

FAME Education Consultants (Pvt.) Limited

# Monitoring Report

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

**F**AMEEducation



**PEELI**  
Punjab Education and English Language Initiative

## Monitoring Report

(July-September 2018)

## **Disclaimer**

This report is provided on the basis that it is for the use of British Council-Punjab Education and English Language Initiative (PEELI) only. FAME Education will not be bound to discuss, explain or reply to queries raised by any agency other than the intended recipients of this report. FAME Education disclaims all liability to any third party who may place reliance on this report and therefore does not assume responsibility for any loss or damage suffered by any such third party in reliance thereon.



# PEELI Monitoring and Impact Assessment Report July - September 2018

Volume-3  
Year 2 - Quarter 1



British Council - Punjab Education and English Language Initiative (PEELI),  
65-Mozang Road, Lahore, Pakistan, Lahore.  
October 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](http://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.*



# Contents

List of Figures .....	iii
Abbreviations and acronyms .....	iv
Executive Summary .....	v
PEELI in figures .....	ix
<b>1. Introduction and Background .....</b>	<b>1</b>
1.1 The Punjab Education and English Language Initiative (PEELI).....	1
1.2 FAME Education's Role.....	2
1.3 This Report.....	2
<b>2. Monitoring and Assessment Methodology.....</b>	<b>4</b>
2.1 Data Sources .....	4
2.1.1 Expert Trainer (ET) Observation Schedule.....	4
2.1.2 Trainee Feedback Form for PSTs.....	5
2.1.3 FGD with trainees (PSTs).....	5
2.1.4 FGD with Trainees (EETs) .....	5
2.1.5 Feedback from EETs on their training .....	5
2.1.6 Classroom observation of PSTs for PEELI training impact assessment .....	5
2.2 Sampling design .....	7
2.3 Data collection process .....	8
<b>3. Analysis and results .....</b>	<b>9</b>
A. PEELI accomplishments to date .....	9
3.1 Key outputs to date.....	9
B- Effectiveness of PEELI interventions .....	12
3.2 PSTs Training – 22 <sup>nd</sup> & 23 <sup>rd</sup> June; 30 <sup>th</sup> & 31 <sup>st</sup> July; and 26 <sup>th</sup> September to 1 <sup>st</sup> October, 2018.....	12
3.2.1 PSTs training venues profiles .....	12
3.2.2 ETs competence .....	13
3.2.3 Deployment issue of ETs.....	15
3.2.4 PSTs' feedback .....	15
3.2.5 Analysis of and key results from data gathered through FGDs with PSTs.....	21
3.3 EETs Training – from 3 <sup>rd</sup> to 8 <sup>th</sup> September, 2018 .....	26
3.3.1 EETs' feedback .....	27
3.3.2 Analysis of and key results from data gathered through FGDs with EETs.....	30
3.4 PSTs in-action (Impact Assessment – from 12 <sup>th</sup> to 16 <sup>th</sup> May and 3 <sup>rd</sup> to 22 <sup>th</sup> September, 2018) .	35
3.4.1 Availability of lesson plan .....	35
3.4.2 Teacher's behaviour towards Child-centredness.....	36
3.4.3 Gauging teacher's professional development stage .....	38
3.4.4 Observers' comments.....	40

3.5	Longitudinal Study (Quarter 1: 1 <sup>st</sup> July to 30 <sup>th</sup> September, 2018).....	41
3.5.1	Focus and process of the study.....	41
3.5.2	Overall progress in the study .....	41
3.5.3	Activities conducted in the current quarter .....	45
<b>4.</b>	<b>Conclusion and way forward .....</b>	<b>45</b>
4.1	Key findings.....	45
4.2	Way forward .....	46
4.1.1.	Concerning to training management .....	46
4.1.2.	Concerning to training contents and material.....	46

