to these levels is 1, 2, 3 and 4 respectively. Below is the interpretation of MS score to show trainers achievement level in terms of the level of development:

- MS between 1.0 and 1.4  
Induction level

- MS between 1.5 and 2.4  
Foundation level,
- MS between 2.5 and 3.4  
Engagement level
- MS between 3.5 and 4.0  
Integration level

All the ETs have achieved the 'Foundation level' i.e. "The trainer has the foundation of teaching skills and knowledge on which to build he/his role as a teacher educator", on all the six performance indicators, as Figure 4 depicts that the mean value for every performance indicator is between 1.5 and 2.3. Except, performance indicator A (i.e. *How well does the trainer know her/his subject?*), **Female ETs' performed better** than their male counter parts on all the performance indicators.

The figure also discloses that the ETs accomplishments on the following performance indicators were relatively higher: A, C (i.e. *How well does the trainer plan and manage teacher learning?*) and D (i.e. *How well does the trainer support and mentor teachers?*). This implies that **ETs know well the content** they were delivering in the training sessions. ETs had **better planned and managed** their training sessions in order to ensure participants' learning from the sessions. They facilitated them to **support the learning** from the sessions and also expressed their expertise to **mentor the trainees**.

<sup>7</sup> Earlier known as GCET Government College for Elementary Teachers

<sup>8</sup> Teaching to different levels (Grade 1-8, Grade 6-10, Grade 1-10, Grade 1-12, Grade 6-12 or Grade 9-12) or training

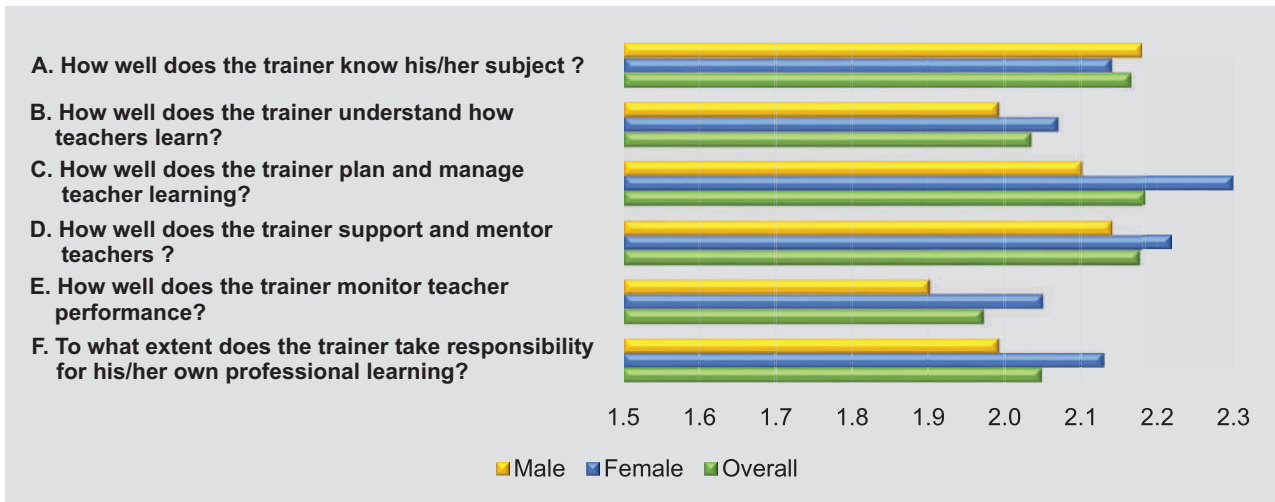


Figure 4. ETs performance by gender

Relationship between different types of training venues used for organizing training, and ETs' performance over there is given in Figure 5. It is clear from the figure that overall performance of ETs, who delivered training in centres established at **Elementary School, was better** in comparison to other ETs, who delivered the

training at other venues. This phenomenon needs further explorations, to identify factors contributed in the better performance of ETs at these centres. As, it is generally observed that facilities available in elementary schools for such trainings are insufficient in comparison to all other venues used for the training.

