

FAME Education Consultants (Pvt.) Limited

Monitoring Report

Monitoring and Impact Assessment of Punjab Education and English Language Initiative (PEELI) on Primary School Teachers

FAME Education



PEELI
Punjab Education and English Language Initiative

Monitoring Report

(April-June 2018)

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PEELI Monitoring and Impact Assessment Report

April - June 2018

Volume-2



British Council - Punjab Education and English Language Initiative (PEELI),
65-Mozang Road, Lahore, Pakistan, Lahore.
June 2018

FAME Education Consultants (Pvt.) Limited
7/3, Noor Street, Sikandar Malhi Road, Gulberg II, Lahore, Pakistan
T (+92) (42) 359 588 57 www.fameconsultants.com

Registered with: Securities and Exchange Commission of Pakistan
Registered No: 0080788, NTN: 4094210-4, PST Number: P4094210-4

*This document has been approved for submission by Team Lead for
the Monitoring and Impact Assessment of PEELI.*

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Abbreviations and acronyms

ABLE	Activity Based Learning in English
AEO	Assistant Education Officer
CELTA	Certificate in English Language Teaching to Adults
CEO	Chief Executive Officer
CPD	Continuous Professional Development
DDEO	Deputy District Education Officer
DEA	District Education Authority
DEO	District Education Officer
DTE	District Teacher Educator
EET	Expert English Trainer
ELT	English Language Teaching
EMI	English Medium Instruction
ESIA	Equality Screening and Impact Assessment
ET	Expert Trainer
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
RPM	Regional Programme Manager
SLO	Student Learning Outcome
SOP	Standard Operating Procedure
SPELT	Society of Pakistan English Language Teachers
TC	Training consultant
TiSELT	Training in Secondary English Language Teaching
TKT	Teaching Knowledge Test
TORs	Terms of Reference

Executive Summary

Focus

This report assesses five aspects of PEELI:

1. Progress of the project against the key outputs to date
2. The quality of Expert Trainers (ETs) and Expert English Trainers (EETs) trainings
3. The competence of ETs delivering training to PSTs
4. The attitudes of Primary School Teachers (PSTs) receiving training during this quarter
5. The impact of PEELI training on PSTs' behaviour in classroom (for baseline of PEELI)

Data sources

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

- a) Observations of ETs' training sessions,
- b) Observations of PSTs classroom,
- c) Focus group discussions (FGDs) with PSTs, ETs and EETs, and
- d) Questionnaires to seek feedback from PSTs and EETs during their training sessions.

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 and Head Teachers

- a. Selection of Expert Trainers and Expert English Trainers (project target of 900 ETs and 80 EETs)
 - ✓ 1001 ETs selected
 - ✓ 76 EETs selected from the 1001 ETs
- 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)
 - ✓ 15 days training held for 1001 ETs
 - ✓ 12 days training held for 64 EETs
- 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 67,000 teachers
 - ✓ 5 days training delivered by ETs to PSTs for 28,422 teachers
 - ✓ 3 days training delivered by ETs to PSTs for 10,706 teachers

- ✓ 2 days training delivered by ETs to PSTs

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 (100 women and 146 men)
 - ✓ 10 days TKT preparation training for 27 ETs (10 women and 17 men) from 16th to 27th April, 2018
 - ✓ Professional Award in Teacher Development was delivered to 44 ETs.
 - ✓ Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) teaching award for 6 ETs (3 women and 3 men)
 - ✓ Standards for teachers, standards for trainers and corresponding observation tools submitted to QAED Punjab
 - ✓ Massive Open Online Courses (MOOCs) were offered to 1001 ETs

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 5 days training delivered by ETs to 106,128 PSTs

Output 4: Institutional capacity building (materials development)

- 10 days materials development workshop delivered from 1st to 14th March, 2018

Output 5: Monitoring and evaluation

- ✓ Third party validation consultant contracted
- ✓ Seven M&E interventions completed to date.

Output 6: Research, policy and insight

- Panel discussion held on 15th March, 2018
- Three research studies have been commissioned

FAME Education finds that PEELI's progress to date is in line with year one targets.

2. Quality of PSTs training

ETs delivered training for newly inducted PSTs in 2018, from 26th to 28th March 2018. Assessment of quality of the training was based on ETs performance during the training, feedback from PSTs, and group discussions with them. Data gathered indicates that:

- All ETs have started developing their skills and knowledge as teacher educators through practical experience and professional learning (which is beginning of Engagement Level in trainers' professional development), as the observed overall mean score of the sessions delivered by ETs is 2.5 at the scale of 1 to 4.

- ETs knew the content well, they were delivering in the training sessions aptly (mean score 2.7 out of 4) and understood how teachers learn to ensure PSTs' learning from the sessions (mean score 2.6 out of 4).
- Women ETs performed better, as the observed mean score of the sessions delivered by them is higher than men ETs across the four (out of five) performance indicators. The indicators are: a) Understanding how teachers learn, b) Knowing the subject; c) Supporting and mentoring teachers, and d) Monitoring teachers' performance.
- PSTs who attended female ETs' training sessions, were more positive about the training, as their mean score is higher in comparison with those who attended male ETs' training sessions.
- The training was responsive to the needs of PSTs as the majority (more than 91 percent) of the respondents was satisfied with the usefulness of the training and ETs' competence.
- PSTs highlighted in FGDs, the following key areas where they developed their knowledge and skills: active learning strategies, impact of teacher motivation, and impact of effective communication on student learning.
- Attendance rate in the training across Punjab province was a matter of concern – only 53.5 percent of the expected number of PSTs: i.e. 10,706 attended the training. The major reason was the delay in issuing appointment letters of the newly selected PSTs in six districts of Punjab. The delay was owing to administrative bottlenecks

including court orders to hold in abeyance the recruitment process.

3. Quality of ETs training

Training was delivered from 3rd to 7th April, 2018 at five venues (district QAEDs) across Punjab. Quality of the training was assessed through group discussion with ETs. Key results from the data analysis are as follows:

- ETs training is meeting its objectives, as almost all the participants agreed that they understand their role in PEELI. To them, the training: a) helps them to learn something new, every time; b) is not a routine training like other trainings; and c) covers all aspects of using activity based learning for teaching all the subjects at primary school level.
- The majority of the participants were appreciative of the training content and material, as they considered it 'extremely useful'.
- The ETs suggested decreasing the intensity of training, i.e. increase in total span of the training instead of long sessions.

4. Quality of EETs training

Expert English Trainers (EETs) attended training from 28th May to 9th June, 2018 at two venues in Punjab: District QAED Lahore and Multan. Quality of the training was assessed through group discussion with selected EETs and feedback from all EETs attending the training. Key results from the data analysis are as follows:

- EETs perceived that their trainers were competent enough to deliver the training effectively and efficiently (mean

score for this indicator is 4.5 out of 5). Furthermore, the EETs perceived that the men trainers were more competent than the women trainers, as the mean score is 4.8 and 4.3 for men trainers and women trainers respectively.

- The training was responsive to the EETs requirement, as the majority (more than 89 percent) of EETs was satisfied with the usefulness of the training and their trainers' competence.
- The EETs found the training useful for delivering interactive training sessions. According to them, they have not only gained new knowledge, skills, methodologies and activities but learnt how to engage learners in the learning process as well.
- Some of the participants felt that besides developing their training skills, their personal attributes also escalated after this training. They are more open to sharing their knowledge and accepting others' views than before.

5. Quality of PSTs classroom delivery

Two different sets of PSTs with same background factors (school level, locale, gender) were divided into experimental and control groups. The original plan was to include 100 teachers in each group. However, considering time and other factors, finally 26 teachers were selected for each group. Data were collected from 52 teachers using two observation schedules: a) Checklist for Child Centredness; and b) Checklist for professional development stages. Key results from the data analysis are as follows:

- All the teachers in the experimental group have achieved the

'understanding level –teachers know what the professional practice means and why it's important – on all the five performance indicators, as the mean score value for every performance indicator is either between 0.5 and 1.4 or above.

- For all indicators, statistically no significant differences were found between the teachers who attend PEELI trainings and control group teachers' behaviour in classroom pertaining to child centeredness; as for none of the indicators, the significant value is less than 0.05 for independent sample t-test. It further indicates that the differences between condition means are likely due to chance. Therefore, it leads to conclusion that both groups, at present, are same.
- Irrespective of group (experimental or control), women teachers' classrooms were more child-centred in comparison with men teachers' classroom on all indicators except on the indicator, 'managing the lesson'.
- More than 70 percent of the teachers did not have lesson plan in both the groups while delivering their sessions in the class. This ratio is high in women teachers in control group, whereas the case is same for men teachers in experimental group.

Conclusion and recommendations

In conclusion, considering the achievements of PEELI mentioned above, the project outputs so far, are rated as 'good'. It was right time to identify experimental and control groups to establish baseline for both the groups that

is essential for impact evaluation of PEELI at classroom level.

Generally, the trainings organized for PSTs, ETs and EETs were effective owing to: a) all types of trainees were motivated as they knew the purpose, objectives, and outcomes of the training; b) the content of training was relevant to their work i.e. teaching and training; c) trainers used active demonstration techniques and provided opportunities to learners for practicing them; and d) trainees' perception concerning immediate outcomes was positive.

The monitoring data drew attention to the fact that there was a communication gap between the District QAED and the other implementation stakeholders in the field, particularly District Education Authority (DEA). ETs expressed their observation regarding delayed communication



regarding commencement of training by the respective DEA. Some participants also said that a few of their fellow ETs could not join training due to no or delayed intimation.

There is a need to revisit the 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.

A yearly/quarterly calendar for provincial and district trainings should perhaps be prepared and shared with the participants in the field before trainings. It will enable them to plan their school and household activities accordingly. A robust strategy to bridge the communication gap between the DEA and the District QAED needs to be developed.

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

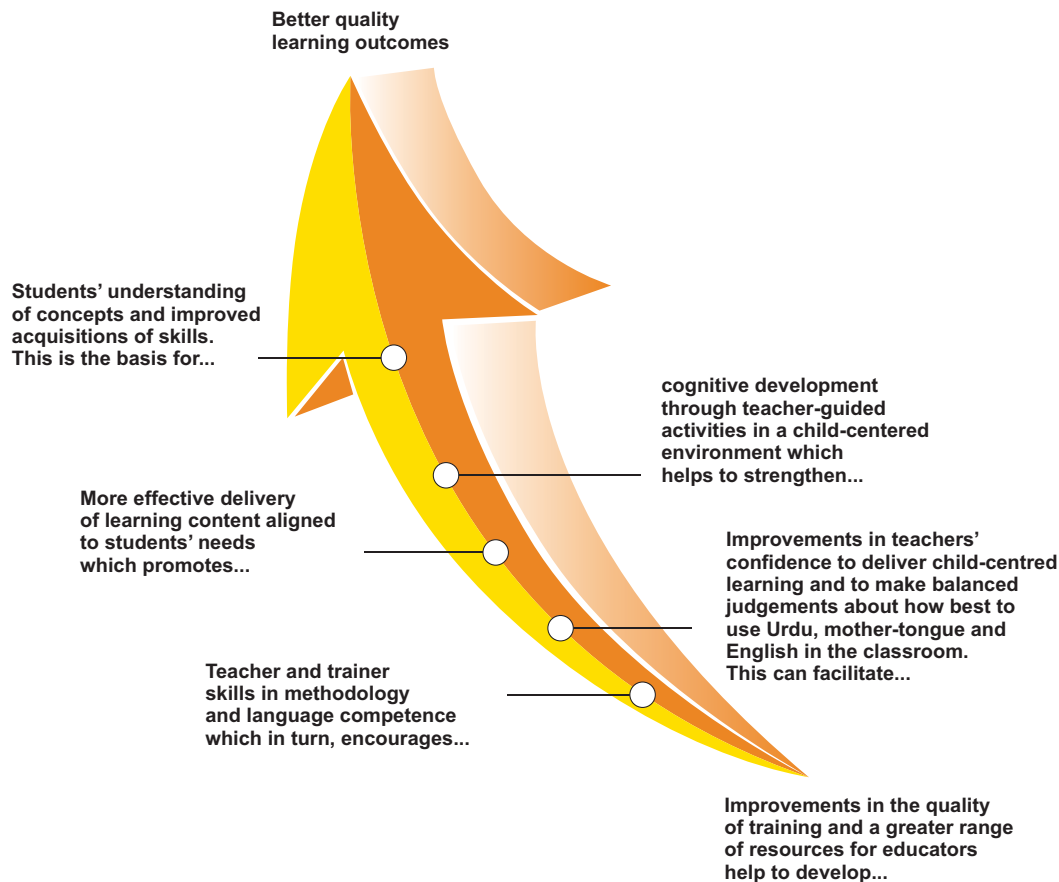


Figure 1. PEELI Theory of Change

¹ Earlier it was known as DSD- Directorate of Staff Development

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 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, head teachers, and teacher trainers 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 interventions during March to June, 2018. It focuses on:

1. Assessment of the achievements of the project in each of its six key components;
2. Assessment of training delivery by ETs from 26th to 28th March, 2018 throughout the Punjab in relation to trainers' competence, delivery and attitudes of trainees towards the whole activity;
3. Assessment of quality of training imparted to ETs from 3th to 7th April, 2018 at five training hubs; Faisalabad, Gujranwala, Islamabad, Lahore, and Multan;
4. Assessment of quality of training imparted to ETs² from 16th to 28th April, 2018 at QAED Punjab;
5. Assessment of quality of training imparted to EETs³ from 28th May to 9th June, 2018 at District QAED Lahore and Multan;
6. Assessment of impact of PEELI on PSTs through an experimental design from 12th to 16th May, 2018, in four districts; DG Khan, Kasur, Lahore and Rajanpur; for 52 PSTs (26 in experimental group and 26 in control group) in action; and
7. Audit of British Council against 6 components of PEELI till 20th June, 2018.

The information presented in the report is about:

- a) Numerical achievements by the project in the 6 components of PEELI, so far ;
- b) Quality of training imparted to 452 Expert Trainers – ETs (185 women and 267 men);
- c) Quality of Training imparted to 27 Expert English Trainers – EETs (10 women and 17 men);
- d) Quality of training delivered to 10,706 (6,060 women and 4,646 men) Primary School Teachers⁴ (PSTs); and
- e) Comparative analysis of experimental and control groups to establish baseline in order to monitor the impact of PEELI interventions.

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



² The training's focus was preparation for TKT (Teaching Knowledge Test).

³ The training's focus was preparation for imparting English teaching skills.

⁴ As per data provided by QAED Punjab on May 15, 2018.

2. Monitoring and Assessment Methodology

2.1 Data Sources

The report is based on both primary and secondary data sources. The primary sources comprised of the following major sources:

- Observations of ETs training sessions;
- Observations of PSTs' classrooms in their respective schools;
- Focus group discussions (FGDs) with ETs, EETs, and PSTs as a trainee;
- Trainees' (EETs and PSTs) feedback through questionnaires; and
- Audit of British Council through defined formats.

The secondary sources are British Council-PEELI management and QAED Punjab databases for professional development activities.

For a systematic data collection, above-mentioned instruments, seeking both quantitative and qualitative data sets, were developed and/or modified by FAME Education. Approval from British Council was obtained before administering the instruments. Key objectives and major characteristics of each of the instruments are recorded as follows:

2.1.1 Expert Trainer (ET) Observation Schedule

The key objective of the ET observation schedule was to assess ETs' development stages on the four levels of development⁵ namely: Induction, Foundation, Engagement and Integration. Brief description of each of the level has been given in Figure 2.

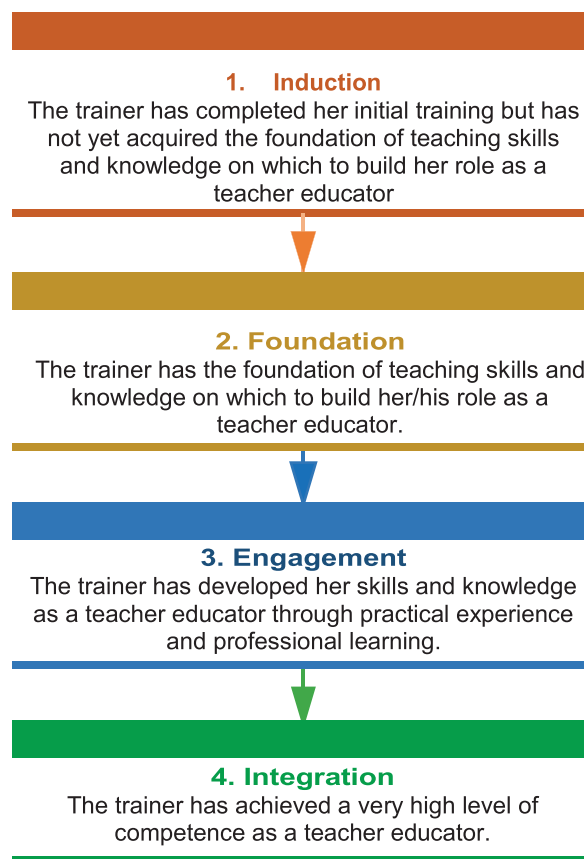


Figure 2. Stages of ET Development

⁵ British Council (NA) Continuing Professional Development (CPD) Framework for teachers. Retrieved on 24th December, 2017, from

https://englishagenda.britishcouncil.org/sites/default/files/attachments/teacher_educator_framework_final_webv1.pdf

The ET observation schedule is comprised of five key performance indicators – ET readiness levels – and 19 factors (see Appendix 1). Each factor was to be observed by monitors to decide which level of the development stages an ET has reached. To facilitate the monitors, rubrics for each of the four levels and five key performance indicators were developed (Appendix 2).