## Appendices

Appendix 1.	Key performance indicators and attributes .....	48
Appendix 2.	PST feedback (attributes) .....	49
Appendix 3.	Key questions to guide FGDs with PSTs .....	50
Appendix 4.	Key questions to guide FGDs with EETs .....	50
Appendix 5.	EETs feedback (attributes).....	51
Appendix 6.	Key performance indicators and attributes to ascertain teacher professional development.....	52
Appendix 7.	Key performance indicators and attributes to assess child-centredness practices.....	53
Appendix 8.	Number of ETs selected for observation by district and gender along with Number of PSTs included in the feedback session by district .....	54
Appendix 9.	Parameters for the selection of PSTs for treatment and control groups .....	55
Appendix 10.	Comparative analysis of ETs' performance during winter break training (2017), induction training (March 2018) and remaining part of induction trainings (June & July 2018) .....	56
Appendix 11.	Number of training participants by district .....	57
Appendix 12.	Longitudinal study participants' profile .....	58

## List of Figures

Figure 1. PEELI Theory of Change.....	1
Figure 2. Stages of ET professional development .....	4
Figure 3. Professional development evaluation.....	5
Figure 4. Stages of teacher professional development .....	6
Figure 5. Assessment of ETs professional development levels against the five key performance indicators .....	13
Figure 6. ETs performance by gender.....	16
Figure 7. Trainees (PSTs) overall feedback about the training .....	17
Figure 8. Trainees (PSTs) Trainees initial reaction about the training effectiveness by gender .....	18
Figure 9. How likely PSTs recommend British Council to a friend or colleague by gender .....	19
Figure 10. PSTs' motivational level pertaining to attend free English language courses within their home district, by gender .....	20
Figure 11. Trainees (EETs) overall feedback about the training .....	27
Figure 12. How likely EETs recommend British Council to a friend or colleague.....	29
Figure 13. Availability of lesson plan .....	35
Figure 14. Availability of lesson plan by gender and by group .....	36
Figure 15. Comparison of treatment and control groups by 4 key attributes of child centredness .....	37
Figure 16. Comparison of treatment and control groups by overall quality of lesson delivery .....	38
Figure 17. Comparison of treatment and control groups by professional development stages of teachers .....	39

## List of Tables

Table 1 Sample distribution of respondents by their role and participation.....	7
Table 2 Distribution of observed ETs by training venue .....	12
Table 3 Performance of ETs by indicators .....	14
Table 4 Participation rate of PSTs by cohort and gender .....	15
Table 5 PSTs Feedback by attributes' effectiveness .....	19
Table 6 PSTs general comments about the training.....	21
Table 7 EETs Feedback by effectiveness attributes.....	28
Table 8 EETs general comments about the training.....	29
Table 9 EETs general comments about the training.....	30
Table 10 Comparison of child-Centredness among the treatment and control groups .....	37
Table 11 Comparison of treatment and control groups concerning child-centredness by gender .....	38
Table 12 Comparative analysis of Professional Development Levels by group .....	39
Table 13 Comparison of treatment and control groups with regards to professional development stages of teachers by indicator and by gender .....	40



## Abbreviations and acronyms

ABLE	Activity Based Learning in English
CCQ	Concept check questions
CELTA	Certificate in English Language Teaching to Adults
CEO	Chief Executive Officer
CG	Control group
CPD	Continuous Professional Development
DEA	District Education Authority
DEO	District Education Officer
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
GGHS	Government Girls High School
GGHSS	Government Girls Higher Secondary School
GHS	Government High School
GHSS	Government Higher Secondary School
GoPb	Government of Punjab
HT	Head Teacher
IATEFL	International Association for Teachers of English as a Foreign Language
ICQ	Instruction Checking Questions
KPI	Key Performance Indicator
M&E	Monitoring and Evaluation
MEAL	Monitoring, Evaluation and Learning
MOOCs	Massive Open Online Courses
MS	Mean Score
PCTB	Punjab Curriculum and Textbook Board
PEELI	Punjab Education and English Language Initiative
PST	Primary School Teachers
QAED	Quaid-e-Azam Academy for Educational Development
SLO	Student Learning Outcome
SOP	Standard Operating Procedure
TC	Training Consultant
TG	Treatment group
TiSELT	Training in Secondary English Language Teaching
TKT	Teaching Knowledge Test
TORs	Terms of Reference