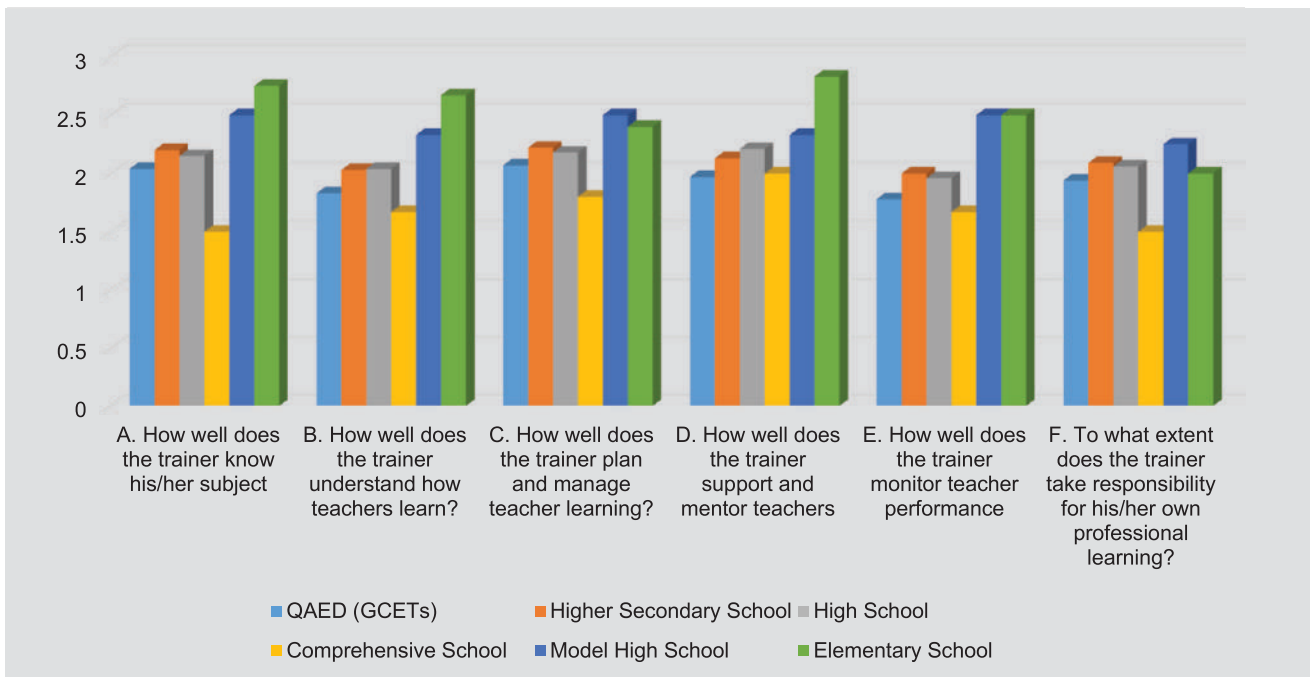


Figure 5. ETs performance by type of venue



Factors and indicators	N	Mean	SD
<b>How well does the trainer know his/her subject</b>			
1. Accuracy of and clarity in information presented	101	2.44	.654
2. Relevance of supporting examples with the presented information	101	2.18	.727
3. Use of research for drawing supporting examples	101	1.80	.762
4. Correct use of terminology	100	2.24	.698
<b>How well does the trainer understand how teachers learn?</b>			
5. Wideness in range of appropriate pedagogical strategies used to meet the needs of individual teachers and the group as a whole	100	2.20	.667
6. Use research-based strategies for adult learning	101	1.72	.709
7. Wideness range and appropriate strategies used to motivate the learners	100	2.18	.687
<b>How well does the trainer plan and manage teacher learning?</b>			
8. Clarity in stating appropriate learning outcomes	101	2.23	.676
9. Quality of plan to guide the session	101	2.19	.703
10. Effectiveness of learning environment in relation to learners, resources, space and time.	100	2.14	.766
11. Regularity in employing appropriate supplementary materials	100	2.16	.662
12. Effectiveness of assessment used for achievement of the learning outcomes	100	2.20	.667
<b>How well does the trainer support and mentor teachers</b>			
13. Appropriateness of provided advice that extends the learning to the teachers' own teaching environment	100	2.15	.642
14. Provision of opportunities to teachers to reflect on the application of new knowledge and skills	100	2.10	.595
15. Activeness in encouraging teachers to take responsibility for their professional learning	100	2.28	.683
<b>How well does the trainer monitor teacher performance</b>			
16. Wideness in range of using appropriate pedagogical strategies to monitor teacher performance	99	2.10	.647
17. Level of coherence and appropriateness of frame of reference for evaluating teacher performance	100	1.89	.680
18. Consistency in recording evaluation for provision of feedback to teachers	100	1.92	.761
<b>To what extent does the trainer take responsibility for his/her own professional learning?</b>			
19. Activeness in seeking generic feedback from teachers	100	2.19	.662
20. Reflective practices by the trainer on the quality of his/her intervention, with reference to specific aspects of the intervention	100	2.04	.665
21. Consistency in recording feedback and self-reflection to inform future interventions	100	1.91	.726
22. Tracking his/her professional learning in line with specified development goals	100	2.05	.702

**Table 2 Performance of ETs by indicator**

Further analysis of the data, given in Table 2, informs that ETs' performance was relatively higher on the following factors: 1 (*i.e. Accuracy of and clarity in information presented*), 4 (*i.e. Correct use of terminology*), 8 (*i.e. Clarity in stating appropriate learning outcomes*), and 15 (*i.e. Activeness in encouraging teachers to take responsibility for their professional learning*). The table also informs that majority of ETs was at 'foundation level' with respect to

factors: 3 (*i.e. Use of research for drawing supporting examples*) and 6 (*i.e. Use research-based strategies for adult learning*) as they were not able to draw examples from the current research in the field nor they were deploying strategies appropriately in adult literacy.

The general observation about the ETs performance was also recorded by the monitors. The monitors' observation about

the trainer's behaviour through delivery of training informs that majority of the trainers were **active and motivated**. Overall training delivery could be considered as 'good'. Some of the trainers were **using innovative ideas** and also using appropriate vocabulary. Creativity in few training sessions was also observed by the monitors.