2.1.2 Trainee Feedback Form for Primary School Teachers (PST)

The basic objective of the PST feedback questionnaire was to measure initial reactions of the training participants – PSTs, across four indicators: a) usefulness of training; b) ET 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 level⁶ and to some extent the 2nd level⁷ out of four levels⁸ (Figure 3) pertaining to effectiveness of the training.

Based on the four indicators mentioned above, the feedback questionnaire comprised of 14 factors was developed (see Appendix 3) for seeking agreement from the trainees about each of the factors on a five-point rating scale except one factor that was on 10 point rating scale. Participants were also requested to offer any suggestions for improving similar training events in future, if they have, through an open ended question.

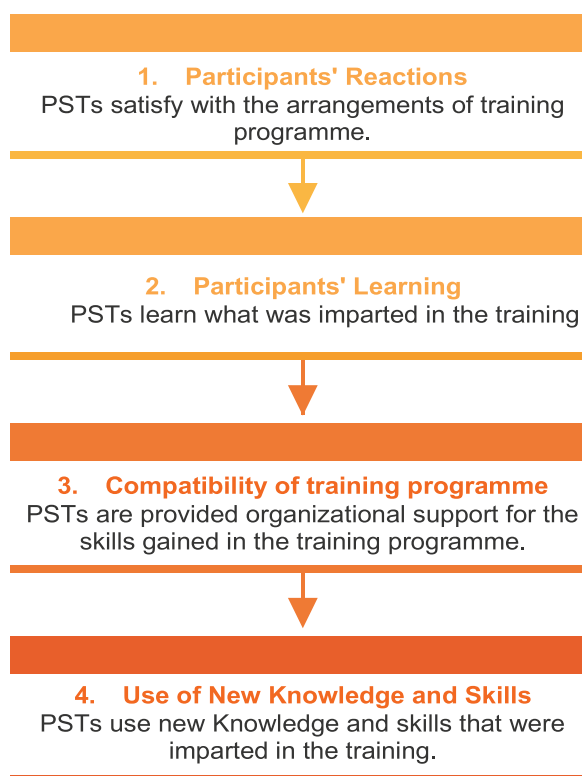


Figure 3. Professional Development Evaluation Levels

2.1.3 FGD with trainees (PSTs)

The FGD guide has five key questions (see Appendix 4) for the trainees about the training which they have undergone. The questions were meant to investigate about the key learnings from the training (MEL level 2), trainers' quality, aspects of the training needing further improvement (if any) and recommendations for course correction.

⁶ At this point, only first level of the Guskey Model, can be measured.

⁷ These two levels are also in line with levels 1 and 2 of PEELI Monitoring Evaluation and Learning framework.

⁸ The levels presented in the Figure have been adopted from Guskey, T. R. (2002). Professional Development and Teacher Change. *Teacher and Teaching: theory and practice*, 8(3/4), 381-391.

2.1.4 FGD with Trainees (ETs)

This FGD guide has four key questions (Appendix 5) for ETs about their training. Questions were to enquire about the key learnings from the training (MEL Level 2), quality of ET training and their trainers, recommendations for improvement in ET training and PEELI trainings as a whole.

2.1.5 FGD with Trainees (EETs)

The primary objective of the EET training was to develop participants' skills to teach English as a subject. The key objective of the FGD was about the key learnings from the training (MEL level 2) and improvements in the training. The FGD guide has four key questions (Appendix 6) for the EETs to assess quality of their training.

2.1.6 Feedback from EETs on their training

The basic objective of the EET training feedback questionnaire was to measure initial reactions of the training participants to: a) Usefulness of training; b) Quality of EET training; c) Quality and availability of materials used during the training; and d) Comfortability of facilities available to the trainees at the training centres. All these indicators measure the first level and to some extent 2nd level of four levels to measure effectiveness of training as mentioned in Figure 3. All the four indicators, the feedback questionnaire comprised of 14 factors was developed (Appendix 7) for seeking agreement from the trainees about each of the factors on a

five-point rating scale, except the one factor that was on 10 point rating scale.

Participants were also requested to offer suggestions for improving similar training events in future through an open ended question.

2.1.7 FGD with ETs pertaining to TKT (Teaching Knowledge Test)

The primary objective of ETs' training was to prepare them for the Cambridge module 1 TKT exam. The FGD guide has four key questions (see Appendix 8) for ETs about their training for preparation for TKT. The questions were to know about the key learnings from the training (MEL level 2), improvement in the training and recommendations for course correction.

2.1.8 Classroom observation of PSTs for PEELI training impact assessment –Checklist for professional development stages

Key objective of PSTs-in-action observation schedule was to assess the impact of PEELI training on PSTs classroom behaviour based on teachers' professional development stages on the four levels of development⁹ namely: Awareness, Understanding, Engagement and Integration. Brief description of each of the level has been given in Figure 4.

⁹ British Council (NA) Continuing Professional Development (CPD) Framework for teachers. Retrieved on 24th March, 2018, from [www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers WEB.PDF](http://www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers%20WEB.PDF)

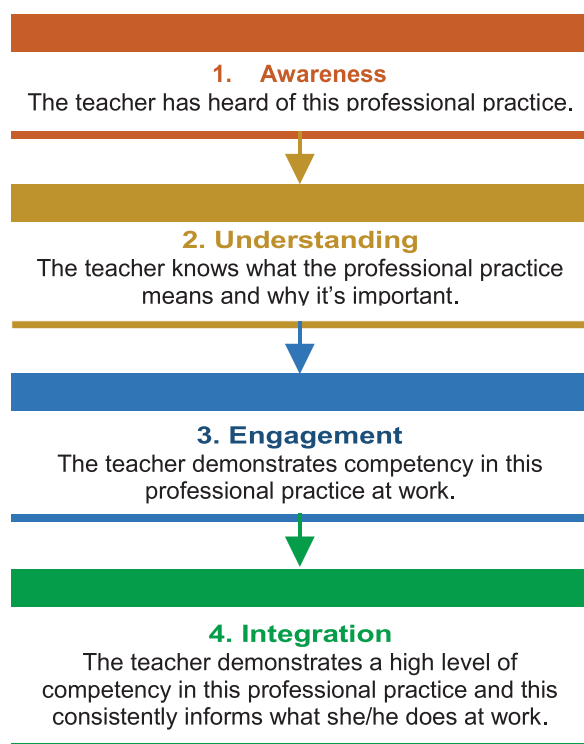


Figure 4. Stages of Teacher Professional Development

The PSTs observation checklist for professional development stages comprised of five key teacher professional practices and 19 factors (Appendix 9). Each factor was to be observed by monitors to decide

which level of the development stages, teachers have reached. To facilitate the monitors, rubrics for each of the four levels and five key performance indicators were developed (Appendix 10).

2.1.9 Classroom observation of PSTs for assessment of PEELI training impact – Checklist for child centeredness

An observation schedule was developed to observe PSTs-in-action for analysis of their behaviour towards child-centredness in their teaching. The checklist was comprised of the same key professional practices as those of ETs. Therefore, this checklist was also comprised of four key teacher professional practices and 28 indicators (Appendix 11). Each indicator was observed by two monitors independently on a 3-point rating scale to notice the evidence i.e. 'yes', 'to some extent' and 'no'.

2.2 Sampling design

Below is the detail of sample and tools used for various activities:

Activity	Target population	Sample unit	Sample	Data collection tool
PSTs Training (26 th to 28 th March, 2018)	ETs	PSTs' training classroom	106	Training session observation
	PST	PSTs' training classroom	106 (All the 2997 PSTs attended training delivered by the selected ETs))	Feedback Form
			27 training centres and 6-8 selected PSTs from the centre	FGD Guide
ETs training (3 rd to 7 th April, 2018)	ETs	Training centre	All the 6 training centres, and 6-8 ETs from each training centre	FGD Guide
ETs training for TKT (16 th to 27 th April, 2018)	ETs	Training center	A training centre ¹ and 6-8 EETs	FGD Guide
PSTs-in-action – Impact Assessment of PEELI training (12 th to 16 th May, 2018)	PSTs	Teacher's classroom session	52 (26 experimental and 26 control) ¹ classrooms	2 Checklists: a) professional development stages; b) other for child centeredness
EETs training (28 th May to 9 th June, 2018)	EETs	Training center	All the 2 training centres, and 8-10 ETs from each of the training centre	FGD Guide
		Training center	All the 2 training centres and all the 59 participants ¹	Feedback Form

For PST training (26 to 28th March, 2018)

1. Out of the total 36 districts in Punjab, **16 districts** were included in the sample. Stratified random sampling was used for selecting ETs to observe their training sessions. It was planned to observe 10 percent of the (total 1001) ETs, which is 100. However, training sessions of **106 ETs** (46 women and 60 men) were observed, in actual. Each selected ET was observed for **100 to 180 minutes**. Distribution of observed ETs by gender and by districts, is given in Appendix 12.
2. **All trainees** who attended the training sessions of the selected ETs were included in the sample for collecting the **trainees' feedback** about the training sessions. Distribution of trainees by district who provided the feedback is also given in Appendix 12. In total, **2997 trainees**¹⁰ (which is 28 percent of the total 10,706 participants of the training) provided feedback.
3. **Selected 218 trainees** (103 women and 115 men) in **27** groups were included in FGDs from selected training centres.

For PSTs-in-action (12th to 16th May, 2018)

1. It was planned to include 200 (100 in experimental group and 100 in control group) teachers in the sample for impact assessment. The sample distribution for various strata along with criteria for teachers' selection in the sample and

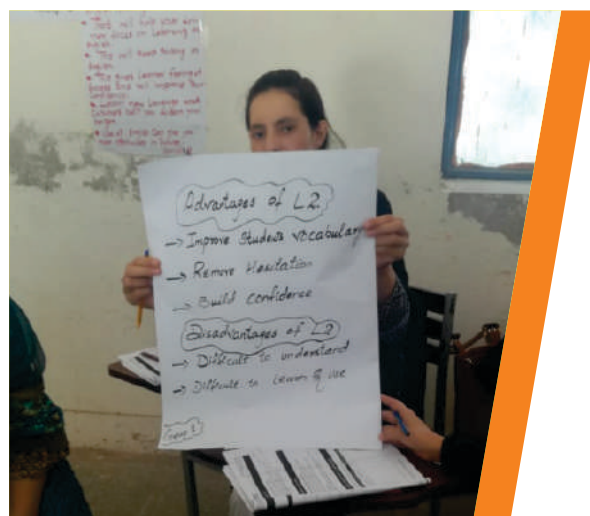
controlling extraneous variables is given in Appendix 13. Due to early closure of schools for summer holidays and the advent of the Holy month of Ramadan, the sample was reduced to 52 teachers (26 experimental and 26 control).

Distribution of teachers selected in sample with regard to different strata is given in Appendix 13.

2. Two checklists, one for professional development stages and the other for child-centeredness were used to observe the classroom behaviour of teachers.

2.3 Data collection process

Eighteen persons were deputed for observation and other kind of data collection, on the basis of their participation in trainings organized by FAME and delivered by British Council on standardization process. For PST-in action, each observation was recorded by two observers independently on both the checklists. Afterwards, they put their independent observation on a checklist to derive any results.



¹⁰ 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

Results presented in this section are based on secondary data provided by the British Council/PEELI and QAED Punjab.

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, and Head Teachers

An effective transfer of training depends a lot on the trainer. PEELI is investing heavily to developing qualified trainers who can deliver training effectively to motivate PSTs to learn and apply this learning in the classroom. For professional development of trainers, PEELI has achieved the following:

- a. Selection of Expert Trainers and Expert English Trainers

- ✓ 1001 ETs selected

Overall 1001 (373 women and 630 men) Expert Trainers (ETs), including Expert English Trainers (EETs) were selected for imparting training to PSTs under PEELI.

Distribution of ETs by gender, proportion and period of selection is given in Appendix 14.

- ✓ 80 EETs selected

Originally, 80 EETs were to be selected from the 1001 ETs. However, due to lower than expected turnout during the selection process, 76 EETs¹¹ were selected.

- b. Training delivered to ETs and EETs by TCs (training consultants). The project target is:

- 40 days training for 900 ETs
- 20 days training for EETs and 15 days for year one

- ✓ 10-day training¹² for 1001 ETs. See below for training schedule:

- 508 ETs from 24th July to 4th August, 2017
- 251 ETs from 16th to 27th October, 2017
- 246 ETs from 30th Oct to 10th November, 2017

- ✓ 5-day training for 1001 ETs as per following detail:

¹¹ British Council has data of 63 EETs only. The data shown to FAME was not gender segregated.

¹² Detail of the training was not available to FAME.

- 549 ETs¹³ from 26th February to 2nd March 2018
- 452 ETs (185 women and 267 men) from 3rd to 7th April, 2018

The project's target for year one was 15 days of ET training. Therefore, PEELI has achieved its target, as 15/15 days training has been delivered to ETs within year one.

This means out of 40 days, 15 days training of 1001 ETs has been completed, to date.

- ✓ 12 days training for 64 EETs (18 Women and 46 men) from 29th May to 12th June, 2018

Therefore, out of 20 days, 12 days training of EETs has been completed, to date.

- c. Training delivered by ETs/EETs to Primary School Teachers. The project lifetime target is of 15 days for 250,000 teachers.
 - ✓ 3 days training delivered by ETs to PSTs for 67,000 teachers¹⁴
 - ✓ 5 days training delivered by ETs to PSTs for 28,422 teacher¹⁵ from 26th to 30th December, 2017
 - ✓ 3 days training delivered by ETs to PSTs for 10,706 teachers from 26th to 28 March, 2018
 - ✓ 2 days training delivered by ETs to PSTs¹⁶ from 22nd to 23rd June, 2018

¹³ FAME was neither informed about the training nor was the detail of the training shared with it.

¹⁴ Detail of the training is not yet available to FAME as it was neither ready with British Council nor with QAED Punjab. It was verbally informed by British Council that the training was delivered in 3 batches of 3-day duration each.

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, the following are PEELI's achievements:

- a. Selection of 246 ETs to participate in internationally recognized additional training
 - ✓ Aptis tests was delivered¹⁷ 246 (100 women and 146 men) ETs.
 - ✓ 10 days training for TKT preparation was delivered for 27 (10 women and 17 men) ETs from 16 to 27th April, 2018.
 - ✓ The Professional Award in Teacher Development was delivered for 44 ETs¹⁸
 - ✓ Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) teaching award for 6 ETs (3 women and 3 men)
 - ✓ Standards for teachers, standards for trainers and corresponding

¹⁵ In the last report the number was quoted 30,000. However, QAED provided district-wise data which discloses the exact number i.e. 28,422

¹⁶ Detail of the training is still awaited.

¹⁷ According to British Council, out of 246, only 177 attended the training.

¹⁸ British Council verbally shared the total number and afterward confirmed it through an email.

observation tools were submitted to QAED¹⁹ Punjab.

- ✓ Massive Open Online Courses (MOOCs)²⁰ were offered to all the 1001 ETs.

Output 3: Training materials and resources for teachers

Training materials are developed for effective training delivery, especially 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 5 days²¹ training delivered by ETs to 106,128 PSTs

Output 4: Institutional capacity building (materials development)

For ensuring sustainability of its inputs, PEELI planned to develop capacity of QAED Punjab and its allied institutions.

In this regard, PEELI has accomplished the following:

- ✓ 10 days materials development workshop was delivered from 1st to 14th March, 2018 at PC Hotel Lahore.

Output 5: Monitoring and evaluation

In order to determine the extent to which 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. Progress to date in this area includes:

- ✓ Third party validation consultant contracted.
- ✓ First M&E intervention completed from 26th to 30th December, 2017.
- ✓ Second M&E intervention completed from 26th to 28th March, 2018.
- ✓ Third M&E intervention completed from 3rd to 7th April, 2018.
- ✓ Fourth M&E intervention completed from 16th to 27th April, 2018.
- ✓ Fifth M&E intervention completed from 12th to 16th May, 2018.
- ✓ Sixth M&E intervention completed from 28th May to 9th June, 2018.
- ✓ Seventh M&E intervention completed from 22nd to 23rd June, 2018.

¹⁹ British Council shared a tool named “Course Feedback Questionnaire”, only so far.

²⁰ It is beyond the scope of British Council to keep/access to log of people who have benefited from the course, therefore detail is not available.

²¹ It is important to note that out of 106,128 PSTs, majority (77,706 PSTs) have only completed 3 days out of 5 days training.

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 knowledge and substance to its training and technical assistance. The achievements of PEELI concerning this output include:

- ✓ A panel discussion was held on 15 March, 2018 at British Council Lahore.
- ✓ Research study on progress by GoPb in English Medium Instructions (EMI) has been awarded, and a preliminary report of the study has been submitted to British Council.
- ✓ Research into continuing professional development (CPD) options for primary school teachers (PSTs) at school and local level, was announced and its Technical Proposal has been received to British Council.
- ✓ Research into digital accessibility and IT literacy of school teachers, was announced and its Technical Proposal has been received to British Council

FAME Education finds that PEELI's progress is in line with year one targets, so far. Overall, the performance of the Project has been evaluated "Satisfactory" for achieving most of its targets by using a flexible approach to implementation.

²² Earlier known as GCET Government College for Elementary Teachers

B- Effectiveness of PEELI interventions

The following analysis is based on the primary data gathered from the M&E interventions mentioned above and from PEELI implementing partners – PEELI and QAED Punjab. The section has been organized by the interventions.