# Executive Summary

## Focus

This report assesses six aspects of PEELI:

1. Progress of the project against the key outputs to date
2. The Expert Teachers (ETs) professional growth
3. The quality of Primary School Teachers (PSTs) training
4. The quality of Expert English Trainers (EETs) trainings
5. The impact of PEELI training on PSTs' behaviour in classroom (for baseline of PEELI)
6. PSTs' professional development level

## Data sources

The assessment is based on both primary and secondary data sources. The secondary sources are British Council 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 EETs and PSTs,
- d) Trainees' (EETs and PSTs) feedback through questionnaires, and
- e) Interview of PSTs and informal observation of their classes.

## Findings

### 1. ETs' professional growth

ETs delivered 2-day training for PSTs recruited in 2017 and 2018 on 22<sup>nd</sup>- 23<sup>rd</sup> June and 30<sup>th</sup>- 31<sup>st</sup> July, 2018, respectively; and a 5-day for PSTs from 26<sup>th</sup> September to 1<sup>st</sup> October, 2018. ETs' professional growth level was assessed through observation of selected 99 ETs, who were delivering the trainings. Analysis of the data indicates that:

- 61 percent of ETs are at Foundation level i.e. they have foundation of teaching skills and knowledge on which to build their role as a teacher educator.
- 39 percent of ETs are at Engagement level i.e. they have developed their skills and knowledge as a teacher educator through practical experience and professional learning.
- Women ETs' performed better (average mean score 2.5) than their men counterparts (average mean score 2.3) on all the five indicators for teachers' professional growth.

Trends in quantitative data show that ETs have accuracy and clarity in presenting information by embedding it in relevant and supportive examples along with use of correct terminology. They use range of appropriate pedagogical strategies to meet the needs of individual teachers and the group. They provide opportunities to teachers to reflect on the application of new knowledge and skills. Hence, **ETs are ascending to next level of their professional growth that is from Foundation to Engagement level.**

## 2. Quality of PSTs training

Quality of the aforementioned PSTs training was assessed through collecting feedback of 3,118 PSTs and conducting 42 FGDs with them. Results are:

- Overall, 84 percent of the PSTs are satisfied with their training, in general.

**Overall attendance rate in the PSTs training is marvelous i.e. 94.6 percent. It is even higher (96.1 percent) among the women PSTs and little lower (92.4 percent) among men PSTs.**

- 87 percent of the PSTs consider that the training is useful for them; 92 percent agree that the ETs are competent to deliver the training; 82 percent consider that the training material is of quality; and 63 percent agree that the training venues are comfortable.
- The training has created very positive image of the British Council efforts, as more than 78.5 percent of PSTs would likely to recommend' British Council to friends or colleagues'.

**It is encouraging to note that PSTs are interested in to take charge of their own learning, as more than 75 percent of PSTs would 'like to attend free English language courses within their home district'.**

- PSTs highlighted in FGDs, the following are key areas where they developed their knowledge and skills: active learning strategies, motivation, reflective practices, using English language in classroom and overall improvement in communication skills.

***"We learned and practiced positive classroom behaviour because it robustly relates to our real classrooms and hopefully we will provide such opportunities to our students and promote cooperative learning" (A PST in DG Khan)***

## 3. Quality of EETs training

EETs attended training from 3<sup>rd</sup> to 8<sup>th</sup> September, 2018 at two venues in Punjab: District QAED Lahore and Multan. 89.1 percent of those EETs who had attended earlier 3 trainings of PEELI, attended this training.