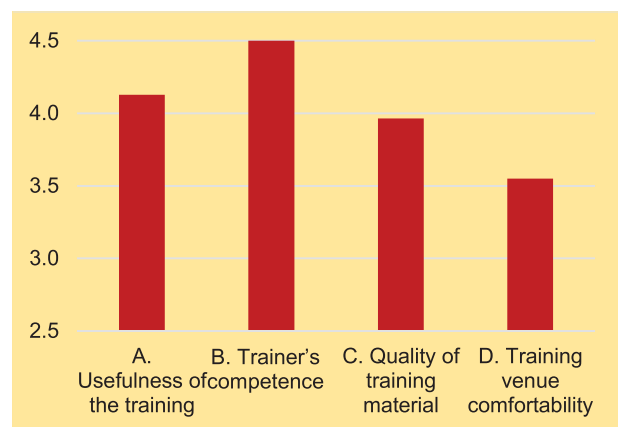
### 3.4 Feedback from Primary School Teachers (PSTs)

According to QAED data base, 28,422 PSTs attended the training in comparison to the expected number of participants i.e. 31,627. In this way the **overall participation rate was very high i.e. 90%**. The expected number of trainees vis-à-vis the actual number of participants in the training along with participation rate, by district is given in Appendix 6.

The opinion of participants on the five-point rating scale about the four key indicators is presented in the form of Mean Score (MS) in Figure 6. Following is the interpretation of MS score to show level of agreement with the stated facts for each indicator:

- MS between 0.5 and 1.4 shows **Strongly disagree**,
- MS between 1.5 and 2.4, shows **disagree**
- MS between 2.5 and 3.5 , shows **Neither agree nor disagree**
- MS between 3.5 and 4.4 shows **Agree**,
- MS between 4.5 and 5.0 shows **Strongly agree**,

Figure 5 discloses that almost all the training participants considered the **ETs were competent enough to deliver training effectively and efficiently**, as the



**Figure 6. ETs overall performance**

MS is 4.5 on this indicator. However, the participants tended to just agree about the physical comfortability at the training venues as the MS for this indicator is 3.6 only

The data presented in Table 3, argue that initial reaction of the trainees who attended female ETs' training session was more positive towards the training in comparison to those who attended male ETs' training session. Furthermore, the trainees considered the female ETs more competent than the male ETs.

	Trainer's Gender			
	Male		Female	
	No.	MS	No.	MS
<b>Usefulness of the training</b> (No. of statements= 6)	1594	4.11	1223	4.15
<b>Trainer's competence</b> (No. of statements= 3)	1594	4.49	1223	4.55
<b>Quality of training material</b> (No. of statements= 2)	1594	3.91	1223	4.03
<b>Training Venue comfortability</b> (No. of statements= 2)	1594	3.53	1223	3.58

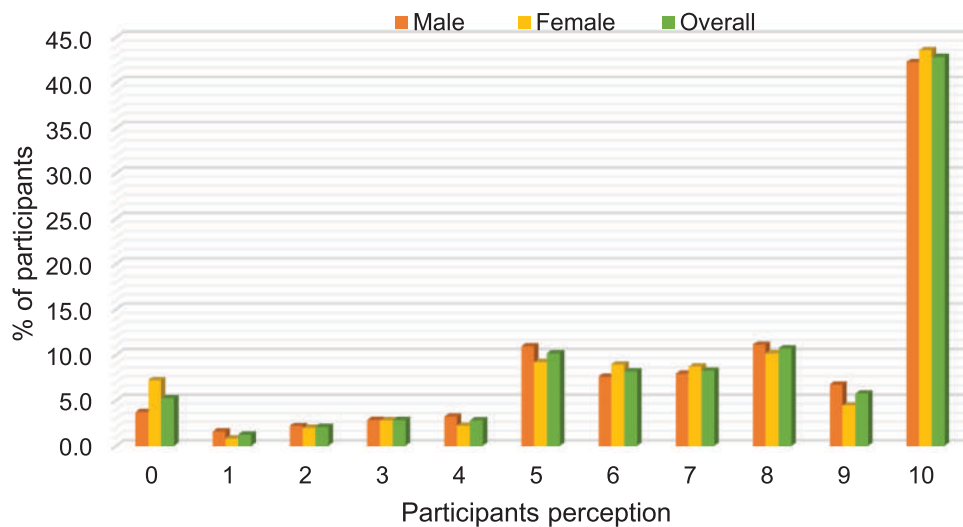
**Table 3 Performance of ETs by effectiveness indicator**

Indicators/factors	Number	Mean	SD
<b>Usefulness of the training</b>			
1. The training met my expectations	2832	4.01	.858
2. Overall, the training was a high quality event	2819	4.00	.870
3. I have learnt new knowledge and skills from this training	2835	4.32	.747
4. The training will help me to teach better	2821	4.32	.718
5. Now I feel more confident about using English when I teach	2815	4.20	.741
6. I would like to attend a similar training event in the future	2778	3.92	1.044
<b>Trainer's competence</b>			
7. The trainer has knowledge of the subject matter	2834	4.50	.662
8. The trainer has ability to explain and illustrate concepts	2821	4.52	.680
9. The trainer answered questions completely	2787	4.52	.648
<b>Quality of training material</b>			
10. The training material is appropriate to my level of understanding	2823	3.93	.939
11. I can use the provided material in my teaching easily	2811	4.00	.886
<b>Training venue comfortability</b>			
12. The seating arrangement supported learning activities	2821	3.82	1.064
13. Heating or cooling condition was according to weather condition	2803	3.28	1.275