3.2 PSTs Training (from 26th to 28th March, 2018)

3.2.1 PSTs training venues profiles

Three types of institutions were used as venue for organizing the training, including: District QAEDs²², Higher Secondary schools, High Schools including Comprehensive Schools and Model schools. All the centres were either at district or at *tehsil* headquarters. Depending upon the nature of the original mandate²³ of selected venues, variation in terms of facilities is quite obvious. Administration of each of these venues, nevertheless, had made their level best efforts to provide facilities to the trainees that were prerequisite for the training. The number of ETs observed by type of the venue during the monitoring process, is given below:

Type of centre	No. of ETs observed	%
QAED (GCETs)	20	18.9
Higher Secondary School	14	13.2
High School	72	67.9
Total	106	

Table 1 Distribution of ETs by training venue

²³ 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.

3.2.2 ETs Competence

The overall performance of ETs in the form of Mean Score (MS) is given in Figure 5, on the five key performance indicators against four levels: a) Induction, b) foundation, c) engagement, and d) 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:

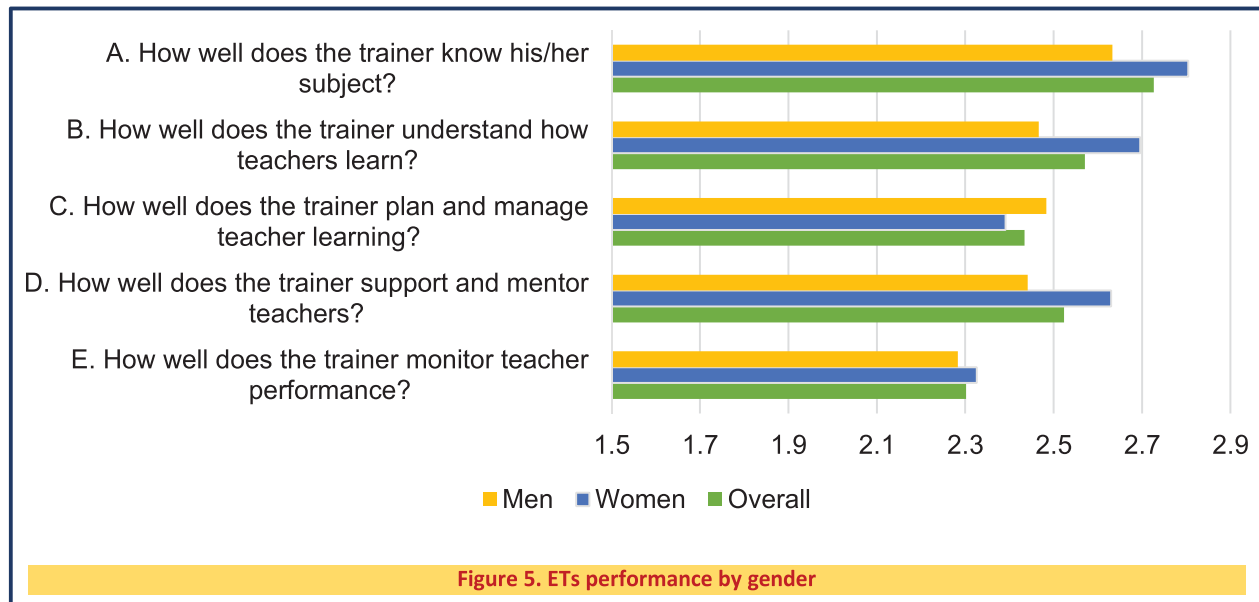
- MS between 1.0 and 1.4
Induction level
- MS between 1.5 and 2.4
Foundation level
- MS between 2.5 and 3.4
Engagement level
- MS between 3.5 and 4.0
Integration level

every performance indicator is either between 1.5 and 2.3 or above. However, for indicators A, B and D, the majority of ETs have also reached 'Engagement level'.

Women ETs' performed better than their men counter parts on all the performance indicators except indicator C.

The figure also discloses that **ETs know the content well which they were delivering** in the training sessions. ETs had a **better understanding of how PSTs learn** in order to ensure participants' learning from the sessions.

Further analysis of the data as given in Table 2, reveal that ETs' performance was relatively higher on the following factors: 1 2, 3 and 5 (*i.e. Accuracy of information presented; Clarity in communicating information; Relevance of supporting examples with the presented information;*



All ETs have achieved the 'Foundation level' i.e. "The trainer has the foundation of teaching skills and knowledge on which to build her/his role as a teacher educator", on all the five performance indicators, as Figure 5 depicts that the mean value for

and Correct use of terminology), 6 and 8 (*i.e. Relevance of supporting examples with the presented information; and Broad range and appropriate strategies used to motivate the learners*), and 15 and 16 (*i.e. Provision*

of opportunities to teachers to reflect on the application of new knowledge and skills; and Activeness in encouraging teachers to take responsibility for their professional learning). The table also shows that the majority of ETs were at 'foundation level' with respect to factors: 4 (i.e. Use of research for drawing supporting examples) and 7 (i.e. Use research-based strategies for adult learning) as they were neither able to draw examples from the current research in the field nor were they deploying strategies appropriately in adult literacy. This alienation from research based teaching is reflected in their inability to engage the class.

The general observation of ETs' performance was also recorded by the monitors. The monitors' observation of the trainers' behaviour through delivery of training shows that the majority of the trainers were **active and motivated**. Overall training delivery can be considered as 'good'. Some of the trainers were **using innovative ideas** and also using appropriate vocabulary. Creativity in a few training sessions was also observed by the monitors.

The overall quality of the trainers can be considered as satisfactory. In addition to above-mentioned general observations by the monitors, trends within the quantitative

Factors and indicators	Second Observation (Induction Training March 2018)		
	N	Mean	SD
A. How well does the trainer know his/her subject?			
1. Accuracy of information presented	106	2.69	.523
2. Clarity in communicating information	106	2.71	.568
3. Relevance of supporting examples with the presented information.	106	2.57	.569
4. Use of research for drawing supporting examples	106	2.10	.584
5. Correct use of terminology	106	2.73	.544
B. How well does the trainer understand how teachers learn?			
6. A wide range of appropriate pedagogical strategies used to meet the needs of individual teachers and the group as a whole	106	2.57	.569
7. Use of research-based strategies for adult learning	106	2.30	.604
8. Broad range and appropriate strategies used to motivate the learners	106	2.57	.552
C. How well does the trainer plan and manage teacher learning?			
9. Clarity in stating appropriate learning outcomes	106	2.42	.689
10. Quality of plan to guide the session	106	2.21	.700
11. Effectiveness of learning environment in relation to learners, resources, space and time.	106	2.56	.618
12. Regularity in employing appropriate supplementary materials	106	2.53	.636
13. Effectiveness of assessment used for achievement of the learning outcomes	106	2.46	.538
D. How well does the trainer support and mentor teachers?			
14. Appropriateness of provided advice that extends the learning to the teachers' own teaching environment	106	2.46	.520
15. Provision of opportunities to teachers to reflect on the application of new knowledge and skills	106	2.60	.596
16. Activeness in encouraging teachers to take responsibility for their professional learning	106	2.58	.599
E. How well does the trainer monitor teacher performance?			
17. Wideness in range of using appropriate pedagogical strategies to monitor teacher performance	106	2.36	.501
18. Level of coherence and appropriateness of frame of reference for evaluating teacher performance	106	2.29	.457
19. Consistency in recording evaluation for provision of feedback to teachers	106	2.25	.531

Table 2 Performance of ETs by indicators

data show that ETs had accuracy and clarity in presenting information by embedding it in relevant and supportive examples along with use of correct terminology of the subject that was discussed at the time of observation by the monitor. ETs' activeness was also observed in encouraging teachers to take responsibility for their own professional learning. The trainers were using a wide range of appropriate pedagogical strategies to meet the needs of individual teachers and the group coupled with broad range and appropriate strategies to motivate the trainees. ETs were providing opportunities to teachers to reflect on the application of new knowledge and skills. It can therefore be inferred that the training provided theoretical lessons, followed by hands-on activities in the training session.

3.2.3 Feedback from Primary School Teachers (PSTs)

According to QAED Punjab database, **10,706** (4,646 women and 6,060 men) PSTs attended the training in comparison to the expected number of participants i.e. 20,000. In this way the **overall participation rate was uninspiring i.e. 53.5% only**. The major reason was the delay in issuing appointment letters of the newly selected PSTs in six districts²⁴ of Punjab. The delay was owing to administrative bottlenecks including court orders to hold in abeyance the recruitment process. The actual number of participants in the training by district is given in Appendix 15.

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 the 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 6 discloses that almost all the training participants perceived that ETs **were competent enough to deliver training effectively and efficiently**, as the 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 3.9 only.

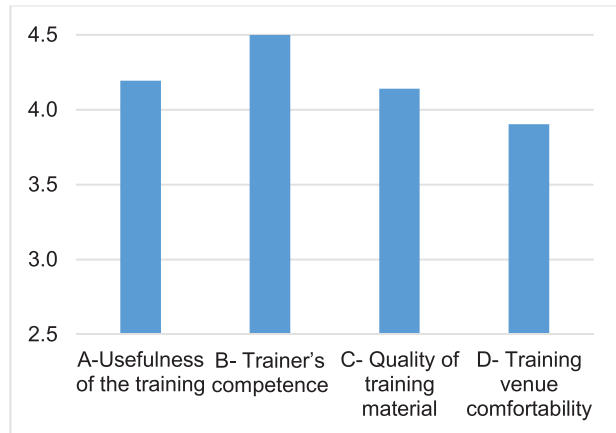


Figure 6. ETs overall performance as perceived by trainees (PSTs)

The data presented in Table 3, indicates that the initial reaction of the trainees who attended women ETs' training sessions was more positive in comparison with those who attended men ETs' training sessions.

²⁴ The training could not be organized at Sialkot District, and it was not delayed at Attock, Rawalpindi, Jhelum, Chakwal, and Rahimyar Khan Districts.

Furthermore, the trainees perceived that the women ETs were more competent than the Men ETs.

	Trainer's Gender			
	Men		Women	
	No.	MS	No.	MS
Usefulness of the training (No. of statements= 6)	1791	4.21	1206	4.18
Trainer's competence (No. of statements= 3)	1791	4.49	1206	4.51
Quality of training material (No. of statements= 2)	1791	4.15	1206	4.13
Training Venue comfortability (No. of statements= 2)	1791	3.97	1206	3.81

Table 3 Performance of ETs by indicators by effectiveness indicator

Factor-wise analysis of data on initial reaction of the trainees about effectiveness of the training (Table 4) informs that the participants are in agreement with all the stated factors (as the MS is greater than 3.5 for each factor). A detailed analysis of the trainees' feedback is given in Appendix 18.

3.2.3.1 Recommendation of British Council as friend or colleague

To gauge the trainees' opinion about British Council efforts, a question: 'How likely are you to recommend the British Council to a friend or colleague' was asked on 10-point rating scale. For the most part, trainees were in agreement that they were 'likely to recommend' British Council to friends or colleagues, as the MS is 7.5 out of 10. The number of respondents by each rating is given in Appendix 8. For further exploration, whether women ETs or men ETs created positive impact of British Council, Figure 7 discloses that **women ETs impacted more positively** in comparison to men ETs; overall (35.8 percent) of the trainees attended training sessions, considered British Council 'very likely to **recommend the British Council to a friend or colleague**. This leads to a logical conclusion that efforts of both the female and male ETs have contributed a lot to create a better image of BC regarding professional development of teachers in Punjab through PEELI.

Indicators/factors	Number	Mean	SD
Usefulness of the training			
1. The training met my expectations.	2982	4.19	.734
2. Overall, the training was a high quality event.	2978	4.13	.805
3. I have learnt new knowledge and skills from this training.	2980	4.55	.660
4. The training will help me to teach better.	2986	4.50	.649
5. Now I feel more confident about using English when I teach.	2979	4.17	.762
6. I would like to attend a similar training event in the future.	2941	4.21	.924
Trainer's competence			
7. The trainer has knowledge of the subject matter.	2995	4.48	.667
8. The trainer has ability to explain and illustrate concepts.	2990	4.48	.685
9. The trainer answered questions completely.	2960	4.52	.663
Quality of training material			
10. The training material is appropriate to my level of understanding.	2991	4.10	.843
11. I can use the provided material in my teaching easily.	2977	4.18	.794
Training venue comfortability			
12. The seating arrangement supported learning activities.	2989	4.05	1.021
13. Heating or cooling condition was according to weather condition.	2990	3.76	1.068

Table 4 PSTs Feedback by effectiveness factors

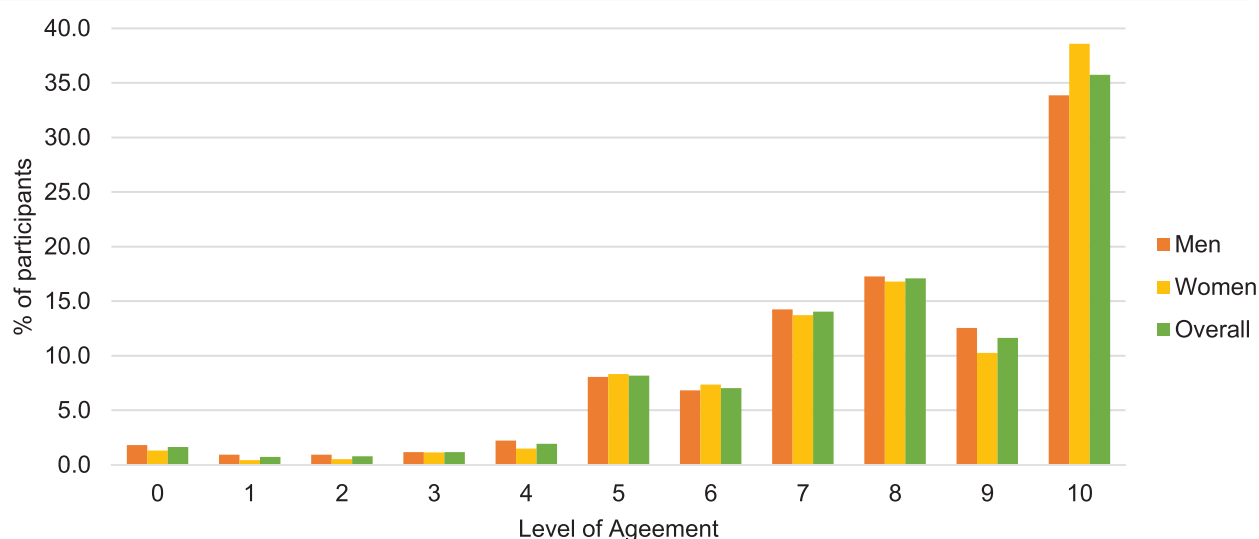


Figure 7. Trainees' perception about British Council by gender

General comments of PSTs about the training were analysed and themes were identified. The identified themes have also been tabulated after coding, and are presented in Table 5. The table shows that a large proportion (29.2 percent) of the participants wanted an increase in the number of days of their trainings. Another significant proportion (9.9 percent) of the participants liked the training and were satisfied with the training.

3.2.4 Analysis of and key results from data gathered through FGDs with PSTs

This part of the report summarizes findings of 27 FGDs 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 more intensive information for conducting the discussion about quality of training and

Comments	Count of PSTs who wrote the comment	%
1. Days of training should be extended.	872	29.2
2. The training is satisfactory for me.	297	9.9
3. Use of Electronic Devices like multimedia, sound system etc.	285	9.5
4. Environment of the training center should be improved.	278	9.3
5. There should more activities in the training.	156	5.2
6. More experienced trainer should be appointed for imparting the training.	111	3.7
7. Supplementary material should be used in the training.	106	3.5
8. English grammar should be included in the training.	102	3.4
9. Access of center should easy (near) for the trainees' home/place of posting	64	2.1
10. Traveling Allowance/ Daily Allowance (TA/DA) must be given to the participants	39	1.3
11. Quality of refreshment must be improved.	27	.9
12. Medium of instructions for the training should be Urdu	17	.6
13. The training was irrelevant for me.	14	.5
14. There should more than one trainer	14	.5

Table 5 PSTs general comments about the training

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 reveals the following key findings:

3.2.4.1 Key learning's from the training sessions

The participants of FGDs were found to be very satisfied and responsive about their involvement in PEELI. In the majority of focus group, participants expressed that the project generated the potential of teaching staff and contributed to the enhancement in quality of teaching and learning.

Active learning strategies

In focus groups, the majority of the participants explicitly shared that the training addressed the practical implication of pedagogical knowledge. They said that it had equipped them with the knowledge and skills to implement activity based learning and child-centred approaches relevant to different subject areas by focusing upon operational use of English Language in real classrooms.

A participant said:

As we are all master's degree holders we had the knowledge. This training has helped us how to deliver knowledge and communicate to students. It has also taught us the methods and ways to attract students and sharpen their quest and thirst for knowledge. (FGD with PSTs, GHSS Bhowana, Chiniot)

Participants were convinced that many new methodologies were introduced to help teachers make the learning process more engaging. One of the participants shared, *"We have learnt new pedagogical skills to tackle real classroom situations for promoting activity-based learning in a way to engage our learners."* (FGD with PSTs, GG MB HS Narowal).

The majority of the focus group participants were of the view that learning through participation in different activities was one of the most significant learnings, as it helped them understand 'how to teach children through getting them to participate in activities'. They were happy with the participatory approach of the trainers which boosted their energies to learn more and they were confident enough to replicate such useful activities in their classrooms. A considerable number of participants from focus group expressed that the training had removed their hesitation and developed their confidence in using activities pertaining to participatory approaches. Another participant from FGD GGHS TDA Colony, Layyah said: *"Training has developed in her a sense of competition and group work"*.