Following assessment of quality of the training is based on feedback from 55 EETs and 2 FGDs with them. Key results are:

- **EETs' training has highly impactful development results for PEELI**, as 98 percent of EETs consider that: a) the training is useful for them; b) the training consultants (TCs) are competent to deliver the training; and c) quality material is used in the training.

***"This training was far more useful than the previous and the most important difference is the use of digital tools. Using the digital tools like Kahoot, Quizlet and mentimeter as a source of learning and teaching is new for us but the interesting thing is we are learning in this training". (An EET in Lahore)***

- The EETs find the training beneficial for delivering interactive training sessions, as they have gained new knowledge, skills, methodologies and activities, along with how to engage learners in the learning process.

- The training has also improved EETs' knowledge and skills in session planning, optimal use of available resources at a training centre, sharpening and developing specific teaching/training skill and eliminating errors by using micro-teaching, and dealing with fellow trainees' questions.

#### 4. Quality of PSTs classroom delivery (baseline for impact assessment of PEELI)

For establishing baseline for PEELI impact assessment, two groups of PSTs with similar background attributes (school level, locale, region, gender) were identified as treatment and control groups. Each group was comprised of 100 teachers, therefore data were collected from 200 teachers using two checklists for classroom observation: a) Checklist for Child Centredness; and b) Checklist for professional growth. Class observation on each checklist was taken by two observers, therefore total 800 observations were recorded. These observations were conducted in 10 districts (out of total 36 districts) with proportionate representation of 3 regions (North, Centre and South) of Punjab. Key results from the data analysis are as follows:

- Teachers in the treatment group (TG) are slightly ahead pertaining to teachers' behaviour on all the indicators for using childcentred strategies in classroom, in comparison to the control group (CG). The ranges for both groups are:

*Range of MS for the CG* **1.32 to 1.90**

*Range of MS for the TG* **1.46 to 2.05**

Though the difference is very low but it is statistically significant between the groups teachers' behaviour pertaining to child centredness for all the indicators.

- Teachers in TG are also ahead in the professional development in comparison to those in CG, on all the five key indicators.

The ranges of this difference in both groups are:

*Range of MS for the CG* **0.35 to 1.52**

*Range of MS for the TG* **0.61 to 1.71**

Again this difference between Mean Scores of TG and CG is also statistically significant for all the indicators of teachers' professional growth.

- All the teachers in the TG 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 MS value for every performance indicator is either between 0.5 and 1.4 or above.
- Men teachers in the TG are ahead of women teachers on the 3 (out of 5) indicators (Understanding learners, managing lesson, and knowing contents) of professional growth.
- **Only 14 percent of teachers develop lesson plan for their classes in government schools.** Among the TG this proportion is little bit higher than CG i.e. 17 percent and 12 percent, respectively. This proportion is higher in women teachers in TG, whereas the case is opposite in CG.

#### 5. Teachers' stories of their professional growth

A longitudinal study has been designed to observe the professional growth of 8 PSTs over a period of 2 years down the road. Using robust criteria, all the 8 study participants have been identified from two districts. In the light of entry negotiations, informal and formal interactions, and classroom observations, profile along with baseline for professional growth of each of 8 participants have also been developed.

## Conclusion and recommendations

In conclusion, considering the achievements of PEELI mentioned above, **the project inputs vis-à-vis outputs so far, are rated as ‘good’.**

It was right time to identify treatment and control groups **to establish baseline** that is essential for impact evaluation of PEELI at classroom level. The identified groups ‘treatment’ and ‘control’ should be kept intact till the final collection of data through observing PSTs in action.

**Longitudinal study** will be a value addition not only for the impact study but also help in delineate necessary action required for teachers’ professional growth in the context of Punjab-Pakistan.

***FAME Education finds that PEELI’s progress to date, is satisfactory with reference to quality of its outputs for year 2 quarter 1.***

Largely, the **trainings of PSTs** achieved its purpose, as: a) all PSTs were motivated as they knew the purpose, objectives, and outcomes

of the training; b) the content of training was generally 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.