**Table 4 PSTs Feedback by effectiveness factors**

Factor-wise analysis of data on initial reaction of the trainees about effectiveness of the training is given in Table 4. The table informs that the participants are in agreement with all the stated factors (as the MS is greater than 3.5 for each factor) except the factor 'Heating or cooling conditions were according to weather

conditions at the training centre', as the mean score for this factor less than 3.5, i.e. 3.28. A more detailed analysis of the trainees' feedback is given in Appendix 7.



**Figure 7. Trainees' perception about BC by gender**

### 3.4.1. Recommendation of BC as friend or colleague

For seeking the trainees' opinion about BC efforts, a question: 'how likely are you to recommend the British Council to a friend or colleague' was asked on 10-point rating scale. The training participants opinion was 'likely to recommend' BC to friend or colleague, as the MS is 7.5 (out of 10). The number respondents by each rating is given in Appendix 8. For further exploration, whether female ETs or male ETs created positive impact of BC, Figure 7 discloses that **female ETs impacted more positively** on the training participants **by delivering more effective training** in comparison to their male ETs; although majority (42.2 percent) of the trainees attended training sessions of male ETs, considered BC 'very likely to **recommend the British Council to a friend or colleague**. In this way efforts of both the female and male ETs lead to create better image of BC's efforts to

contribute in professional development of teachers in Punjab through PEELI.

The general comments of the PSTs about the training were analysed and themes were identified. The identified themes have also been tabulated after coding, and have been presented in Table 6. The table informs that a large portion (24 percent) of the participants were of the view that trainings should not be organized in holidays. Another significant proportion (7.9 percent) liked the training very much and hence suggested that **similar kind of events should be organized after every three months**.

### 3.5 Data from FGDs with PSTs

This part of the report summarizes focus group discussion findings conducted as a part of the monitoring data. Focus groups were held at the end of the day of visit to the training centre so that monitors could have

Comments	No. of PST who wrote the comment	%
1. Training should not be organized in holidays	702	24.6
2. Conduct similar events after three months	225	7.9
3. TA/DA must be paid	219	7.7
4. Other facilities, like good seating arrangement, light, heater etc. should be provided	189	6.6
5. The training is satisfactory	155	5.4
6. Both teachers and head teachers should be participants in such trainings	153	5.4
7. Timing should be improved	125	4.4
8. We want to improve our English knowledge	87	3.0
9. Stationery should be provided	55	1.9
10. Multimedia should be used	54	1.9
11. Refreshment should be improved	52	1.8
12. These trainings should be arranged in every month	36	1.3
13. Training should be organized in summer vacations instead of winter vacations	35	1.2
14. Training should be according to primary level	28	1.0
15. The training is irrelevant	25	.9
16. Training is better for PST level	24	.8
17. Medium of instruction should be Urdu	20	.7
18. Male and Female should be separately treated	15	.5
19. There should be break for prayer	12	.4
20. Friday should be half day	6	.2

**Table 5 PSTs general comments about the training**

more intensive information for conducting the discussion about quality of training and trainers. Each focus group represented trainees of all the groups of PSTs attending training session of different ETs working at the venue. Using an open-ended interview protocol to guide discussion, a team of two monitors facilitated the focus groups.

Analysis of the data reveal following three key findings:

### 3.4.1. Key learning's from the training sessions

Across many focus groups, participants reported satisfaction with training conducted under PEELI. It was expressed in majority of focus groups that the training session acted as a trigger for the PSTs for initiating the usage of English language in their classrooms.

#### Active learning strategies

According to the PSTs, ETs introduced them with various strategies through using innovative methods of teaching during the training sessions. For many of the respondents who reported satisfaction with the training, the most liked segment of the training was 'activity sessions' whereby all of the participants were encouraged to participate.

For a majority of respondents, learning through games was another very interesting segment of the training. They were praising the 'fun leading learning' of 'parts- of- speech of English language. As one of the participant said, "We learned interesting ways to make groups and pairs of students to improve learning activities in classrooms".

According to a considerable focus group participants, the training has enabled PSTs to know about different strategies of lesson

planning and the role of active teachers in students' effective learning. Trainees learned different pedagogical skills of effective teaching.

The training was planned on activity-based learning. This training provided ideas on innovative ways of learning about new things; as another participant said; "The training gives me skills about how to make classroom a friendly environment of learning".

Participants were convinced that teachers should design their lesson plans based on learning activities as it has long lasting impact on students' cognitive development.

It was shared in number of the focus group discussions that ETs were not only focusing on the individuals but also concentrating on the overall group performance of the trainees. A significant number of participants expressed that this behaviour of ETs helped them to learn about notion of 'team building' and 'cooperative learning'.

#### Teacher motivation

In many of the focus groups, the participants reported that they had realized how important is for a teacher to be a highly motivated person, her/his motivation level would be a determinant for motivating students to generate their interest in lesson.