It was highly appreciated by PSTs that the training had contributed a lot to their professional practices in the classrooms; it would help in shifting our 'traditional classrooms' into 'activity-based learning'. A participant from FGD with PSTs at GIGHS Multan mentioned, *"The training has converted classrooms from teacher-centered to child-centered and from theory to practice"*.

Teacher motivation

The majority of the participants shared the opinion that motivation is a crucial part of the learning process so a teacher should

be highly motivated and critical friend of his students. In focus group with PSTs at GHS Baghbanpura, Lahore, a participant claimed, *"We have learnt how to develop active participation of students' in learning process; moreover, we also learnt how to develop friendly relationships with our colleagues and students"*.

It was evident from focus group discussions that participants were motivated and ready to take life challenges of teaching and learning. They were active to adopt teaching methods they have learnt in the training; child-centered activity based learning and teaching; managing and organizing lessons as per students' cognitive development.

One of the key factors contributing to teacher motivation under this training was, 'awareness about teachers' rights and privileges.' *"We came to know about our rights as teachers; now we can better response un-wanted pressures pertaining to yearly leaves and showcase notices"*, says a participant from FGD with PSTs at G ND HS Ichhra, Lahore.

Teacher communication

In a number of FGDs, the participants shared their concerns with teacher communication skills and agreed that the use of appropriate language in the classrooms is necessary to make learners more active. A significant number of participants commented, *"Teachers should provide their students with constructive feedback and avoid destructive feedback"*. In another FGD with PSTs at GHS Shahkot, Nankana Sahib, a participant suggested:

A teacher has to consider his students' learning styles first and then provide them assistance as per their needs because if a

teacher is unable to understand the students' learning styles, he will never be capable of communicate effectively.

Use of English language in classroom

In many focus groups, it was noticed that participants had backgrounds other than English. These participants found the task of learning a language demanding but appreciated nonetheless. The majority of participants found the English aspect of the training interesting and helpful for their classrooms.

A participant from FGD with PSTs at GHSS Chiniot, added: *"Having knowledge about English is not a difficult task but to deliver this knowledge in an impressive way, is an art"*.

The majority of the participants mentioned that the training has developed skills by adding considerable value to their confidence level while speaking in English. Another participant in FGD with PSTs at District QAED Sahiwal said:

This training is important for capacity building of trainees. We have learnt how to teach effectively, especially explaining a topic in a better way. All these years we have been teaching tenses but in training, we have learnt tenses with timeline which, for me, was new. We are also learning to collaborate and are more confident about our practices now.

3.2.4.2 *Most interesting aspects of the training- ETs' impressive behaviour and ability*

Generally in many groups participants appreciated the trainers being energetic, confident, cooperative and ready to share problems. The participants were inspired by trainers' down to earth attitude. A participant said:

They [ETs] came to our level and taught us things very frankly. They were never authoritative and never let us think that they are from high posts. They never differentiated among us. They not only delivered knowledge but also related it to some practical examples which helped the trainees to understand things more easily. (FGD with PSTs at GHS Comprehensive Gujranwala)

In almost all FGDs, the participants expressed their satisfaction concerning the trainers' behavior and performance. They were appreciative of the trainers due to their lively facial expressions, energetic personalities, audible sound pitch, polite nature and ensuring active/participatory learning by encouraging all direct and indirect ways to make trainees comfortable and assure their participation in the learning experiences, designed for the training. *"Trainers have encouraged them to learn new things and provided them opportunities to reflect on practices", a participant mentioned in FGD with PSTs at Govt. Comprehensive HSS Gujranwala.*

3.2.4.3 *Suggestions to improve the training further*

The majority of the participants in focus groups expressed their satisfaction with the PEELI trainings. They also offered the following suggestions for further improvement in the training programme.

About training schedule and venues

It was requested by participants in many focus groups that training should not be scheduled in harsh weather conditions and substandard venues because it reduces motivation and performance. Careful planning on this part is needed.

About training material/content/session length

In focus groups, most of the trainees suggested that training material should be available online at least a week before the commencement of the training. Moreover, hard copies of the material should also be provided beforehand.

The participants suggested that content from textbooks should be included in the training manual for relevance of training to actual classrooms. Furthermore, almost all the participants agreed that some examples/activities/topics should be excluded or changed in the training module, particularly those example/activities (like activity in which all participants move in inner and outer circle facing each other-Workshop 8), that have sensitivity pertaining to local culture.

For a few participants, theory work was 70% and it was difficult for them to concentrate with the same energy level. Every day is almost the same and thus boring. There should be new things every day. A participant from FGD with PSTs at Govt. ND HS Ichhra, Lahore justified this concern by comparing the routine with the university life and quoted:

In University, it was not boring to attend a class of a subject once in a week; here we have limited time and we are supposed to attend the training daily, that is why it has

become boring, sometimes. It will be more interesting when we will go to the schools and replicate these activities with responsibility.

It was suggested by participants that session length should be prolonged for some topics because some topics need more time to discuss while others need less time.

About ETs' role

Generally, in many groups participants appreciated ETs as they are energetic, confident and cooperative but at the same time, they shared a few suggestions as well. Some of the trainees in the FGDs suggested that the trainers should reflect upon their management skills and they need more training on managerial aspects. Some argued that trainers need good experience of the public sector to be able to contextualise training.

3.3 ETs Training – from 3rd to 7th April, 2018)

This section is based on data gathered from 6 focus group discussions (FGDs) organised at six venues in five districts: Islamabad, Gujranwala, Sheikhupura, Faisalabad and Multan²⁵. The major purpose of these FGDs was to assess the “quality of ETs’ training” imparted to 457 ETs including 40 Master Trainers. For each FGD, 8-10 ETs were selected from 4-5 sessions at each venue.

Following are the key findings from the data gathered from the FGDs:

3.3.1 Overall impression about PEELI

The participants shared encouraging remarks about the experiences they have had through the PEELI training. One of the participants expressed his view as: *“The majority of us was very impressed from the training and the trainers during the first training phase of PEELI. It coaxed us to be part of the second phase as well”*. Almost all the participants agreed on the fact pertaining to their role in PEELI for a number of reasons:

- It helps them to learn something new, every time
- It is not a routine training like other trainings
- It covers all aspects of using activity-based learning for teaching all the subjects at primary school level.

One female participant at FGD with ETs at District QAED Sheikhupura said: *“This training has changed us completely. We have learned about the activity-based learning, not for English only, but for all subjects”*.

3.3.2 Training contents and material

The majority of the FGD participants were appreciative of the training content and material. *“The material provided is extremely useful. The content is excellent and re-usable in different situations even when the training is over”*, (FGD with ETs at District QAED Multan).

ETs were in agreement that all the material provided in the training was useful and *“there is nothing that they do not want to use from the manual”*, (FGD District at

²⁵ In Multan district, there were 2 venues: QAED Bosan Road and QAED Nawan Sher.

QAED Islamabad). They felt the material would continue to be of use even after training had finished. ETs highlighted the fact that session-II of PEELI is providing us more practical solutions.

3.3.3 Training structure

ETs considered that the training was well organized, planned and structured. They had learned how to effectively use training resources of training resources and make activity based learning part of everyday teaching.

3.3.4 Session length and duration of the training

ETs felt that their own training sessions were '*lengthy even with breaks*'. They suggested that total span of the training sessions should be increased rather than having long sessions. "*The time span given according to the material is not sufficient. As a result, they have to speed up sessions and leave many activities*" (FGD with ETs at District QAED Ghakkar Gujranwala). "*The time span given according to the teaching material is not enough which compels trainers to speed up sessions and leave a number of activities as home work for participants*", (FGD with ETs at District QAED Islamabad). For a few ETs, training sessions were monotonous due to absence of breaks between sessions. The training should have been more than three days. "*The training modules, though comprehensive, appeared to be a bit lengthy as compared to the time duration*", (FGD with ETs at District QAED Multan).

3.3.5 Trainers' quality

It was encouraging to know that ETs appreciated trainers. The FGD participants were happy that their trainers had given them appropriate time to share their problems and even provided them with solutions in a positive and constructed manner. Every group member at two venues District QAEDs Islamabad and Sheikhpura insisted that they had the best trainers. "*The trainers provide solutions how ETs can use ground resources; and usage of ICT is explained in a very easy manner by the trainers*", (FGD with ETs at District QAED Faisalabad). However, participants at another training venue said that although the material was very appropriate, the overall presentation of the material was less effective for the trainees, portraying that trainers were not as per their expectations in presenting the material effectively.

In ETs' opinion, location of the training venues impacted the training quality, as a competence gap exists among the trainers who deliver training in more and less developed districts. One of the participants said, "*When we attend trainings in Lahore, its quality is better in comparison with attending the same training in Multan*", (FGD with ETs at District QAED Multan).

3.3.6 Outcomes of trainings

The major outcomes of ET training as perceived by ETs include:

- ✓ ETs felt a positive and effective change in themselves after the training.
- ✓ ETs' colleagues felt a clear change in ETs' pedagogical approach after the first phase of PEELI training.

- ✓ PEELI training is having a positive impact on students who now appreciate and enjoy learning.
- ✓ They are able to use Edmodo²⁶ (an online learning platform for teachers and teacher educators) about which they were unaware before joining PEELI training.
- ✓ ETs felt, *"We are able to correlate the activities with the professional outcomes. We have not only learned this but are also implementing it in our classrooms"*, (FGD with ETs at District QAED Sharaqpur Sheikhpura).

3.3.7 Issues pertaining to management of the training

3.3.7.1 Coordination between QAED and DEAs

In almost every FGD, the majority of ETs expressed their concerns pertaining to arrangements at district QAED as following:

- There is a communication gap between QAED head and the District Education Authority (DEA). ETs expressed that they were neither properly informed nor did they receive information regarding commencement of training from their line manager well in time.
- A number of participants said that a few of their fellow ETs could not join training due to a delay in or lack of information. ETs expressed that they were neither properly informed nor did they receive information regarding commencement of training (FGD at District QAED Faisalabad).

When ETs leave their schools to join training, they have to convince their heads regarding the urgency and significance of the training. They feel a lot of embarrassment when their heads become a barrier to them attending training.

- The majority of heads do not feel comfortable when ETs request to attend training. ETs want the Department to convey the official letter to their heads well in advance of training and also discuss the importance of these trainings in their monthly/weekly official meetings.
- Some of ETs mentioned that financial incentives are not paid at the end of the training.
- The District QAED head should be trained to pre-plan and provide the aids if required keeping in view inclusive education regarding trainings.

3.3.7.2 Provision of materials

ETs as trainers as well as training participants highlighted the following issues the FGDs that:

- They do not receive training material on time.
- The centers are unable to provide ETs proper facilities required for imparting the training; and
- Copies of trainee's manual are frequently late, missing or insufficient in number.

²⁶ Edmodo is an educational technology company offering a communication,

collaboration, and coaching platform to K-12 schools and teachers

3.3.8 Ideas for making ET training more effective:

Although the participants were quite happy with PEELI trainers and obliged to QAED Punjab and British Council, they had some concerns to be settled for improvement such as:

1. *Pertaining to planning and preparation*
 - a. Proper 'Training Need Assessment' is carried out before planning such trainings.
 - b. A yearly/quarterly calendar for provincial and district trainings may be prepared and shared with the participants in the field before the trainings. So that they can plan their school and household activities accordingly. Some of the participants missed their trainings for they were not properly or late intimated about the trainings. The communication gap between the Head of the District QAED and education officers in the field is basic to any issue.
 - c. The information for the training should be properly addressed and dispensed.
2. *Pertaining to training material and guidelines*
 - a. QAED Punjab may prepare a list of items for Standard Training Material Basket (STMB) for each classroom and communicate the same to District QAED Head. It may prepare a Check List accordingly so that Monitoring Officers check the provision of those items as per list. It is an easy and effective monitoring mechanism.
 - b. The training material, specifically handouts and manuals, should be color-printed on good paper to execute activities effectively.
 - c. Instructions given in handouts and training manuals need to be clearer and more comprehensive. In some activities in the training manual, instructions are vague. For example, in classroom instructions activity at page 16 of the ET manual for 'Infinitive of Purpose' instructions are confusing²⁷. Similarly, some of the activities are not feasible to use or should not be in practice but such activities are given in the manuals practice exercises, particularly activities that are culturally inappropriate such as Mingle-mingle, indirect intro etc.
 - d. Financial Guidelines for different trainings need to be synchronized and conveyed well in advance. District

²⁷ Trainees are asked to match the halves and make sentences. Some later halves can be matched with more than one.

QAED heads feel reluctant to spend budget without written Financial Guidelines, because there are cases, when QAED Punjab Lahore refused to pay what they had spent on telephonic directions.

3. *Pertaining to managing the training*

- a. As per requirement of PEELI trainings, proper physical arrangements and infrastructure should be provided at training centres.
- b. Interval between trainings should be reduced for better understanding of activities after sharing experiences of implementing the activities in classrooms.

4. *Pertaining to incentives (non-monitoring) for ETS*

- a. Training completion certificate should be given at the end of each training. It will give a sense of satisfaction to trainees and helps them to justify their absence from their school.
- b. At least, one joint-training of all provincial ETs should be conducted annually/biannually so that they can learn about the cultures of one another and discuss various educational aspects.
- c. Apart from trainings, ETs wanted complete information

about the Aptis²⁸ test and Certificate in English Language Teaching to Adults (CELTA), eligibility and criteria to get registered in these courses.

3.4 ETs Training (TKT) – from 16th to 28th April, 2018

This section is based on the data generated through FGD with ETs who were attending a training to prepare them for Teaching Knowledge Test (TKT) at QAED Punjab Lahore. Eight participants were randomly selected for the FGD.

3.4.1 Overall impression

3.4.1.1 About the FGD Participants by FGD facilitator

All the 8 participants were found to be very vocal and responsive about their involvement in PEELI. A couple of them were engaged since project inception and for a few, the exposure was comparatively new. However, the project generated enthusiasm among them as well.

3.4.1.2 About PEELI by the participants

The PEELI impact is generating momentum among teachers. They have started to uplift the quality of teaching and learning in primary schools. Given that, the programme aims to address practical implication of pedagogical knowledge, it has equipped teachers with knowledge and skills to take on activity-based and child-

²⁸ Aptis is a modern and flexible English language proficiency test, designed to meet the diverse needs of organisations and individuals around the world.

centred approaches relevant to different subject areas by focusing upon operational use of English Language in real classroom. Besides, it generated self confidence among teachers and helped them to develop a positive attitude towards teaching and learning. It can safely be said that experiential and hands-on nature of the programme enabled teachers to use or try to use various techniques of teaching in their actual classrooms and teacher training workshops.

Generally, the group rated PEELI very highly with regards to its structure, objectives and delivery. The trainers are well qualified, competent and motivating when it comes to delivery of the programme. The objectives are well defined and training is planned accordingly. The training was enriched with relevant and appropriate activities along with effective organization techniques for the participants. The training environment is generally found to be peaceful and conducive to learning as participants with diverse environments and learning experiences are put together in small and large groups wherein they are free to share ideas and exchange knowledge and skills not only about classroom teaching but complexities of their work environment as professionals.

One of the participants reflecting upon PEELI said,

I have been attending teacher training workshops (since the time I joined the profession) about child centered, activity based teaching and classroom management. The trainings were goodbut how to practise this knowledge and use skills in actual classroom was a big concern. I teach in government school where class size varies from forty-five (45) to ninety (90), it had

always been a big challenge to teach in such classrooms. In PEELI training session, one of the trainers abstained teachers from being loud while teaching in a class because if one does. ...students shout louder than them. Here in PEELI trainings, I have learnt ways of engaging students in different activities and managing large classes. I tried these techniques while teaching in actual classrooms and was successful. The programme turned out to be a breakthrough for teachers like me who deal with real issues of classroom teaching while striving to achieve students' learning outcomes. (FGD with ETs at QAED Punjab Lahore)

Another participant from Southern Punjab shared with tremendous enthusiasm:

I joined the profession at my own choice. I feel a lot of issues concerning to classroom discipline and head teacher's temperament. These field complexities were, somehow, not addressed completely in PEELI. It, however, was a kind of breath of fresh air for people like me, coming from remote areas. Here theoretical knowledge was translated into classroom practices and many unanswered questions were entertained practically. I guess that the purpose of the project regarding 'experiential learning' is well achieved. (FGD with ETs at QAED Punjab Lahore)

Another participant added, "The approach of the trainers to interact with teachers like us is very impressive; they are competent and know how to deal with conflicting ideas that emerge in the community of the professionals" (FGD at QAED Punjab).

The PEELI has more than mere intended educational objectives. It has created long-

term relations among us. It has given new life to teachers with hope, energy and enthusiasm for their teaching practices. It has taught us the art of cooperation and team-work. It has made us confident of our profession to bring about a change.

The feelings shared by almost all participants were worded by one:

We come from different backgrounds with majors in Science, Computer Science, Mathematics and English Literature. We have been teaching in different situations but in PEELI training sessions, we get along comfortably as ample opportunities of learning are provided by the trainers. We are asked to reflect and share our thoughts, how vague they are, we are heard and appreciated; that is how we grow and gain confidence. We can say that PEELI has transformed our personalities. (FGD with ETs at QAED Punjab Lahore)

3.4.2 TKT workshop quality (content, duration, material, and participants background)

The group responded positively to the question about quality of TKT training's structure, relevance of training content (defined by Cambridge), quality of training material, activities conducted during the sessions and appropriateness of session length. Most of the participants found the content new to them as it was all about English Language teaching and relevant to TKT. Almost all of them told that they enjoyed the training and learnt a lot about language concepts and terminology; grammar and functions of language. They also learnt language skills and sub-skills such as skimming and scanning.