Mainly, the **trainings of EETs** has also achieved its purpose, as: a) they develop a community of learners; b) they feel equipped with teaching of English along with general pedagogical skills; and c) they consider themselves facilitator of change for both training and teaching.

All the district QAED heads should be mindful of quality of trainers. They should ensure that only British Council’s **trained trainers (i.e. ETs)** are deployed for the training of PSTs.

A yearly/quarterly calendar for provincial and district trainings should be prepared and shared with the participants in the field before their 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.





## Year 2 Q1 Report

### PEELI in figures



#### Training (Component-1)

Year 1	Year 2				Year 3				Project Lifetime Target
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
<b>1001</b> ETs attended 15 days training	—								40 days training for <b>900</b> ETs
<b>64</b> EETs attended 12 days training	<b>57</b> EETs attended 6 days training								20 days training for <b>80</b> EETs
<b>135,658</b> PSTs attended 3-5 days training	<b>11,290</b> PSTs attended 2-5 days training								15 days training for <b>250,000</b> PSTs



#### Licencing (Component-2)

	Year 1	Year 2				Year 3				Project Lifetime Target
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Professional Awards	<b>44</b> ETs	<b>43</b> ETs								<b>150</b> ETs
TKT	<b>27</b> ETs attended 10 days training	—								10 days training for <b>90</b> EETs
CELTA	<b>6</b> ETs	—								<b>18</b> ETs
MOOCs	—	—								<b>400</b> ETs
APTIS	<b>246</b> ETs	—								<b>4800</b> ETs



#### Material Development (Component-3)

Year 1	Year 2				Year 3				Achievement to Date
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
<ul style="list-style-type: none"> <li>✓ 10 days training of ETs</li> <li>✓ 5 days training of ETs</li> <li>✓ 12 days training of EETs</li> <li>✓ 6 days training of EETs</li> <li>✓ 5 days training of PSTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ 10 days training of ETs in November 18</li> <li>✓ 6 days training of EETs on EFT Familiarisation &amp; Micro Teaching</li> </ul>								7 training manuals developed along with and their allied material







#### Institutional Capacity Building (Component-4)

Year 1	Year 2				Year 3				Achievement to Date
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
10-day QAED staff members materials development workshop delivered by an International Consultant	5-day QAED staff members needs analysis by an International Consultant								2 Capacity building workshops

## Monitoring and Evaluation (Component-5)

Year 1	Year 2				Year 3				Achievement to Date
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
<b>293</b> ETs observed in 30 out of total 36 districts of Punjab while delivering training to PSTs	<b>15</b> ETs observed in 4 districts of Punjab while delivering training to PSTs								<b>308</b> ETs observed in 32 out of total 36 districts
<b>7</b> FGDs conducted with ETs receiving training at 4 centres	—								<b>7</b> FGDs with ETs in 4 districts
<b>59</b> Feedback gathered from all EETs about their training	<b>55</b> Feedback gathered from all EETs about their training								Feedback gathered from all <b>59</b> EETs
<b>2</b> FGDs conducted with EETs	<b>2</b> FGDs conducted with EETs								<b>4</b> FGDs
<b>8563</b> Feedback gathered from PSTs in 30 districts of Punjab	<b>407</b> Feedback gathered from PSTs in 4 districts of Punjab								Feedback gathered from <b>8970</b> PSTs in 32 districts
<b>97</b> FGDs conducted with 721 PSTs, receiving training in 30 districts	<b>10</b> FGDs conducted with 57 PSTs, receiving training in 4 districts								<b>107</b> FGDs conducted with 778 PSTs in 32 districts
<b>52</b> PSTs in action observed in 4 districts	<b>148</b> PSTs in action observed in 8 districts								<b>200</b> PSTs in action observed in 10 districts