#### Teacher communication

Use of appropriate language was also highlighted in participant's key learning. According to a significant number of participants of the focus groups, they have learnt the use of appreciating words to encourage the students help in improving student learning even if they are weak in that specific aspect. A participant, while



sharing her learning, said, “A teacher should be very careful in selecting words while communicating with students”. The teacher should help the students particularly those, who usually hesitate in asking questions and reluctant to interact with the teacher. Teachers should also provide them conducive environment to learn and respond them in a way that they do not feel discouraged. One of participants shared her experience;

*“We degrade students by using harsh words, like ‘you never understand’ or ‘you can never understand what is being discussed in the classes’. A single sentence of a teacher can shatter students’ personality and their confidence. We have learnt not to degrade students in any case. Our ET always encourages us. We know all individuals have different capacities, we should not expect weak students to score highest in the class rather we should try to motivate them to improve gradually from the existing position so they may not loose heart or belittle themselves.”*

Another trainee suggested,

*“We learn that to boost confidence of students, teacher should start their lesson with small sentences like greetings words, not with prompt instructions like, keep quiet, open your books. Gradually students will start taking interest by using appreciative words.”*

### **Use of English language in classroom**

It was highlighted in many focus groups that the training had facilitated the trainees to take initiative about the use of English language in their teaching through simple sentences and simple words. It benefits the

trainees to know about the effective body language.

In most of the focus groups, majority of trainees also said that their vocabulary had improved, and their confidence level had also been boosted up. A participant spoke,

*“The most appreciating thing about this PEELI is that it gives confidence to the trainees for using appropriate English language in their routine and to make them competent not only in writing but also in speaking English just like their competent fellows”.*

Another participant said, “The training is helpful to give confidence and provide opportunity to speak in English”.

### **Student Assessment**

A significant number of the trainees said during the focus groups that they had learnt new approaches to assess students’ understandings, like, through checking of their homework.

#### **3.4.2. Most alluring aspects of the training- ETs’ impressive behaviour and ability**

Majority of the participants were satisfied with ETs performance, and impressed by the trainers because of their lively facial expressions, energetic personalities, audible sound pitch, polite nature and ensuring two way learning by encouraging all direct or indirect way to make trainees comfortable and assure their participation in the learning experiences, designed for the training. A participant said, “ETs make sure that all participants are on same page”. ETs have put a lot of energy to remove individual’s hesitation to speak English. The encouraging behavior of the ETs has

boosted the trainees to speak English confidently. A trainee said, “our ET uses different activities to spring out ideas for us about, ‘how we can practice speaking English in our classroom environment’”. Another participant shared an incident:

*“To break the hesitation of one of the passive participant the trainer asked him to answer very simple question like what is your name? After answering the question all witnessed that he was very active throughout the training.”*

Participants were appreciative of ETs’ ability to make them to actively participate throughout the session with different energizers like games and clapping to motivate everyone to participate in the sessions. Trainees also appreciated the pedagogical skills of the ETs and were amazed by the way ETs led them to learn teaching methods from simple sentences towards complex English.

It was reported in majority of the focus groups that most of the ETs were active and co-operative. They are experienced and illustrated all the concepts with examples in order to make the concepts understandable to trainees. A trainee said, “Our co-operative trainer has made the training easy and effective for us”.

### 3.4.3. Suggestions to improve the training further

In focus groups suggestions for further improvement in the training were sought. Below is a summary of suggestions offered by the participants:

#### About ETs

It was suggested in a focus group that ET should be a critical friend of their trainees.

Training should be conducted by those trainers who could give us accurate feedback in a polite way, because “profession demands real feedback in a friendly manner”, a participant said. She further spoke: “Our trainer advises us in friendly, she does not need to show very friendly attitude to the trainees because it makes them non-serious as well”.

Another recommendation was that female trainers should be appointed for training of female teachers and male for male teachers, so that a comfort zone for female teacher could be maintained and more learning can be made possible.

#### About training material and its distribution

Some of the trainees suggested that the training module should have included primary syllabus in the training, “as we are PSTs and it would be easier for us to relate and replicate activities from the training into our classrooms”, a trainee said.

The participants further suggested that more pictorial description should be given in the booklet and some of the material must be from prescribed textbook, as well.

Printing quality of the training module was also came under discussion during the focus groups. It was requested by the participants that printed material should be readable. Participants also mentioned about the rough print and poor binding of material at some places. In a few focus groups it was pointed out by the participants that they had yet unable to receive the manual. In other few group discussions, it was informed that they received copy of relevant pages on daily basis which is hard to manage for them. These groups recommend, a standardized procedure for printing and distribution of the training material.

### Developing homogenous grouping of participants

It was suggested during the focus groups that trainees should be grouped by considering the qualification of them; as one of the participants said, “For master’s degree holder participants it was very basic training while for matric it was very tough.” They suggested that training participants should be grouped keeping in mind the qualification level of participants.

### About arrangements at the venue

In some focus groups, participants pointed out that though the trainers were well prepared, they were not facilitated with the tools required for audio and video learning. One of the participants shared, “For listening activity, speakers were very small and hardly audible for the participants making it difficult to learn”.

In various focus groups, participants suggested that venues may not be congested and comfortable sitting arrangements should be provided.