They also found background to language learning and language teaching very interesting and useful for teaching of English in classroom. However, in depth discussion revealed that a 10-day training session was not adequate to complete Module-1 of TKT Certification for satisfaction of all the participants except one. Learning English language and Linguistics was a demanding task for the teachers with background other than English. They told that it was the first time they were studying language and linguistics and therefore found it challenging.

Given that module was packed as a 10-day exercise, topics were to be completed in the defined time. The participants shared serious concerns about trainers' hurriedness, who either discussed topics superficially or left them untouched. Besides, they were apprehensive about trainers' competence and ability to teach and satisfy professional teachers. It was the planning that led to unsteady execution of the module which not only created frustration among participants but also obstructed their learning as well.

In the words of one of the group members;

It is for the first time, I am learning about English language. Many other participants like me hold backgrounds other than English; it is unwise to plan such a short training for TKT Cambridge Certification. On the top of it, duration of sessions and trainers' expertise and keenness to respond to the satisfaction of questions raised by the participants was a consistent problem. Throughout the training, some part of the topic was left unattended due to shortage of time. It may badly affect our preparation for the test. (FGD with ETs at QAED Punjab)

The majority of the participants shared the opinion mentioned above and agreed to the fact that they were not aware of the nature of the training in advance, one person voiced:

It would have been better if we knew about the nature, structure and contents to be covered during the training and soft copy of the subject-matter should have been provided to us in advance. So that before joining the training, we could have some idea of competence required for TKT certification. (FGD with ETs at QAED Punjab)

3.4.3 Relevance, availability and dissemination of the workshop material

Discussing the availability of the printed and on-line material, the group shared conflicting feedback. According to some of the participants, it was not provided at all (only schedule was given). Others said, it was provided electronically but there were issues with accessibility. One participant with background in English literature mentioned,

The material and references of on-line resources were not updated; some new authors should have been included; what is point in reading old stuff; language develops through reading, there should have been literary stuff so that being reader, I could enjoy.....I very strongly feel these were inappropriate for practising teachers as there was nothing new to learn (FGD with ETs at QAED Punjab)

While talking about printed resource material provided, participants' concerns about the quality of printing as it was not

legible and suggested 'colour printing' (FGD with ETs at QAED Punjab).

The group found it difficult to rate the relevance of the content material provided and used during the training sessions. A few were of the opinion that it was sufficient but others wanted some kind of guiding material (tests sample and structure etc.) for the preparation of the test. However, a couple of the group members added that a link to Cambridge English and the TKT- Handbook for teachers was given in the mail sent by QAED Punjab/British Council.

In the given circumstances of issues related to electricity and accessibility to internet, electronic correspondence should not be the only mean of communication with the participants. The original material needs to be supported with allied material.

The group was generally in agreement and shared that:

Activities were relevant to TKT module and helped us in learning and practising new concepts of English language. However, sessions could be enriched with using more practice-tools like worksheets and activity sheet. (FGD with ETs at QAED Punjab)

3.4.4 Outcomes of TKT preparation workshop

3.4.4.1 Positive attitude towards teaching:

In response to a question about the effect of outcomes of TKT workshop, the group was positive and agreed that they developed their English language skills of English language and developed positive attitude towards teaching. One of the participants shared,

We have learnt new language terminologies. We enjoyed learning as the activities were relevant and involving. There are certain concepts, however, that are still unclear and need explanation.
(FGD with ETs at QAED Punjab)

3.4.4.2 Enhanced confidence and motivation

The group members' confidence and motivation was evident throughout the discussion. According to them they did gain confidence and were motivated enough to put in effort to attain workshop outcomes satisfactorily and to demonstrate their knowledge and skills in real classroom situations.

In response to a question about their performance as ET trainers after this training, almost all of them were confident to bring in a positive change both in training workshops for teachers and lessons for children in schools. One participant said,

Although I am facing difficulties in grasping the knowledge and ideas taught in this workshop but due to involvement in group work, sharing of ideas by the participants and explanation by the trainers, I feel I will not hesitate if I am asked to teach English subject in my school.
(FGD with ETs at QAED Punjab)

3.4.4.3 Teaching strategies and use of proper medium of instructions

It was evident from the group discussion that ETs were motivated and ready to embark upon real life challenges of teaching and learning; they were using new teaching methods which they learnt in

PEELI workshops. They were able to make appropriate use of English language along with Urdu in classrooms to make teaching enjoyable for students. One participant said:

I used to play 'ladder game' in my class but I did not know the name. Here, I have learnt about it in detail and I use this activity in teacher training workshops and school teaching after making certain changes to enhance learning of the participants. (FGD with ETs at QAED Punjab)

3.4.4.4 Networking and critical thinking

Cooperative and collaborative learning techniques that ETs were exposed to during training sessions have left pleasant memories of learning among the participants. They highly appreciated the sessions in which fellow trainees gave feedback after critically analyzing each other's performance during the training. Similarly, they rated reflective exercises in the training very high as these helped them to critically analyze their own performance and identify areas for further improvement.

According to one participant:

Previously I had no idea of importance of critically looking at others' and one's own performance and wording it appropriately. These exercises have helped me to start thinking critically and positively. It has helped to develop working relationship with colleagues, listen to alternative ideas openly and become conscious about my actions (FGD with ETs at QAED Punjab Lahore).

Another participant added proudly:

Building connections/networking is one of the most important aspects of good teaching all of us are connected and members of an active WhatsApp group and share our problems / issues and seek solutions and extend support. (FGD with ETs at QAED Punjab Lahore)

3.4.5 Challenges observed by the participants

- **Selection for TKT workshop:** In response to a question regarding their selection for TKT, most of the participants felt satisfied for this international level certification. However, a couple said that they hoped for an advanced level opportunity like a course abroad etc.

The news of being part of TKT was not thrilling for me as I think I deserved a better opportunity. It has been many years, I am in teaching and teacher training, and it is high time to look for something more challenging. (FGD with ETs at QAED Punjab)

- **Diverse group:** As stated above, the group was heterogeneous with regard to its exposure to English language learning but was exposed to same kind of training workshop. Some felt they were repeating old things while others found it challenging. The participants experienced problems in grasping the concepts though they were involved in group activities. Additionally, it is strongly felt that some kind of baseline study to assess their needs was vital to better cater the needs of the group and get them ready for certification examination.

The concern was voiced by the participants too:

Need analysis was not conducted to assess our needs. Therefore, training workshop was not tailored accordingly. No pre-test was given to identify our weak areas in English Language or to assess existing knowledge base. (FGD with ETs QAED Punjab Lahore)

For this reason, participants with major in English sounded dissatisfied with the learning exercises and outcomes. Whereas, participants with background in subjects other than English did in fact learn new concepts and ideas but felt deprived of thorough discussion and explanation by the trainers. Had there been a baseline, it would have been easy for the participants to assess themselves and gauge their learning.

- **Trainer's ability:** As a whole, the participants appreciated the trainers as they were energetic, confident and cooperative and were ready to discuss academic issues. At the same time, some of them shared concerns about certain areas of study. The trainers, either due to lack of clarity about subject matter or shortage of time, used to leave participants confused and unclear.

According to a very active participant:

The trainer was not clear about the concept she was teaching; she could not satisfy us and did not attend to our questions. She answered our questions vaguely and left us with 'may be' and 'may not be'. We were all confused; and at certain moments, the trainer's understanding about the concept was doubtful. (FGD with ETs at QAED Punjab Lahore)

One participant highlighted:

All along my academic life I was taught about “Future tense.” That is what all teachers teach in our classes and it is given in the textbooks as well. But here one trainer said there is nothing like Future tense. The frustration escalated when the trainer could not justify her claim. We need to be taught what we are supposed to teach in our schools. We are all confused what to do in this situation. (FGD with ETs at QAED Punjab Lahore)

3.4.6 Suggestions offered by ETs

The participants came up with suggestions regarding training duration, content material and time of the training sessions. Some suggestions are given in the text above. However, a few are given below:

- **TKT Training:** The participants shared that they were engaged in Module-1: Language and background to language learning and teaching. Rest of the two modules would be dealt with later. After completing the ongoing training, they had to appear in Cambridge Certification Module-1. This arrangement had put them in trouble regarding their certification.
- **Trainers’ Qualification²⁹:** There was unanimous suggestion from the group that the trainers should be well-informed and expert in their areas of expertise regarding English language and linguistics. Training consultants associated with PEELI should take extra care in making any statement. It was suggested, “*The trainers should be confident enough*

to say ‘I do not know’, ‘I will check and let you know’ or ‘we will discuss it tomorrow’ rather than making irresponsible statements” (FGD at QAED Punjab Lahore).

- **Efficient communication between and among partners:** The Head teachers and the trainee teachers should be intimated about the training through their department. British Council contacts the trainees electronically and the district QAED informs the Heads but the trainee teachers are not kept in the loop. As a result, situation turns awkward when the heads behave strangely. Due to lack of communication between and among different stakeholders, trainee teachers suffer a lot.
- **Head teachers’ orientation:** In response to a question about challenges and issues in real classroom teaching, they mentioned that use of English as instructional language is a big problem: Neither we feel comfortable in speaking English language nor the students understand it well. Practising activity-based hands-on teaching methodology is a serious problem due to lack of acceptance and support by school Heads. It was therefore, suggested, “*Heads should also be invited to such trainings so that they become aware of such techniques and understand importance of healthy noise*” (FGD with ETs at QAED Punjab Lahore). Another person added:

²⁹ British Council Training Consultants

When we are away from school to attend a PEELI training, our colleagues spread wrong information about us which triggers anxiety and discomfort among ETs. There should be a mechanism to help their fellow teachers to understand the importance of these trainings and be supportive. (FGD with ETs at QAED Punjab)

- **Timing of the training sessions:** Training should be scheduled in summer vacation to avoid all kinds of hard situations; whoever is motivated enough will join the training at the cost of her/his vacation. However, certain participants did not seem to agree with the idea.
- **Lodging/ hostel facility:** The group suggested improvement for accommodation of participants with good amenities. They shared concerns about cleanliness of training rooms and lavatories and availability of food. They experienced discomfort and could not take enough rest due to load-shedding which, they think, affected their learning. Moreover, the facility needs to be equipped with guard and 24-hours present male and female attendants.

3.5 EETs Training –from 28th May to 9th June, 2018

EETs have already attended two trainings (General Practices and CPD) offered by PEELI. The participants joined these trainings after participating in Aptis.

³⁰ On the dates of visit, 59 out of 64 EETs were present at the training centres.

The current training was conducted at two venues: District QAED Lahore and Multan. The training was attended by 64 EETs³⁰ at both the centres. The data from the participants were collected through feedback form and FGDs. The following sections present analyses of the data:

3.5.1 Feedback from the participants (EETs)

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 8. The interpretation of MS score is same as given in section 3.2.2 of the report.

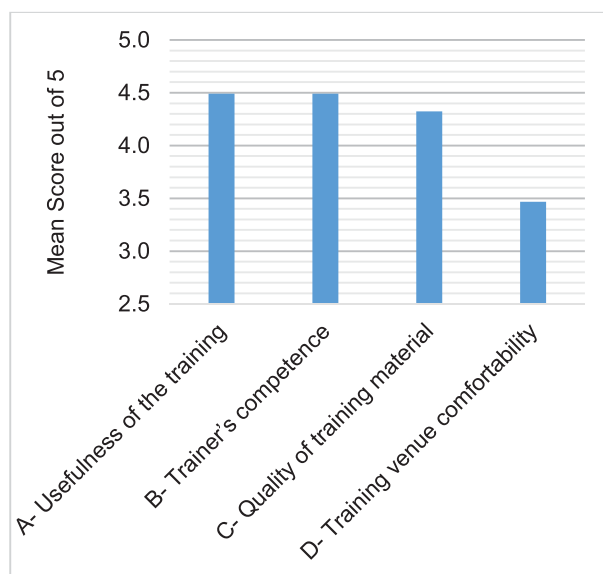


Figure 8. ETs overall performance as perceived by trainees (EETs)

Figure 8 discloses that almost all the training participants (EETs) perceived that their trainers **were competent enough to deliver the training effectively and efficiently**, as the 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 3.5 only.

MS is greater than 3.5 for each factor) except the factors 'refreshment met their expectation' and 'heating or cooling

	EETs Trainer's Gender			
	Men		Women	
	No.	MS	No.	MS
A- Usefulness of the training (No. of statements= 7)	23	4.72	36	4.35
B- Trainer's competence (No. of statements= 4)	23	4.78	36	4.31
C- Quality of training material (No. of statements= 4)	23	4.41	36	4.26
D- Training Venue comfortability (No. of statements= 3)	23	4.52	36	2.79

Table 6 Performance of EETs' trainers by gender

The data presented in Table 6, exhibit that initial reaction of the EETs who attended men trainers' sessions was more positive towards the training in comparison to those who attended women trainers' sessions. Furthermore, the EETs perceived that the men trainers were more competent than the women trainers.

Factor-wise analysis of data on initial reaction of the trainees about effectiveness of the training is given in Table 7. The table informs that the participants(EETs) are in agreement with all the stated factors (as the

conditions were according to weather conditions at the training centre', as the mean score for this factor is less than 3.5, i.e. 2.8.

3.5.1.1 Recommendation of British Council as friend or colleague

For seeking opinion of EETs about the efforts of the British Council, they were asked: 'How likely are you to recommend the British Council to a friend or colleague' on 10-point rating scale. The EETs' opinion was 'very likely to recommend' British

Indicators/factors	Number	Mean	SD
Usefulness of the training			
1. The training met my expectations.	59	4.3	.90
2. Overall, the training was a high quality event.	59	4.4	.85
3. I have learnt new knowledge and skills from this training.	59	4.6	.60
4. The training will help me to teach better.	59	4.5	.68
5. The training will help me to train teachers better.	59	4.5	.60
6. Now I feel more confident about using English when I teach/train.	59	4.5	.62
7. I would like to attend a similar training event in the future.	59	4.7	.63
Trainer's competence			
8. The trainer has knowledge of the subject matter.	59	4.5	.84
9. The trainer has ability to explain and illustrate concepts.	59	4.5	.77
10. The trainer encouraged participation and interaction.	59	4.5	.82
11. The trainer answered questions completely.	59	4.5	.77
Quality of training material			
12. The training material is aligned with training outcomes.	59	4.3	.68
13. The training material is appropriate to my level of understanding.	59	4.3	.68
14. I can use the provided material in my training easily.	59	4.4	.65
15. I can use the provided material in my teaching easily.	59	4.3	.78
Training venue comfortability			
16. The seating arrangement supported learning activities.	59	4.2	.96
17. The refreshment met my expectation.	59	2.8	1.27
18. Heating or cooling condition was according to weather condition.	59	2.8	1.59

Table 7 EETs Feedback by effectiveness factors

Council to friends and colleagues as the MS is 9.5 out of 10. For further exploration, whether women or men trainers of EETs created positive impact of British Council, Figure 9 discloses that **women trainers impacted more positively** on the trainees **by delivering more effective training** in comparison to their men counterparts; overall 72.9 percent of the trainees considered British Council 'very likely to **recommend the British Council to a friend or colleague.**' In this way, efforts of both the women and men trainers led to create a better image of the British Council's efforts to contribute in professional development of teachers in Punjab through PEELI.

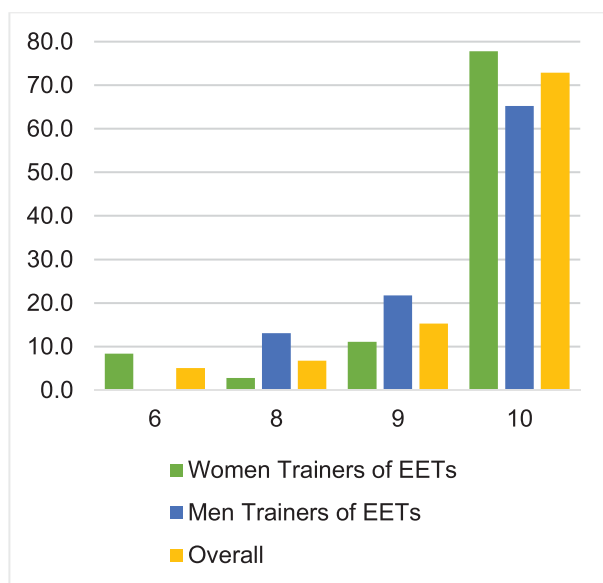


Figure 9. Trainees' perception about British Council by gender

General comments of the EETs about the training were analysed and themes were identified. The identified themes have also been tabulated after coding, and presented in Table 8. The table informs that a large proportion (20.3 percent) of the participants were of the view that the trainings should not be organised in Ramadan. Another significant proportion (13.6 percent) asked

for better equipped training venues with respect to physical facilities.