## Research and Policy (Component-6)

Year 1	Year 2				Year 3				Achievement to Date
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
 <b>Research Study</b> Progress by the Govt of Punjab in <b>English-Medium Instruction (EMI)</b>	 <b>Research Studies</b> School-based <b>Continuing Professional Development (CPD)</b> in Punjab								<b>3</b> Research Studies
	 <b>IT Literacy and Digital Access</b> of teachers in Punjab								
 <b>Policy Dialogue</b> <b>Perspectives on Continuing Professional Development (CPD) for Teachers</b>									<b>1</b> Policy Dialogue



# 1. Introduction and Background

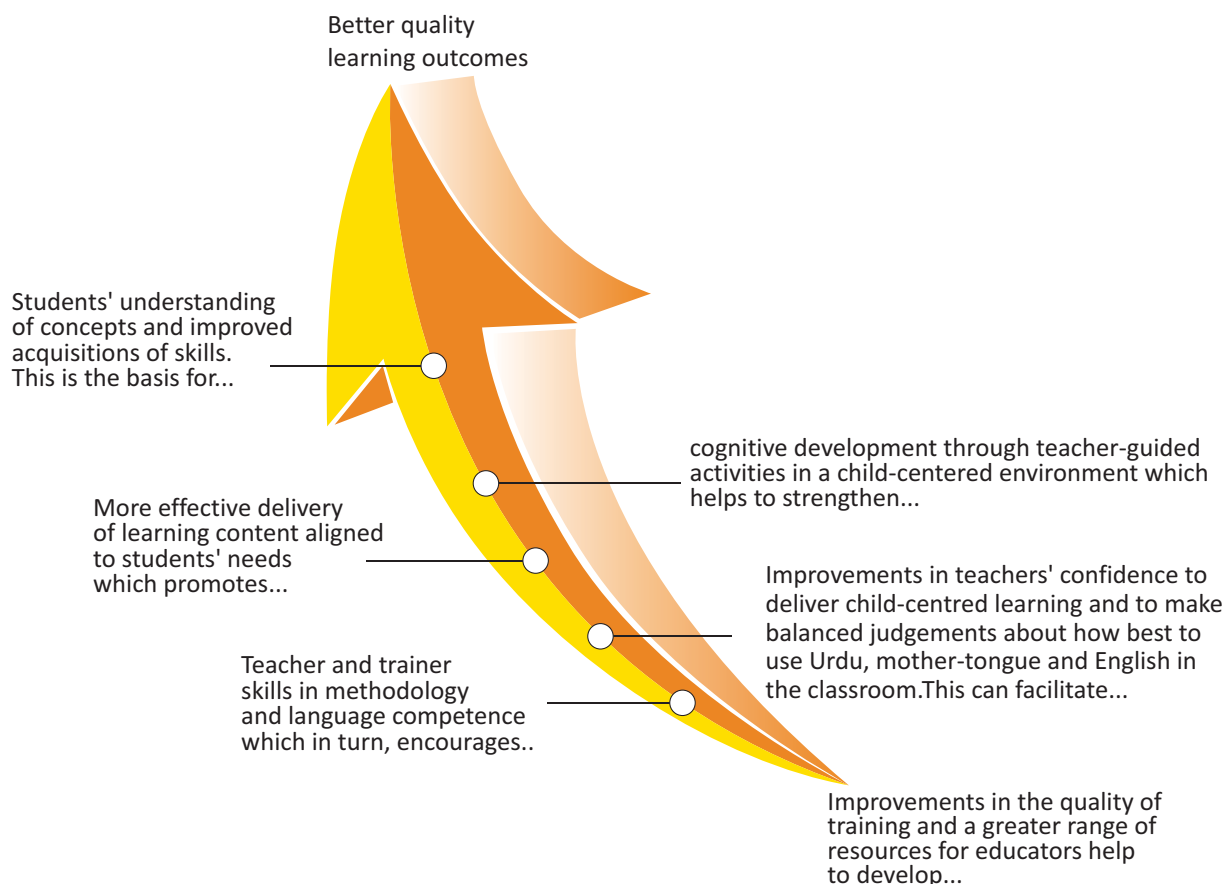
## 1.1 The Punjab Education and English Language Initiative (PEELI)

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)<sup>1</sup> have developed a professional development initiative for teachers, teacher trainers and head teachers – PEELI.