## 4. Concluding Remarks

The training was executed at all the training centres as per schedule. The training has achieved its numerical targets to a great extent i.e. 90 percent in case of expected number of PSTs, 99 percent of ETs availability at the training centres, and availability of training materials to all participants at almost every centre.

Majority of the ETs are at 'Engagement Level' of their professional development, though they delivered training effectively to a large extent, as per given module. The initial reaction of the trainees about

the training is positive that reflects that the training was delivered effectively.

It is concluded that the training has demonstrated that it is responsive to needs of the PSTs to a large extent, and it has prepared teachers, how to become a reflective and adaptable, practitioner.

There are some managerial bottlenecks, detail of which has been discussed in section 3 of the report, and need attention before the next round of training under PEELI project.





# APPENDICES

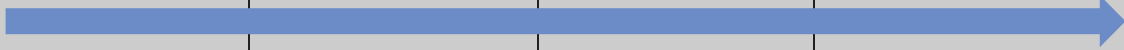
## Appendix 1. Key performance indicators and factors

Performance Indicator	Factors
<b>A. How well does the trainer know his/her subject?</b>	<ol style="list-style-type: none"> <li>1. Accuracy of and clarity in information presented</li> <li>2. Relevance of supporting examples with the presented information</li> <li>3. Use of research for drawing supporting examples</li> <li>4. Correct use of terminology</li> </ol>
<b>B. How well does the trainer understand how teachers learn?</b>	<ol style="list-style-type: none"> <li>5. Broad range of appropriate pedagogical strategies used to meet the needs of individual teachers and the group as a whole</li> <li>6. Use research-based strategies for adult learning</li> <li>7. Wideness range and appropriate strategies used to motivate the learners</li> </ol>
<b>C. How well does the trainer plan and manage teacher learning?</b>	<ol style="list-style-type: none"> <li>8. Clarity in stating appropriate learning outcomes</li> <li>9. Quality of plan to guide the session</li> <li>10. Effectiveness of learning environment in relation to learners, resources, space and time.</li> <li>11. Regularity in employing appropriate supplementary materials</li> <li>12. Effectiveness of assessment used for achievement of the learning outcomes</li> </ol>
<b>D. How well does the trainer support and mentor teachers?</b>	<ol style="list-style-type: none"> <li>13. Appropriateness of provided advice that extends the learning to the teachers' own teaching environment</li> <li>14. Provision of opportunities to teachers to reflect on the application of new knowledge and skills</li> <li>15. Activeness in encouraging teachers to take responsibility for their professional learning</li> </ol>
<b>E. How well does the trainer monitor teacher performance?</b>	<ol style="list-style-type: none"> <li>16. Broad range of using appropriate pedagogical strategies to monitor teacher performance</li> <li>17. Level of coherence and appropriateness of frame of reference for evaluating teacher performance</li> <li>18. Consistency in recording evaluation for provision of feedback to teachers</li> </ol>
<b>F. To what extent does the trainer take responsibility for his/her own professional learning?</b>	<ol style="list-style-type: none"> <li>19. Activeness in seeking generic feedback from teachers</li> <li>20. Reflective practices by the trainer on the quality of his/her intervention, with reference to specific aspects of the intervention</li> <li>21. Consistency in recording feedback and self-reflection to inform future interventions</li> <li>22. Tracking his/her professional learning in line with specified development goals</li> </ol>



## Appendix 2. Rubric for evaluation of Training Session

Trainers readiness level	Induction	Foundation	Engagement	Integration
<b>1. How well does the trainer know her subject?</b>	At times, the information presented is not yet accurate and clear. Some information may not yet be communicated clearly. Examples provided may not be relevant. Mostly, terminology is not yet used correctly.	On the whole the information presented is accurate and clear although at times there may be significant gaps in the trainer's knowledge. Some information may not be communicated clearly. Some examples provided may not be relevant and may not draw on current research. Some terminology is not used correctly.	The information presented is mostly accurately and is generally communicated clearly. Supporting examples are mostly relevant and generally drawn from current research. Terminology is used correctly on the whole.	Information is presented accurately and communicated clearly. Supporting examples are relevant and drawn from current research. Terminology is used correctly.
<b>2. How well does the trainer understand how teachers learn?</b>	Pedagogical strategies used, may not appropriate to meet the needs of the group. These strategies may not be appropriate to adult learners. Strategies are not appropriate to motivate and engage the learners.	Pedagogical strategies are used to meet the needs of the group. At times the needs of individual teachers may not be met. At times these strategies may not be appropriate to adult learners. Strategies are used to motivate and engage the learners but at times these may not be successful.	Pedagogical strategies are used to meet the needs of individual teachers and the group as a whole. These strategies are informed to some extent by research. The strategies used to motivate and engage the learners are generally successful.	A wide range of appropriate pedagogical strategies are used to meet the needs of individual teachers and the group as a whole. These strategies are informed by current research in adult learning. A wide range of appropriate strategies are used to motivate and engage the learners.
<b>3. How well does the trainer plan and manage teacher learning?</b>	There are learning outcomes but these are not clearly stated. A plan is produced to guide the session but not appropriate to the requirements of the session. There may be instances where the learning environment is not yet managed effectively or not	There are learning outcomes but these may not be clearly stated. A plan is produced to guide the session. There may be instances where the learning environment is not managed effectively or flexibly in relation to the following considerations: learners, resources,	The learning outcomes stated are mostly clear and appropriate. A structured plan is produced to guide the session. With reference to this plan, the learning environment is managed reasonably effectively in relation to most of the following	Appropriate learning outcomes have been clearly stated. A structured and comprehensive plan is produced to guide the session. With reference to this plan, the learning environment is managed effectively in relation to learners, resources, space and time. Appropriate supplementary