Comments	No. of EETs who wrote the comment	%
1. Training should not be organized in Ramadan.	12	20.3
2. Training venues should be well equipped with all facilities.	8	13.6
3. Refreshment and accommodation need to be improved.	7	11.9
4. Actual classroom (Schools) scenarios should be the focus of training	4	6.8
5. More training sessions should be arranged in future.	4	6.8
6. English subject trainer should be appointed as EETs.	3	5.1
7. Training manuals/modules should be provided before starting the training.	3	5.1
8. Weather conditions should be consider while arranging the training events.	3	5.1
9. Load shedding problem should be managed by arranging generator.	2	3.4
10. Micro teaching sessions should be included in the training.	2	3.4
11. Online resources should be used frequently.	2	3.4
12. Soft copies of material should be provided.	2	3.4
13. Some outdoor activities should be arranged.	2	3.4
14. Some topics in module should be improved or changed.	2	3.4
15. Intervals between trainings should be regularized.	1	1.7
16. More oral practices should be included in training.	1	1.7

Table 8 EETs general comments about the training

3.5.2 Analysis of and key results from data gathered through FGDs with EETs

As mentioned earlier, two FGDs were conducted and in each focus group eight

(08) participants were randomly selected from parallel sessions³¹.

3.5.2.1 Training structure, contents of training and quality of training material

In response to a question about training structure, contents and quality of training and training material, session length, activities and the trainer, the group seemed satisfied. One participant shared:

12 days training with 3 sessions daily is enough to cover the module. Contents of the training are also appropriate keeping in view diversity among the trainees. Training material, reference books and other supporting material is available to us and we are satisfied. (FGD with EETs at QAED Lahore)

One of the participants in FGD with EETs at QAED Multan shared her thoughts.

ICQs and CCQs were very new concepts for us. It was with the active support of the trainer that we were able to understand them. I am very happy that British Council introduced such concepts in the training material.

She further added.

Training is very well structured. The material is appropriate to meet our needs as a trainer. But one thing that I have learned through this training is effective lesson planning. The challenge is how we can use this in our actual environment where we have to meet certain exam patterns. So this is a challenge for us how we will be

able to make it relevant in actual environment conditions. (FGD with EETs at QAED Multan)

A participant in FGD with EETs at QAED Lahore, commented to which most of the trainees agreed,

The activities given in the sessions are appropriate and adaptable. However, keeping in view the complexity of our actual teaching situations and challenging conditions, we discuss practicality of activities with our trainer after each session. Alternatives are also discussed to support implementation in real classroom situation.

Adding to training content and activities, the majority of the participants agreed,

Training is beneficial and activities are attractive as well as interactive but the challenge is to relate them to ground realities of public schools such as overcrowded classrooms, scarcity of basic facilities and traditional teachers and heads. (FGD with EETs at QAED Multan)

3.5.2.2 Quality of EETs trainers

Generally EETs were satisfied with their trainers' performance.

The best part of this training is the motivation from our trainer. Because of him now we are motivated enough to compete for other professional development programmes including CELTA and Online Tests etc. (FGD with EETs at QAED Multan)

A participant added while showing his satisfaction with their trainer. In spite of all efforts made by the trainers to enable participants to implement different activities

³¹ In case if there is more than one sessions at a venue

in classrooms, the participants strongly felt that sometimes they (trainers) were unable to satisfy them and guide them appropriately. In group's opinion (which seems to be correct), *"Most of the trainers were from private sector and they didn't have first-hand experience of government sector teaching therefore, it was hard for them to realize on ground realities"* (FGD with EETs at QAED, Lahore).

Another person added, *"After each activity we are given the feedback which helps us a lot to understand the implications and learning outcomes of each activity"* (FGD with EETs at, QAED Lahore).

3.5.2.3 Outcomes of the training

Improvement in content knowledge and honed teaching skills: Reflecting upon enhancement of their knowledge about the subject matter of English, some of the participants felt that the training has increased their content knowledge of English as subject and enabled them to learn new things. Others felt that their content knowledge is the same and hasn't increased after this training. Nonetheless, the training has increased their approach to teaching English, enhanced skills needed to teach English and their confidence. In contrast to little increase (5-10%) in subject matter of English, the participants were of the idea,

We have learnt to be cooperative and collaborate with peers. we have become more accommodative, respect each other's opinions; we can plan lessons independently; we have learnt methods to assess students' learning during and by the end of a lesson and we are groomed regarding interpersonal skills. (FGD with EETs at QAED Lahore)

The participants held a unanimous opinion,

This training helped us to translate theory into practice. For example, previously we had no idea of context setting before teaching in classroom. Now, we are practising it confidently both in training sessions and classrooms. This training has turned out to be very effective for capacity building of us as teacher trainers. We know how to explain a topic in an effective way. FGD with EETs at QAED Lahore)

Although we have learnt about new knowledge, skills, methodologies and activities but the most important thing we have learnt is how to engage students in a learning process. (FGD with EETs at QAED Multan).

Development of reflective behaviour: A participant explained,

All these years, we have been teaching tenses but in this training we learnt tenses with timeline which for me was new. We are also learning to reflect and are more confident and critical of our practices now. (FGD with EETs at QAED Lahore)

Another participant added, *"The training is challenging and demanding and we are learning new things"* (FGD at QAED Lahore).

Some of the participants feel that besides pedagogical competence, personal attributes of trainers and trainees have also improved after this training. We are more open in sharing and respect others' views. According to a participant,

This training has made me open to accept and respect others' ideas. I have also become more expressive. I am ready to share my

ideas with others fearlessly. (FGD with EETs at QAED Lahore)

Another supplemented, *"Here, we all are working together. This training has really helped me understand the importance of team work and respect other's point of view in a discussion"*, (FGD with EETs at District QAED Lahore). He further added, *"I have developed the habit to research and explore after this training. Now I always search about new ideas and examples so that I can use them in my teaching"*.

Keeping in view the above feelings of trainees, we can conclude that the training has achieved its objectives to a large extent. It has introduced new ideas; it has given confidence and it has initiated a sense of research and inquisitiveness.

The process of education and learning continues for whole life of a teacher. Teachers' little effort may strike full circle for one; improve from 10 to 20 or 50 to 70 or 90 to 91. It has, no doubt, created trembling and, though slight, movement. One of the participants in the FGD with EETs at District QAED Lahore, said: *If we are optimistic, training will contribute a lot to our practices but if we are critical, it will not."*

3.5.2.4 Things to ponder upon

All the participants agreed that we have gained new knowledge and developed skills but ground realities should be addressed too. A participant added, *"The problem is in the system, ground realities (school/classroom) are opposite to the realities we are having in our trainings so we can change our practices if we are provided with facilities"* (FGD at District QAED Multan).

As far as trainers' readiness for teaching and conducting training sessions was concerned, the group felt that it was 'satisfactory'.

One of the participants was found adamant about his opinion and stated:

For me a trainer should be prepared enough to provide with expert opinion in each respect....there can be moments when they need to explore either literature in black and white or internet resources to find the solutionbut this should not happen often , (FGD with EETs at QAED Lahore).

He further added, *"A trainer should be well prepared both for expected and unexpected questions and ought to give expert opinion about the topics like pronunciation etc."*

The contents and materials of the training should be available online at least a week before the actual training starts. This will help trainees to understand the content better by reading it before-hand. It will also augment the level of interest in the training.

Even when the actual training starts, we are given the material (training modules) in chunks. Sometimes these copied materials are taken back from us. Sometimes the copied material arrives after we have studied that topic. We tried searching that material on-line but it was not even available there. Such things should be taken care of because it will be helpful if we have that material with us for better results. (FGD with EETs District QAED Multan)

3.5.2.5 *Suggestions for further improvement in the training*

In response to question to improve EET training, the participants suggested:

- The training should neither be scheduled in harsh weather nor conducted at a venue, lacking facilities to cope with weather. One participant suggested, “*Such an intensive training should be conducted in a hotel like “Pearl Continental”* (FGD District QAED Lahore).
- The time allocation to each module included in the training should be judicious: short and easy topics should be given less time, while demanding and lengthy topics should be given more time. Therefore, the content covered in the training needs to be re-evaluated so that time can be reallocated accordingly.
- Content material used in the training should be grounded in local culture. Activities, videos and situations that conflict Pakistani culture should be avoided. The trainers need to be more sensitive to it.
- The training material should be provided prior to the commencement of the training so that the participants can study the contents.
- The trainers with teaching and management background of public sector should be selected for this training. They must be expert in their field with relevant and appropriate experience of public sector realities. They always need to come well-prepared and should be well-groomed to satisfy the participants

with their knowledge, examples and demeanor.

3.6 **PSTs in action (Impact Assessment – from 12th to 16th May, 2018)**

Teachers are one of the key elements in any school and effective teaching is one of the key propellers for school improvement. QAED Punjab and British Council are investing on teachers’ professional development to sharpen their skills for better learning outcomes of the students in Punjab. This section presents data collected for establishing baseline to monitor the impact of QAED Punjab and British Council interventions under PEELI, at classroom delivery level.

Success could be measured in several ways. One of the most conventional and scientific approach used in this regard is pure experimental research design. Two different sets of PSTs from the same background factors (school level, locale, gender) were divided into experimental and control groups. As mentioned earlier, the original plan was to include 100 teachers in each group. However, considering the time and other factors, 26 teachers were selected in each set. The data was collected from 52 teachers (26 who have attended the training –experimental group and 26 who have not – the control group) by using two observation schedules: a) Checklist for Child Centredness; and b) Checklist for professional development stages.

Each of the checklists contains observations by two observers, independently. Hence, for analysis average of the assigned score to each factor by both the observers was used. The following

sections present quantitative evidences derived from analyses of the two systematic observation schedules.

3.6.1 Availability of lesson plan

Lesson planning is a significant element of teaching-learning process. It is fundamental for effective classroom practice, and for which British Council has been advocating for through professional development interventions under PEELI. In both the observation schedules, a question was asked about the availability of lesson plan with teachers for the subject/session she/he was delivering. The data on the question are presented in Figure 10.

Figure 10 reveals that more than 70

interventions are more effective for female teachers. However, since it was only one-fourth of total planned observations the analysis may be viewed as exploratory and findings may be interpreted with caution.

Research has established that lesson planning is at the heart of being an effective teacher. Good lesson planning is essential to the process of teaching and learning. It is part of the concern that a large proportion (70 percent) of the teachers even after attending trainings under PEELI, had not planned their lessons while conducting their classes. There might be more than one factor that had contributed to this inattentiveness on the part of teachers. To address the issue, PEELI should focus on lesson planning in the next year.

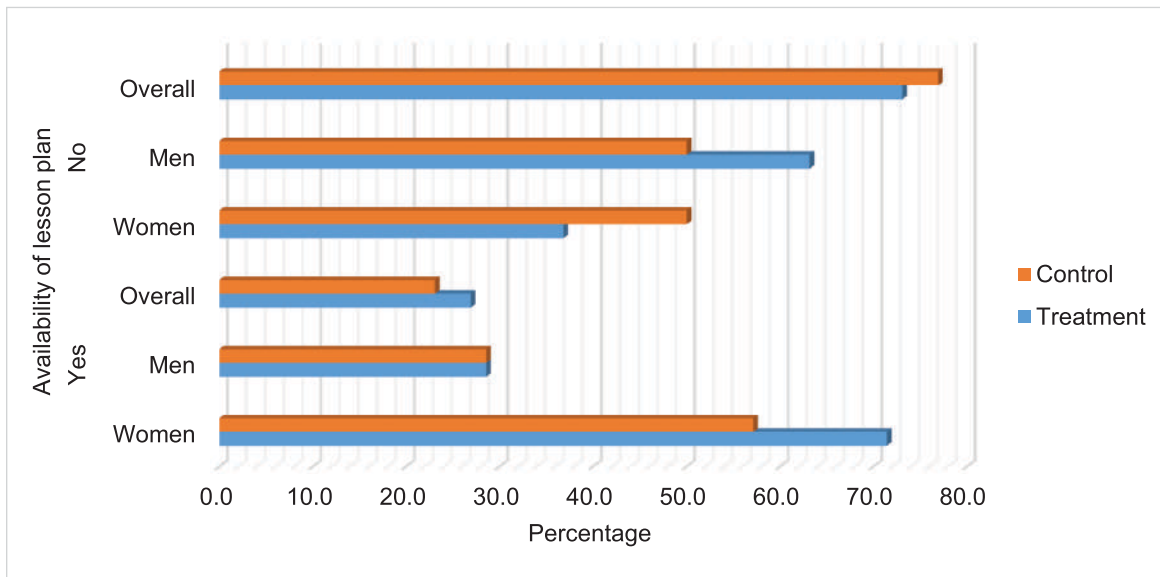


Figure 10. Availability of lesson plan by gender and by group

percent of teachers did not have lesson plan in both the groups while delivering their sessions in the class. This ratio is higher in women teachers in the control group, whereas the case is the same for men teachers in the treatment group. This suggests that at this stage, PEELI

3.6.2 Teacher's behaviour towards Child-centredness

Child-centred teachers engage in an “active learning” process, which is also a core

target of the British Council interventions under PEELI. In order to assess the child centredness, in the classroom an observation schedule was developed on 28 factors against four key indicators: a) Planning of activities, b) Understanding learners, c) Command over subject knowledge, and d) Managing the lesson. All the indicators were observed on a three point rating scale i.e. 'yes', 'to some extent' and 'no'; and the score assigned them was 3, 2 and 1 respectively. Mean Score (MS) for each indicator and factor was calculated and interpreted as follows:

- MS between 1.0 and 1.4 **No**
- MS between 1.5 and 2.4 **To some extent**
- MS between 2.5 and 3.0 **Yes**

A comparative analysis of the experimental and control groups against the four indicators is given below in Figure 11.

It is evident from Figure 11 that all the observed teachers were lacking in the activities planning skills as in both the groups the MS is less than 1.4. However, for the classes of the teachers who attended PEELI training (experimental group), 'to some extent' was observed for child-centred for rest of the three factors.

For further analysis to see whether the difference in the mean score is significant or not, the statistical procedure known as independent sample t-test was used to determine whether or not a significant difference existed between the control and experimental groups. The results are presented in Table 9.

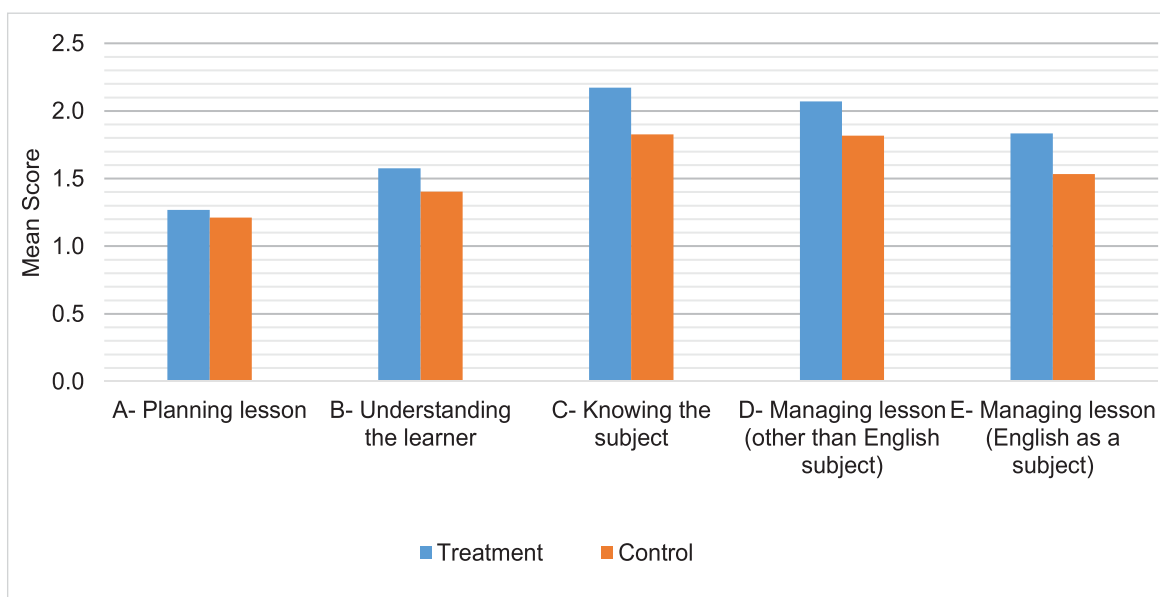


Figure 11. Comparison of experimental and control groups by 4 key factors of child centredness

Indicators	Group	N	Mean	Mean Difference	SD	t	Df	Sig
A- Planning lesson	Experimental	26	1.3	.058	.452	.430	50	.669
	Control	26	1.2		.513			
B- Understanding the learner	Experimental	26	1.6	.173	.611	1.145	50	.258
	Control	26	1.4		.469			
C- Knowing the subject	Experimental	26	2.2	.346	.692	1.952	50	.057
	Control	26	1.8		.582			
D- Managing lesson (other than English)	Experimental	25	2.1	.253	.616	1.176	23	.251
	Control	25	1.8		.405			
E- Managing lesson (Subj English)	Experimental	27	1.8	.300	.718	1.147	25	.262
	Control	27	1.5		.640			

Table 9 Comparison of child-Centredness among the experimental and control groups

For all indicators, statistically there is no significant difference between the

observations, the analysis may be viewed as exploratory and findings may be interpreted with caution.