PEELI uses a holistic and experiential approach towards teacher education by providing professional development opportunities for these groups, such as formal training (face-to-face), materials 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<sup>2</sup>** is illustrated in Figure 1.

**PEELI's main objective** on the path to achieving stronger SLOs, is improving the quality of



**Figure 1. PEELI Theory of Change**

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

<sup>2</sup> British Council (2018). Punjab Education and English Language Initiative: End of Year 1 Report - July 2017 to

June 2018 (Implementation Phase) retrieve on 21<sup>st</sup> August 21, 2018 from

[https://www.britishcouncil.pk/sites/default/files/peeli\\_report\\_draft\\_14\\_for\\_web.pdf](https://www.britishcouncil.pk/sites/default/files/peeli_report_draft_14_for_web.pdf)

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:**

#### **Component 1- Training:**

Develop and deliver professional development courses for Expert Trainers (ETs), Expert English Trainers (EETs), Primary School Teachers (PSTs), and Head Teachers (HTs)

#### **Component 2- Licensing:**

Introduce standards and licensing for Teachers and Teacher Educators

#### **Component 3- Content and Materials:**

Developing training materials and resources for teachers and trainers

#### **Component 4- Institutional Capacity Building:**

Enable QAED to become a centre of excellence and able to deploy world class resources (materials development)

#### **Component 5- Monitoring and Evaluation:**

Provide key stakeholders with reliable and impartial information about the performance and impact of the PEELI

#### **Component 6- Policy and Research:**

Engage all key stakeholders in the evidence base that informs policy and best practice in the areas of continuing professional development for teachers and public sector primary level medium of instruction.

**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 July through September, 2018. It focuses on:

1. Assessment of the achievements of the PEELI in each of its six key outputs/components;

2. Assessment of training delivery by ETs on 22<sup>nd</sup> - 23<sup>rd</sup> June<sup>3</sup>; 30<sup>th</sup> -31<sup>st</sup> July; and 26<sup>th</sup> September to 1<sup>st</sup> October, 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 EETs<sup>4</sup> on 3<sup>rd</sup> to 8<sup>th</sup> September, 2018 at District QAED Lahore and Multan;
  4. Impact assessment of PEELI on PSTs in action through an experimental design from 12<sup>th</sup> to 16<sup>th</sup> May<sup>5</sup> 2018; and from 3<sup>rd</sup> to 22<sup>nd</sup> September<sup>6</sup>, 2018,
  5. First round of Longitudinal Study from 17<sup>th</sup> to 29<sup>th</sup> September, 2018
- c) Quality of training delivered to 29,530 (18,729 women and 10,801 men) Primary School Teachers<sup>7</sup> (PSTs) on 22<sup>nd</sup> and 23<sup>rd</sup> June 2018;
  - d) Quality of training delivered to 10,176 (4,464 women and 5,712 men) PSTs<sup>8</sup> on 30<sup>th</sup> and 31<sup>st</sup> July 2018;
  - e) Quality of training delivered to 1,114 (650 women and 464men) PSTs<sup>9</sup> from 26<sup>th</sup> September to 1<sup>st</sup> October, 2018;
  - f) Comparative analysis of PSTs' treatment and control groups to establish baseline for monitoring the impact of PEELI interventions; and
  - g) First quarter activities of Longitudinal Study of 8 PSTs in the two districts.

The information presented in the report is about:

- a) Numerical achievements by the PEELI under its 6 components, so far;
- b) Quality of the training imparted to 57 Expert English Trainers –EETs (13 women and 44 men);

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**.

<sup>3</sup> The data of the event could not be included in the last quarter report.

<sup>4</sup> The training's focus was preparation for imparting English teaching skills.