Trainers readiness level	Induction	Foundation	Engagement	Integration
				
	flexibly in relation to the following considerations: learners, resources, space and time. Attempts to assess learning outcomes may be missing.	space and time. Attempts to assess learning outcomes may be limited.	considerations: learners, resources, space and time. Supplementary materials may be employed. The learning environment is managed flexibly, although at times the trainer could be more responsive to real-time imperatives. Attempts are made to assess learning outcomes.	materials are employed regularly. The learning environment is managed flexibly. The achievement of learning outcomes is assessed effectively.
<b>4. How well does the trainer support and mentor teachers?</b>	Any advice provided, that aims to extend the learning to the teachers' own teaching environment, is limited to the trainer's own classroom experience. Opportunities for teachers to reflect on the application of new knowledge and skills are missing. Teachers are not actively encouraged to take responsibility for their professional learning.	Any advice provided, that aims to extend the learning to the teachers' own teaching environment, is mostly limited to the trainer's own classroom experience. Opportunities for teachers to reflect on the application of new knowledge and skills are limited. At times teachers are not actively encouraged to take responsibility for their professional learning.	Advice, that extends the learning to the teachers' own teaching environment, is provided. Some opportunities for teachers to reflect on the application of new knowledge and skills are created. Teachers are encouraged to take responsibility for their professional learning.	Appropriate advice, that extends the learning to the teachers' own teaching environment, is provided. Opportunities for teachers to reflect on the application of new knowledge and skills are created. Teachers are encouraged to take responsibility for their professional learning.
<b>5. How well does the trainer monitor teacher performance?</b>	Attempts are not yet made to monitor teacher performance. Evaluation is not recorded in order to provide feedback to teachers. Evaluation procedure not stated.	Attempts are made to monitor teacher performance. Evaluation may be not always be recorded in order to provide feedback to teachers. Evaluation procedure not properly stated.	Pedagogical strategies are used to monitor teacher performance. A frame of reference for evaluating teacher performance is employed. Evaluation is recorded in order to provide feedback to teachers.	A wide range of appropriate pedagogical strategies are used to monitor teacher performance. A coherent and appropriate frame of reference for evaluating teacher performance is employed. Evaluation is consistently recorded in order to provide feedback to teachers.

Trainers readiness level	Induction	Foundation	Engagement	Integration
<b>6. To what extent does the trainer take responsibility for her own professional learning?</b>	General feedback from teachers is not yet attended to. The trainer does not yet reflect on her intervention. Attempts are not yet made to record feedback and self-reflection in order to inform future interventions.	Any general feedback from teachers is attended to. The trainer reflects on her intervention. Attempts are made to record feedback and self-reflection in order to inform future interventions. These records may be non-formalised and unstructured	General feedback from teachers is actively sought. The trainer reflects on the quality of her intervention. Feedback and self-reflection are recorded in order to inform future interventions	Focussed feedback from teachers is actively sought. The trainer reflects on the quality of her intervention, with reference to specific aspects of the intervention. Feedback and self-reflection are consistently recorded in order to inform future interventions. The trainer keeps track of her professional learning in line with specified development goals.



## Appendix 3. PST Feedback (factors)

### I. Usefulness of the training

1. The training met my expectations
2. Overall, the training was a high quality event
3. I have learnt new knowledge and skills from this training
4. The training will help me to teach better
5. Now I feel more confident about using English when I teach
6. I would like to attend a similar training event in the future

### II. Trainer's competence

7. The trainer has knowledge of the subject matter
8. The trainer has ability to explain and illustrate concepts
9. The trainer answered questions completely

### III. Quality of training material

10. The training material is appropriate to my level of understanding
11. I can use the provided material in my teaching easily

### IV. Training venue comfortability

12. The seating arrangement supported learning activities
13. Heating or cooling condition was according to weather condition

### V. Considering British Council a friend or colleague

14. How likely are you to recommend the British Council to a friend or colleague?





## Appendix 4. Number of ETs selected for observation by region and gender along with Number of PSTs included in the feedback session by region

**Number of ETs selected for observation by region and gender**

Region	District	Total	Women	Men
North	1. Attock	4	1	3
	2. Khushab	2	1	1
	3. Rawalpindi	4	1	3
	4. Sarghoda	3	1	2
Centre	5. Chiniot	5	1	4
	6. Faisalabad	4	3	1
	7. Gujranwala	3	2	1
	8. Gujrat	5	3	2
	9. Jhang	4	2	2
	10. Kasur	6	4	2
	11. Lahore	6	2	4
	12. Narowal	5	5	0
	13. Okara	2	1	1
	14. Pakpattan	5	2	3
	15. Sahiwal	5	2	3
	16. Sheikhopura	4	1	3
	17. Sialkot	3	0	3
South	18. Bahawalnagar	3	0	3
	19. Bahawalpur	4	2	2
	20. DG Khan	4	3	1
	21. Khanewal	4	1	3
	22. Lodhran	4	2	2
	23. Multan	4	4	0
	24. Muzaffargarh	6	1	5
	25. Rajan Pur	4	0	4
<b>Total</b>		<b>103</b>	<b>45</b>	<b>58</b>