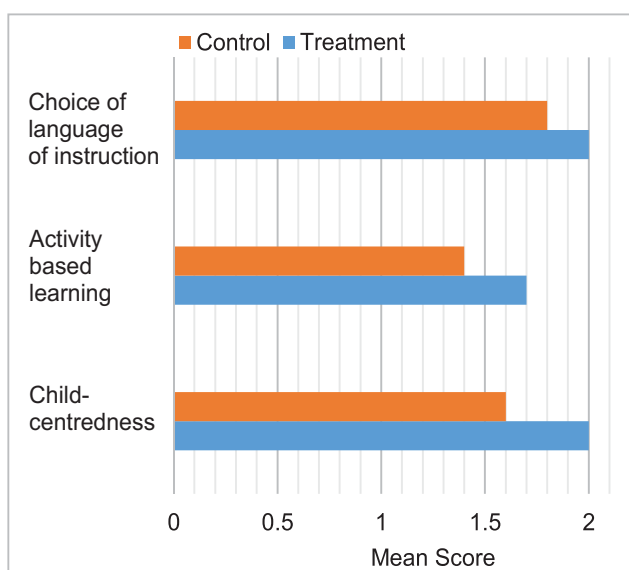


Figure 12. Comparison of experimental and control groups by overarching factors of child centredness

experimental and control group teachers behaviour in classroom pertaining to child centeredness for none of the indicators' p-value is less than .05. It further indicates that the differences between condition means are likely due to chance. Therefore, it leads to the conclusion that both the groups, at present, are at the same level. However, as mentioned earlier, since it was only one-fourth of total planned



process. For studying the gender dimension of phenomenon, data were further explored and the results of it are presented in Table 10.

understand and plan their own professional development. PEELI training is also based on the CPD framework. The framework provided four stages of development

Indicator	Group			
	Treatment		Control	
	Women	Men	Women	Men
A- Planning lesson (No. of statements= 14)	1.4	1.1	1.3	1.2
B- Understanding the learner (No. of statements= 6)	1.6	1.5	1.5	1.3
C- Knowing the subject (No. of statements= 2)	2.3	2.1	1.9	1.8
D- Managing lesson (other than English subject) (No. of statements= 4)	2.1	2.0	1.8	1.8
E- Managing lesson (English as a subject) (No. of statements= 3)	1.6	2.0	1.6	1.5

Table 10 Comparison of experimental and control groups concerning child-centredness by gender

Irrespective of group (experimental or control), women teachers' classrooms were more child-centred in comparison with those of men teachers on all indicators except the indicator, 'managing the lesson'.

The gender dimension of the gathered data on the three overarching factors contributing to a child-centred classroom is presented in Table 11.

	Group			
	Treatment		Control	
	Women	Men	Women	Men
Child-centredness	2.1	1.9	1.5	1.8
Activity based learning	1.8	1.6	1.4	1.4
Choice of language of instruction	1.8	2.1	1.7	1.8

Table 11 Comparison of experimental and control groups by overarching factors of child centredness

- Awareness** – The teacher has heard of this professional practice;
- Understanding** –The teacher knows what the professional practice means and why it's important;
- Engagement** –The teacher demonstrates competency in this professional practice at work; and
- Integration** –The teacher demonstrates a high level of competency in this professional practice and this consistently informs what she/he does at work.



3.6.3 Gaging teacher's professional development stage

The British Council's Continuing Professional Development (CPD) Framework for teachers is for the teachers of all subjects. It enables teachers to

To observe teacher behaviour based on teacher competence level in professional development stages; score assigned to these levels is 0, 1, 2, and 3 respectively for each of the 21 indicators and 5 key factors. Mean Score (MS) was calculated for each indicator and factor. Below is the interpretation of MS score to show teachers achievement level in terms of the level of professional development:

- MS between 0.0 and 0.4
Awareness level
- MS between 0.5 and 1.4
Understanding level
- MS between 1.5 and 2.4
Engagement level
- MS between 2.5 and 3.0
Integration level

The overall performance of teachers in both the groups in the form of MS is given in Figure 13.

All the teachers in the experimental group have achieved the 'understanding level', on all the five performance indicators, as Figure 11 indicates that the mean score value for every performance indicator is either between 0.5 and 1.4 or above. Furthermore, teachers in the experimental group are ahead of the teachers in the control group. It is encouraging to note that teachers in the experimental group are ahead in the professional development, in comparison to those in the control group on all the five key indicators.

The figure also discloses that teachers in the experimental group are better at their subject knowledge and managing lesson than the other factors.

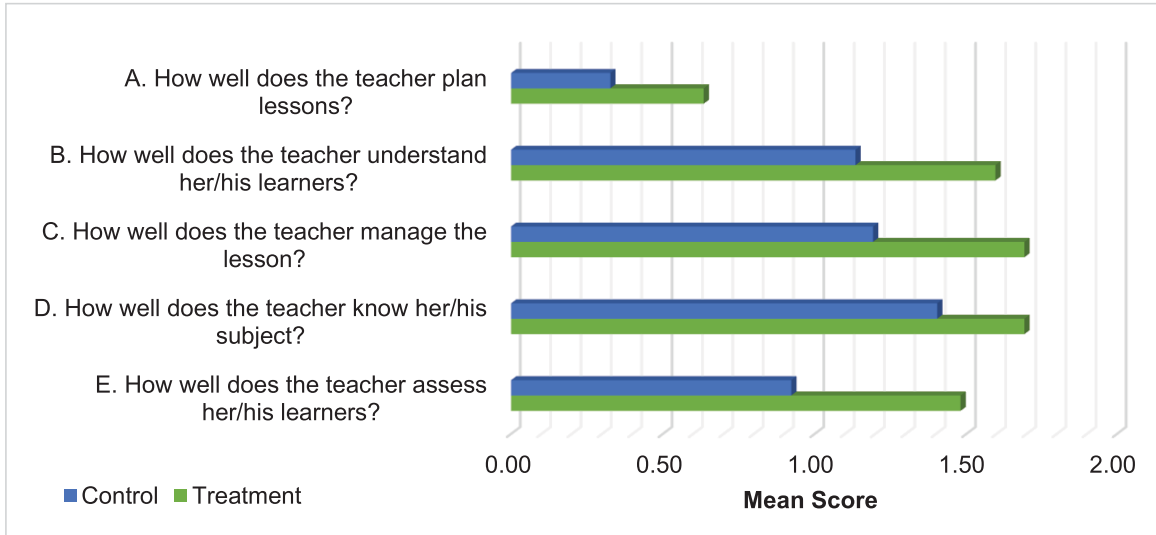


Figure 13. Comparison of experimental and control groups by professional development stages of teachers

Factor and gender-wise analysis of the data is given in Table 12.

- No clear explanations and discouraging remarks by the teacher.

Indicators	Group			
	Treatment		Control	
	Women	Men	Women	Men
A. How well does the teacher plan lessons? (No. of statements= 4)	.9	.3	.4	.2
B. How well does the teacher understand her/his learners? (No. of statements= 2)	1.7	1.5	1.1	1.2
C. How well does the teacher manage the lesson? (No. of statements= 4)	1.8	1.6	1.2	1.2
D. How well does the teacher know her/his subject? (No. of statements= 5)	1.7	1.7	1.5	1.3
E. How well does the teacher assess her/his learners? (No. of statements= 6)	1.5	1.5	1.0	.8

Table 12 Comparison of experimental and control groups with regards to professional development stages of teachers by factor and by gender

Table 12 shows that PEELI training programme appears to benefit women teachers more than men teachers in terms of their professional development, as for all the five key factors, women teachers in experimental group are ahead of men teachers in the group.

3.6.4 Observers' comments

Both the observers also provided their general observation about the teaching-learning process. A few important observations pertaining to teachers' classroom behaviour are as under:

- Concept clarification was being done by the teacher.
- Conventional style of teaching was being used.
- Focus was on rote learning rather than on concept clarification.
- Teacher was lacking in subject knowledge.
- It was one way communication.
- It was traditional classroom with passive learners.
- Less content knowledge as well as poor pedagogical skills.
- Teacher had constantly been ignoring students sitting on the back benches.
- Students were busy in their activities but teacher was not noticing.
- Students were engaged and active in learning but the teacher complained how we can conduct activities without facilities.
- Teacher conducted activities to promote learning but some students were passive.
- Teacher conducted class in her office and wrote only one sentence on board.
- Teacher was active enough to engage students in learning process effectively.
- Teacher was giving examples from routine life to make learning process more effective.
- Teacher was trying to make classroom a place for activities to make learning process more effective.
- Teacher was continuously checking the students' mistake.

4. Conclusion and way forward

The trainings, to a great extent, achieved their numerical targets. Trainers' availability for all the trainings was 99 percent. The majority of ETs are close to reaching 'Engagement Level' of their professional development though they delivered training effectively to a large extent. It is visible that women ETs performed better than Men ETs. The initial positive reaction of the trainees about the training reflects their inquisitiveness and interest. The trainees' positive feedback about trainings also speaks well about arrangement, management and execution of trainings.

In all the trainings, participants (PSTs, ETs and EETs) attendance was more than 90 percent. It was only in PSTs' induction training conducted during 26th to 28th March 2018, in which 52 percent of expected number of PSTs attended the training due to non-issuance of appointment orders and law court orders.

The QAED Punjab Lahore ensured availability of training scheme, daily time table, attendance sheet, list of participants and training materials to all the participants through sharing its electronic copy with the District QAEDs' Head before the start of the training. The District QAEDs efficiently forwarded the same in the field. However, printed training material in proper binding was missing with the participants at a number of training centres, especially in remote areas.

All the trainings were executed at the training centres as per list of venues and

schedule of trainings shared with FAME. For PSTs training from 22nd to 23rd June 2018, training was not conducted at some of the venues as per the shared schedule. Consequently, a number of venues were merged and, in few instances, new venues were created to accommodate teachers from the neighboring centres.

4.1 Way forward

PEELI trainings have demonstrated that they are responsive to the needs of the trainees (ETs, EETs and PSTs) to a large extent. It has prepared teachers how to become reflective and adaptable practitioners. There are some managerial bottlenecks, the details of which have been discussed in section 3 of this report, along with revisiting of training contents/materials, which need attention before the next round of trainings under PEELI. A few suggestions to make the trainings more result oriented, are offered below:

4.1.1 Concerning to training management

- i. **Training schedule:** A yearly/quarterly calendar for provincial and district trainings may be prepared and shared with the participants in the field so that they can plan their school and household activities accordingly. Some of the participants missed their trainings for they were not properly or late intimated regarding their trainings.

- ii. **Quality assurance of training venues logistics:** QAED Punjab may prepare a list of items for Standard Training Material Basket (STMB) for placement in each training room and communicate to the District QAED Head for implementation. It may prepare a checklist accordingly so that monitoring officers check the provision of those items as per list. It is an easy and effective monitoring mechanism.
 - iii. **Engaging ETs in managing training at the centre:** The ETs may be sensitized to play proactive role in assuring 100% attendance of trainees at their respective training center. They are required to work pro-actively to achieve the target. They may also be asked to actively pursue with QAED Punjab and District QAEDs regarding other provisions for an effective training.
 - iv. **ETs selection criteria and development:** Only those who possess appropriate knowledge of the public sector and its working, attractive pedagogical skills and rich teaching experience may be deployed as ETs. ETs/EETs need to be acquainted with the usefulness of effective display. It is important because participants cherish their work and start learning afterwards when the activity is actually over.
 - v. **Trainees' follow-up and post training support:** Training in isolation yields least impact. Special efforts need to be placed to prepare a mechanism to dovetail performance and shortcomings of each trainee in trainings for his sequent development.
 - vi. **Clarity in roles of PEELI partners:** The QAED Punjab and British Council may define their individual roles and responsibilities regarding conduct of training, data management and preparation of reports vis-à-vis performance and weak areas of trainees.
- 4.1.2 Concerning to training contents and material**
- vii. **Revisiting of time allocation for training modules:** The time allocation to each module included in the training should be revised. As suggested by ET/EETs, short and easy topics may be given less time and more time may be allocated to demanding and lengthy topics. Therefore, the content covered in the trainings needs to be re-evaluated for a rationale time appropriation.
 - viii. **Training contents:** Content material used in the training should be grounded in our local culture; activities, phrases and examples that conflict Pakistani culture should be avoided. The trainers need to be sensitive to it.
 - ix. **Emphasizing on lesson planning:** Lesson planning should be focused on in upcoming trainings of PSTs.



APPENDICES

Appendix 1. Key performance indicators and factors

Performance Indicator	Factors
A. How well does the trainer know his/her subject?	1. Accuracy of information presented
	2. Clarity in communicating information
	3. Relevance of supporting examples with the presented information
	4. Use of research for drawing supporting examples
	5. Correct use of terminology
B. How well does the trainer understand how teachers learn?	6. A wide range of appropriate pedagogical strategies used to meet the needs of individual teachers and the group as a whole
	7. Use of research-based strategies for adult learning
	8. Broad range and appropriate strategies used to motivate the learners
C. How well does the trainer plan and manage teacher learning?	9. Clarity in stating appropriate learning outcomes
	10. Quality of plan to guide the session
	11. Effectiveness of learning environment in relation to learners, resources, space and time.
	12. Regularity in employing appropriate supplementary materials
	13. Effectiveness of assessment used for achievement of the learning outcomes
D. How well does the trainer support and mentor teachers?	14. Appropriateness of provided advice that extends the learning to the teachers' own teaching environment
	15. Provision of opportunities to teachers to reflect on the application of new knowledge and skills
	16. Activeness in encouraging teachers to take responsibility for their professional learning
E. How well does the trainer monitor teacher performance?	17. Wideness in range of using appropriate pedagogical strategies to monitor teacher performance
	18. Level of coherence and appropriateness of frame of reference for evaluating teacher performance
	19. Consistency in recording evaluation for provision of feedback to teachers

Appendix 2. Rubric for evaluation of Training Session

Trainers readiness level	Induction	Foundation	Engagement	Integration
1. How well does the trainer know her subject?	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.
2. How well does the trainer understand how teachers learn?	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.
3. How well does the trainer plan and manage teacher learning?	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 flexibly in relation to	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, space and time.	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 considerations:	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 materials are employed

Trainers readiness level	Induction	Foundation	Engagement	Integration
	the following considerations: learners, resources, space and time. Attempts to assess learning outcomes may be missing.	Attempts to assess learning outcomes may be limited.	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.	regularly. The learning environment is managed flexibly. The achievement of learning outcomes is assessed effectively.
4. How well does the trainer support and mentor teachers?	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.
5. How well does the trainer monitor teacher performance?	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.

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. Key questions to guide FGDs with PSTs

1. What did you most like about the training?
2. What are your key learnings from the training?
3. Specifically what did the trainer do well?
4. What recommendations do you have for the trainer to improve?
5. What can be improved with regard to the structure and format of the training, and/or materials used in it?

Appendix 5. Key questions to guide FGDs with ETs

1. How do you rate the quality of your training? In this regard, you may talk about the training structure, relevance of training content, quality of the training material, etc. and appropriateness of session length?
2. How does the trainer manage provision of ample opportunities to you, within and/or after the session for peer learning based on their experiences from sessions, you have imparted under PEELI?

3. How do you consider that outcomes of the training contribute to promotion of professional practices desired from an effective ET?
4. What aspects of the ET's training could be improved (training structure, training content training material, session length, role of your trainers, etc.)? What are your ideas to make the ET trainings more effective?

Appendix 6. Key questions to guide FGDs with EETs

1. How do you rate the quality of your training? You may talk about the training structure, relevance of training content, quality of the training material, activities during the session etc. and appropriateness of session length?
2. How do you consider that outcomes of the workshop increased your confidence, knowledge and skills as EET? How do you think the workshop contributed to enhance your competence as EET?
3. How do you consider that outcomes of the training i.e. its contribution to promotion of professional practices desired from an effective EET? How do you hope to change your practice as a result of this training?
4. What aspects of the EET's training can be improved with regard to structure, format, content/material, session length, role of your trainers, etc.?

Appendix 7. EETs 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. The training will help me to train teachers better.
6. Now I feel more confident about using English when I teach/train.
7. I would like to attend a similar training event in the future.

II. Trainer's competence

8. The trainer has knowledge of the subject matter.
9. The trainer has ability to explain and illustrate concepts.
10. The trainer encouraged participation and interaction.
11. The trainer answered questions completely.

III. Quality of training material

12. The training material is aligned with training outcomes.
13. The training material is appropriate to my level of understanding.
14. I can use the provided material in my training easily.
15. I can use the provided material in my teaching easily.

IV. Training venue comfortability

16. The seating arrangement supported learning activities.
17. The refreshment met my expectation.
18. Heating or cooling condition was according to weather condition.

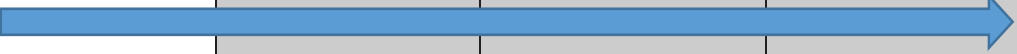
Appendix 8. Key questions to guide FGDs with ETs for their TKT training


1. How do you rate the quality of your training? You may talk about the training structure, relevance of training content, quality of the training material, activities during the session etc., appropriateness of session length, and your readiness to take TKT?
2. How do you consider that outcomes of TKT preparation workshop increased your confidence, knowledge and skills to take TKT? How do you think TKT preparation contributed to enhance your competence as ET?
3. How do you consider that outcomes of the training contribute to promotion of professional practices desired from an effective ET?
4. What aspects of the ET's training could be improved (training structure, training content training material, session length, role of your trainers, etc.)? What are your ideas to make the ET trainings more effective?