**Number of PSTs included in the feedback session by region**

Region	District	No.	% in the total sample
North	1. Attock	130	4.6
	2. Khushab	64	2.2
	3. Rawalpindi	113	4.0
	4. Sarghoda	103	3.6
Centre	5. Chiniot	111	3.9
	6. Faisalabad	108	3.8
	7. Gujranwala	92	3.2
	8. Gujrat	85	3.0
	9. Jhang	128	4.5
	10. Kasur	162	5.7
	11. Lahore	139	4.9
	12. Narowal	123	4.3
	13. Okara	45	1.6
	14. Pakpattan	151	5.3
	15. Sahiwal	98	3.4
	16. Sheikhopura	118	4.1
	17. Sialkot	87	3.0
South	18. Bahawalnagar	87	3.0
	19. Bahawalpur	108	3.8
	20. DG Khan	128	4.5
	21. Khanewal	116	4.1
	22. Lodhran	111	3.9
	23. Multan	122	4.3
	24. Muzaffargarh	182	6.4
	25. Rajan Pur	144	5.0
<b>Total</b>		<b>2855</b>	



## Appendix 5. Number of training participants by district

District	Expected	Actual	%
Attock	1210	895	74
Bahawalnagar	1182	985	83
Bhakkar	979	862	88
Bahawalpur	1210	919	76
Chakwal	780	576	74
Chiniot	491	476	97
D.G. Khan	1271	1223	96
Faisalabad	1323	1175	89
Gujranwala	908	833	92
Gujrat	885	840	95
Hafizabad	542	467	86
Jhang	1001	988	99
Jhelum	492	455	92
Kasur	735	606	82
Khanewal	606	602	99
Khushab	700	649	93
Lahore	510	458	90
Layyah	1190	1140	96
Lodhran	496	423	85
MBDin	479	454	95
Mianwali	915	904	99
Multan	904	915	101
Muzaffargarh	1385	1179	85
Nankana Sahib	482	482	100
Narowal	720	713	99
Okara	972	798	82
Pakpattan	600	562	94
Rahimyar Khan	2008	1905	95
Rajanpur	750	709	95
Rawalpindi	1005	894	89
Sahiwal	604	571	95
Sargodha	604	312	52
Sheikhupura	771	705	91
Sialkot	1273	1190	93
T.T.Singh	671	672	100
Vehari	973	885	91
<b>Total</b>	<b>31627</b>	<b>28422</b>	<b>90</b>



## Appendix 6. Trainees initial reaction to the training programme

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Usefulness of the training</b>										
1. The training met my expectations	67	2.4	146	5.2	189	6.7	1724	60.9	706	24.9
2. Overall, the training was a high quality event	41	1.5	166	5.9	317	11.2	1510	53.6	785	27.8
3. I have learnt new knowledge and skills from this training	35	1.2	44	1.6	141	5.0	1382	48.7	1233	43.5
4. The training will help me to teach better	27	1.0	51	1.8	105	3.7	1448	51.3	1190	42.2
5. Now I feel more confident about using English when I teach	32	1.1	61	2.2	176	6.3	1601	56.9	945	33.6
6. I would like to attend a similar training event in the future	133	4.8	191	6.9	267	9.6	1370	49.3	817	29.4
<b>Trainer's competence</b>										
7. The trainer has knowledge of the subject matter	20	.7	30	1.1	56	2.0	1122	39.6	1606	56.7
8. The trainer has ability to explain and illustrate concepts	22	.8	29	1.0	80	2.8	1026	36.4	1664	59.0
9. The trainer answered questions completely	12	.4	27	1.0	84	3.0	1034	37.1	1630	58.5
<b>Quality of training material</b>										
10. The training material is appropriate to my level of understanding	84	3.0	204	7.2	234	8.3	1607	56.9	694	24.6
11. I can use the provided material in my teaching easily	68	2.4	156	5.5	233	8.3	1619	57.6	735	26.1
<b>Training venue comfortability</b>										
12. The seating arrangement supported learning activities	151	5.4	256	9.1	217	7.7	1515	53.7	682	24.2
13. Heating or cooling condition was according to weather condition	357	12.7	504	18.0	344	12.3	1181	42.1	417	14.9

## Appendix 7. Likelihood of PSTs to recommend the British Council to a friend or colleague

where: 0 = Very unlikely to recommend; 10 = Very likely to recommend

Rating	No.	%
0	150	5.3
1	37	1.3
2	59	2.1
3	79	2.8
4	81	2.8
5	288	10.1
6	234	8.2
7	235	8.2
8	310	10.9
9	163	5.7
10	1214	42.5











**Punjab Education and English Language Initiative (PEELI)**

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