Appendix 9. Key performance indicators and factors to ascertain teacher professional development

Performance Indicator	Factors
A. How well does the teacher plan lessons?	1. Clarity in stated learning outcome
	2. The extent to which learning outcomes are specific to the needs of the group
	3. Comprehensiveness of the plan to guide the lesson
	4. Extent of tasks selection in the plan
B. How well does the teacher understand her/his learners?	5. Use of pedagogical strategies to meet the needs of individual learners and the group as a whole
	6. Use of strategies to motivate and engage the learners.
C. How well does the teacher manage the lesson?	7. Managing learning environment
	8. Ensuring full participation of learners
	9. Effective use of outcome assessment in learning
	10. Maintaining positive learning environment
D. How well does the teacher know her/his subject?	11. Accuracy of information presented
	12. Clarity in communicating information
	13. Relevance of supporting examples with the presented information.
	14. Drawing supporting examples from current theory and practice
	15. Correct use of terminology
E. How well does the teacher assess her/his learners?	16. Range of using appropriate pedagogical strategies to assess learning
	17. Level of coherence and appropriateness of frame of reference to evaluate learning
	18. Use of analysis of mistakes to inform feedback and future learning outcomes.
	19. Consistency in recording evaluation for providing feedback to learners
	20. Provision of constructive feedback
	21. Level of encouragement for self and peer assessment

Appendix 10. Rubric for evaluation of classroom delivery (teacher professional development)

Teacher Professional development level	Awareness	Understanding	Engagement	Integration
				
A. How well does the teacher plan lessons?	While this may not be applied to lesson preparation, the teacher understands generally what learning outcomes are and what some of the components of a written lesson plan might include.	There are learning outcomes but these may not be clearly stated. A plan is produced to guide the session.	The learning outcomes stated are mostly clear and appropriate. They are based on a general understanding of student needs. A structured plan is produced to guide the session. The plan takes into account most of the following: different kinds of learners within the group, interaction types, resources, learning assessment and feedback, space and time.	Appropriate learning outcomes have been clearly stated. They are based on needs specific to the group of learners. A structured and comprehensive plan is produced to guide the session. The plan takes into account different kinds of learners within the group, interaction types, resources, learning assessment and feedback, space and time
B. How well does the teacher understand her/his learners?	While this may not be evidenced in the classroom, the teacher understands that there are different pedagogical strategies that can be used to meet the needs of the learners. She is aware that different learners within the group may learn or prefer to learn differently. She understands there are different strategies for motivating and engaging the learners.	Pedagogical strategies are used to meet the needs of the group. At times attempts made to meet the needs of individual learners may have limited success. These strategies may not always be appropriate to young learners. Strategies are used to motivate and engage the learners but at times their success may be limited	Pedagogical strategies are used to meet the needs of individual learners 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 learners and the group as a whole. These strategies are informed by current research in how young learners learn. A wide range of appropriate strategies are used to motivate and engage the learners.
C. How well does the teacher manage the lesson?	While this needs further development, the teacher understands that	The learning environment is generally managed effectively although at times there may be	With reference to the lesson plan, the learning environment is generally managed effectively in respect of	With reference to the lesson plan, the learning environment is managed effectively in respect of all of the

Teacher Professional development level	Awareness	Understanding	Engagement	Integration
				
	how she manages the classroom can have a positive or negative effect on the learners. She has strategies for managing the classroom that aim to ensure the learners learn	only limited success in respect of the following: pace and timing, signalling transitions, adjusting classroom layout, utilising resources and equipment, giving instructions and explanations, checking understanding, maintaining classroom discipline and varying interaction patterns. Decisions made about which language to use by the teacher and the learners may not always be appropriate. In general, the learning environment is managed flexibly. Activities are not always organised in a way that allows learners to fully participate. Attempts to assess learning outcomes may have only limited success. Attempts to maintain a positive learning environment are made.	most of the following: pace and timing, signalling transitions, adjusting classroom layout, utilising resources and equipment, giving instructions and explanations, checking understanding, maintaining classroom discipline and varying interaction patterns. Decisions made about which language to use by the teacher and the learners are generally appropriate. In general, the learning environment is managed flexibly. Activities are generally organised in a way that allows learners to fully participate. The achievement of learning outcomes is assessed reasonably effectively.	following: pace and timing, signalling transitions, adjusting classroom layout, utilising resources and equipment, giving instructions and explanations, checking understanding, maintaining classroom discipline and varying interaction patterns. Appropriate decisions are made about which language is used by the teacher and the learners. The learning environment is managed flexibly, especially in respect of making use of emerging learning. Activities are organised in a way that allows all learners to fully participate. A positive learning environment is maintained throughout the lesson
D. How well does the teacher know her/his subject?	While this may need further development, the teacher understands that her own knowledge and proficiency have an effect on how effectively learners learn	On the whole the information presented is accurate although at times there may be gaps in the teacher's knowledge. Some information may not be communicated clearly. Some examples provided may not be relevant and may not draw on	The information presented is mostly accurately and is generally communicated clearly. Supporting examples are mostly relevant and generally drawn from current theory and practice. Terminology is used correctly on the whole.	Information is presented accurately and communicated clearly. Supporting examples are relevant and drawn from current theory and practice. Terminology is used correctly.

Teacher Professional development level	Awareness	Understanding	Engagement	Integration
		current theory and practice. Some terminology is not used correctly		
E. How well does the teacher assess her/his learners?	While this may not be evidenced in the classroom, the teacher understands that assessment of learner performance and attainment is part of her/his role as a teacher	Attempts are made to assess learner performance and learning. Attempts to record the results of evaluation are made. Feedback is provided to learners	Pedagogical strategies are used to assess performance and learning. A frame of reference for evaluating teacher performance is employed. Mistakes are analysed. Evaluation is recorded in order to provide feedback to learners. Feedback provided is generally constructive. Learners are sometimes encouraged to self and peer assess.	A wide range of appropriate pedagogical strategies are used to assess performance and learning. A coherent and appropriate frame of reference for evaluating learning is employed. Mistakes are analysed to inform feedback and future learning outcomes. Evaluation is consistently recorded in order to provide feedback to learners. Feedback is provided constructively, using a wide variety of means. Learners are encouraged to self and peer assess



Appendix 11. Key performance indicators and factors to assess child-centredness practices

Performance Indicator	Factors
A. Planning lesson	1. The teacher plans her/his lesson taking into account an understanding of how children learn.
	2. The teacher selects learning outcomes that are not overly complex or too many in number.
	3. The teacher plans sufficient time for recycling.
	4. The teacher selects learning outcomes for the subject classroom that focus on the subject, not on English, i.e. Maths lessons are about learning Maths not learning English.
	5. The teacher selects materials which are of interest to children and are of a length and complexity that reflect a child's attention span and stage of cognitive development.
	6. For the subject classroom, teacher gives tasks that facilitate understanding of prescribed materials in English.
	7. The teacher selects tasks that are not overly complex or too many in number.
	8. The teacher selects tasks that needs shorter attention spans.
	9. The teacher selects tasks which favour discovery learning rather than rote learning.
	10. The teacher selects tasks that are informed by a 'learning is fun' approach, such as games etc.
	11. The teacher selects tasks that reflect real world tasks undertaken by children.
	12. The teacher plans interaction types that focus more on learners talking than on the teacher talking; pair work is a feature of the lesson.
	13. The teacher plans for sufficient changes of focus and opportunities to move around.
	14. The teacher offers opportunities for children to exercise some choice over their learning.
B. Understanding the learner	15. The teacher encourages the learners to develop their own learning strategies (e.g. recording vocabulary, using dictionaries).
	16. The teacher monitors and helps learners to stay on task.
	17. The teacher provides feedback on performance and progress in line with a child's emotional development.
	18. Routines and positive discipline are a feature of lessons.
	19. The teacher routinely checks instructions and concepts.
	20. The teacher accommodates different learner styles and preferences.
C. Knowing the subject	21. Information/explanations are presented in line with a child's world view.
	22. Information/explanations are presented in line with a child's cognitive stage of development.
D. Managing lesson	23. In the subject classroom, the teacher deliberately chooses to use English as the medium of instruction when this does not hinder learning.
	24. In the subject classroom, the teacher encourages learners to demonstrate understanding or competence in relation to subject content not their English ability.
	25. In the subject classroom, the teacher assesses learners on their understanding or competence in relation to subject content not on their English ability.
	26. The teacher grades her language to promote learning.
	27. Examples of English classroom language are in evidence.
	28. The Teacher creates opportunities for every student to engage with the learning process.

Appendix 12. Number of ETs selected for observation by district and gender along with Number of PSTs included in the feedback session by district

Number of ETs selected for observation by district and gender

District	Total	Women	Men
1. Chiniot	4	2	2
2. Faisalabad	15	7	8
3. Dera Ghazi Khan	3	1	2
4. Gujranwala	5	1	4
5. Jhang	2	0	2
6. Kasur	4	1	3
7. Lahore	10	4	6
8. Layyah	4	2	2
9. Lodhran	7	4	3
10. Multan	14	8	6
11. Muzaffargarh	4	0	4
12. Narowal	9	6	3
13. Okara	7	5	2
14. Rajanpur	3	0	3
15. Sahiwal	10	3	7
16. Sargodha	5	2	3
Total	106	46	60

Number of PSTs included in the feedback session by district

District	No.	% in the total sample
1. Chiniot	99	3.3
2. Faisalabad	86	2.9
3. Dera Ghazi Khan	448	14.9
4. Gujranwala	121	4.0
5. Jhang	51	1.7
6. Kasur	209	7.0
7. Lahore	279	9.3
8. Layyah	108	3.6
9. Lodhran	200	6.7
10. Multan	295	9.8
11. Muzaffargarh	102	3.4
12. Narowal	218	7.3
13. Okara	232	7.7
14. Rajanpur	74	2.5
15. Sahiwal	342	11.4
16. Sargodha	133	4.4
Total	2997	100.0

Appendix 13. Parameters for the selection of PSTs for experimental and control groups

1. School Profile

- Location of the school (urban, semi urban, rural, remote)
- Gender of the school
- Level of school [primary (0-5), middle/elementary (0-8), high (0-10), higher secondary (0-12)]

2. Distribution of sample

Region	District	Experimental Group	Control Group	Distribution for both the groups
South	DG Khan	8	8	8= [4 U = (2 M + 2 W) + 4 R = (2 M + 2 W)]
	Rajanpur	4	4	4= [2 U = (1 M + 1 W) + 2 R = (1 M + 1 W)]
	Multan	12	12	12= [6 U = (4 M + 2 W) + 6 R = (2 M + 4 W)]
	Lodhran	8	8	8= [4 U = (2 M + 2 W) + 4 R = (2 M + 2 W)]
Centre	Lahore	16	16	16= [8 U = (4 M + 42 W) + 8 R = (4 M + 4 W)]
	Kasur	8	8	8= [4 U = (2 M + 2 W) + 4 R = (2 M + 2 W)]
	Faisalabad	12	12	12= [6 U = (4 M + 2 W) + 6 R = (2 M + 4 W)]
	Chiniot	8	8	8= [4 U = (2 M + 2 W) + 4 R = (2 M + 2 W)]
North	Rawalpindi	16	16	16= [8 U = (4 M + 42 W) + 8 R = (4 M + 4 W)]
	Jhelum	8	8	8= [4 U = (2 M + 2 W) + 4 R = (2 M + 2 W)]
Total		100	100	100 = [50 U = (25 M + 25 W) + 50 R = (25 M + 25 W)]

Appendix 14. Distribution of ETs by gender, proportion and period of selection

Period of selection	Expert Trainers/Expert English Trainers					
	Count			Percent		
	Total	Women	Men	Total	Women	Men
13 th - 19 th July 2017	456	168	288	45.6	36.8	63.2
3 rd - 7 th October 2017	545	205	342	54.4	37.6	62.8
Overall Total	1001	373	630			

Appendix 15. Distribution of PSTs for experimental and control groups by gender, locale and district

District	Locale	Treatment Group			Control Group			Total		
		Total	Woman	Man	Total	Woman	Man	Total	Woman	Man
DG Khan	Urban	6	2	4	6	4	2	12	6	6
	Rural	0	0	0	0	0	0	0	0	0
Kasur	Urban	3	1	2	3	2	1	6	3	3
	Rural	5	3	2	5	2	3	10	5	5
Lahore	Urban	4	2	2	8	4	4	12	6	6
	Rural	4	2	2	0	0	0	4	2	2
Rajanpur	Urban	1	1	0	3	2	1	4	3	1
	Rural	3	1	2	1	0	1	4	1	3
Total		26	12	14	26	14	12	52	26	26

Appendix 16. Comparative analysis of ETs' performance during winter break training (2017) and induction training (March 2018)

Factors and indicators	First Observation (Winter Break Dec 2017)			Second Observation (Induction Training Mar 2018)		
	N	Mean	SD	N	Mean	SD
A. How well does the trainer know his/her subject?						
1. Accuracy of information presented	101	2.44	.654	106	2.69	.523
2. Clarity in communicating information	101	2.44	.654	106	2.71	.568
3. Relevance of supporting examples with the presented information.	101	2.18	.727	106	2.57	.569
4. Use of research for drawing supporting examples	101	1.80	.762	106	2.10	.584
5. Correct use of terminology	101	2.24	.698	106	2.73	.544
B. How well does the trainer understand how teachers learn?						
6. A wide range of appropriate pedagogical strategies used to meet the needs of individual teachers and the group as a whole	101	2.20	.667	106	2.57	.569
7. Use of research-based strategies for adult learning	101	1.72	.709	106	2.30	.604
8. Broad range and appropriate strategies used to motivate the learners	101	2.18	.687	106	2.57	.552

Factors and indicators	First Observation (Winter Break Dec 2017)			Second Observation (Induction Training Mar 2018)		
	N	Mean	SD	N	Mean	SD
C. How well does the trainer plan and manage teacher learning?						
9. Clarity in stating appropriate learning outcomes	101	2.23	.676	106	2.42	.689
10. Quality of plan to guide the session	101	2.19	.703	106	2.21	.700
11. Effectiveness of learning environment in relation to learners, resources, space and time.	101	2.14	.766	106	2.56	.618
12. Regularity in employing appropriate supplementary materials	101	2.16	.662	106	2.53	.636
13. Effectiveness of assessment used for achievement of the learning outcomes	101	2.20	.667	106	2.46	.538
D. How well does the trainer support and mentor teachers?						
14. Appropriateness of provided advice that extends the learning to the teachers' own teaching environment	101	2.15	.642	106	2.46	.520
15. Provision of opportunities to teachers to reflect on the application of new knowledge and skills	101	2.10	.595	106	2.60	.596
16. Activeness in encouraging teachers to take responsibility for their professional learning	101	2.28	.683	106	2.58	.599
E. How well does the trainer monitor teacher performance?						
17. Wideness in range of using appropriate pedagogical strategies to monitor teacher performance	101	2.10	.647	106	2.36	.501
18. Level of coherence and appropriateness of frame of reference for evaluating teacher performance	101	1.89	.680	106	2.29	.457
19. Consistency in recording evaluation for provision of feedback to teachers	101	1.92	.761	106	2.25	.531

Appendix 17. Number of training participants by district

District	Men	Women	Total
1. Attock	129	14	143
2. Bahawalnagar	198	128	326
3. Bahawalpur	165	195	360
4. Bhakkar	149	137	286
5. Chakwal	218	121	339
6. Chiniot	48	46	94
7. D.G. Khan	45	35	80
8. Faisalabad	450	486	936
9. Gujranwala	119	90	209
10. Gujrat	377	103	480
11. Hafizabad	72	66	138
12. Jhelum	195	101	296
13. Jhang	165	135	300
14. Kasur	165	147	312
15. Khanewal	117	68	185
16. Khushab	28	30	58
17. Lahore	363	382	745
18. Layyah	101	152	253

District	Men	Women	Total
19. Lodhran	101	100	201
20. Mandi Baha Ud Din	104	96	200
21. Mianwali	183	175	358
22. Multan	210	214	424
23. Muzaffargarh	185	182	367
24. Nankana Sahib	80	118	198
25. Narowal	190	87	277
26. Okara	230	180	410
27. Pakpattan	99	113	212
28. Rahimyar Khan	420	287	707
29. Rajanpur	48	87	135
30. Rawalpindi	257	107	364
31. Sahiwal	122	83	205
32. Sargodha	318	86	404
33. Sheikhupura	140	109	249
34. T.T.Singh	184	96	280
35. Vehari	85	90	175
Total	6060	4646	10706

Appendix 18. Trainees initial reaction to the training programme

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	No.	%	No.	%	No.	%	No.	%	No.	%
Usefulness of the training										
1. The training met my expectations	32	1.1	79	2.6	145	4.8	1764	58.9	962	32.1
2. Overall, the training was a high quality event	22	.7	117	3.9	318	10.6	1527	51.0	994	33.2
3. I have learnt new knowledge and skills from this training	17	.6	31	1.0	85	2.8	1015	33.9	1832	61.1
4. The training will help me to teach better	18	.6	19	.6	91	3.0	1173	39.2	1685	56.2
5. Now I feel more confident about using English when I teach	27	.9	62	2.1	309	10.3	1565	52.2	1016	33.9
6. I would like to attend a similar training event in the future	73	2.4	102	3.4	271	9.0	1198	40.0	1297	43.3
Trainer's competence										
7. The trainer has knowledge of the subject matter	18	.6	32	1.1	89	3.0	1209	40.3	1647	55.0
8. The trainer has ability to explain and illustrate concepts	16	.5	37	1.2	120	4.0	1131	37.7	1686	56.3
9. The trainer answered questions completely	15	.5	25	.8	116	3.9	1051	35.1	1753	58.5
Quality of training material										
10. The training material is appropriate to my level of understanding	51	1.7	128	4.3	232	7.7	1626	54.3	954	31.8
11. I can use the provided material in my teaching easily	39	1.3	81	2.7	242	8.1	1559	52.0	1056	35.2
Training venue comfortability										
12. The seating arrangement supported learning activities	119	4.0	175	5.8	253	8.4	1345	44.9	1097	36.6
13. Heating or cooling condition was according to weather condition	143	4.8	305	10.2	376	12.5	1469	49.0	697	23.3

Punjab Education and English Language Initiative (PEELI)

**FAME Education Consultants (Pvt.) Limited
Lahore, Pakistan**