<sup>5</sup> During this period data were collected in 4 districts; DG Khan, Kasur, Lahore and Rajanpur from 52 PSTs (26 in treatment group and 26 in control group)

<sup>6</sup> During this period data were collected in six districts; Chiniot, DG Khan, Faisalabad, Jhelum, Lahore and Rawalpindi from 148 PSTs (74 in treatment group and 74 in control group)

<sup>7</sup> As per data provided by QAED Punjab in September, 2018.

<sup>8</sup> Ibid.

<sup>9</sup> As per data provided by QAED Punjab in October, 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 EETs, and PSTs as trainees; and
- Trainees' (EETs and PSTs) feedback through questionnaires; and
- Interview of PSTs and informal observation of their classes.

The secondary sources of data are British Council 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. Before administering the instruments, all the instruments were submitted to British Council to seek its approval. 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' professional development stages on the four levels of the development<sup>10</sup> namely: Induction, Foundation, Engagement and Integration. Brief description of each of the level has been given in Figure 2.

<sup>10</sup> British Council (NA) Continuing Professional Development (CPD) Framework for teachers. Retrieved on 24<sup>th</sup> December, 2017, from



**Figure 2. Stages of ETs' professional development**

The ET observation schedule is comprised of five key performance indicators – ET readiness levels – and 19 attributes (see Appendix 1). Each attribute 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.

#### 2.1.2 Trainee Feedback Form for PSTs

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 for the training; and d) comfortability of facilities available to the trainees at the training centres. These four indicators measure the first level and to some extent the 2<sup>nd</sup> level out of

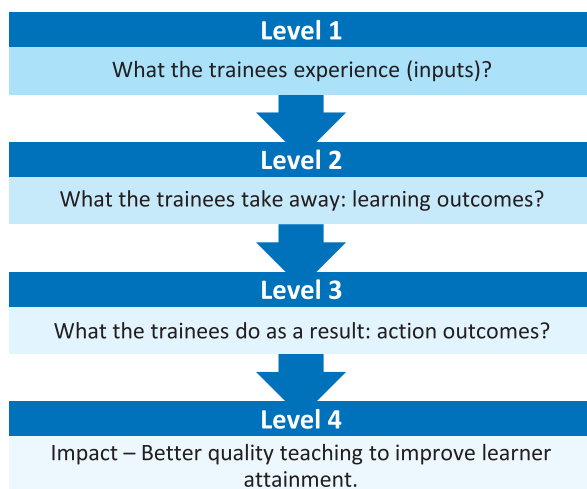
[https://englishagenda.britishcouncil.org/sites/default/files/attachments/teacher\\_educator\\_framework\\_final\\_web\\_v1.pdf](https://englishagenda.britishcouncil.org/sites/default/files/attachments/teacher_educator_framework_final_web_v1.pdf)

four levels (Figure 3) pertaining to PEELI Monitoring, Evaluation and Learning (MEAL) Framework.

Based on the four indicators mentioned above, the feedback questionnaire comprised of 15 attributes, was developed (see Appendix 2) for seeking agreement from the trainees about each of the attributes on a five-point rating scale. Participants were also requested to offer suggestions for improving similar training events in future, if they have any, through an open ended question.

### 2.1.3 FGD with trainees (PSTs)

The key objective of PSTs' training was to hone participant' pedagogical skills to teach at primary level. A guide containing five key questions (see Appendix 3) was developed to obtain in-depth information about PSTs' key learnings from the training (MEAL level 2), trainers' quality, aspects of the training needing further improvement (if any) and recommendations for course correction.



**Figure 3. Professional development evaluation**

### 2.1.4 FGD with Trainees (EETs)

The primary objective of the EET training was to develop participants' skills to train/teach English as a subject. The key objective of the

FGD was to allow EETs to agree or disagree with each other for getting an insight into 'how they think about their training', 'the key learnings from the training' (MEAL level 2), and 'improvements in the training'. Based on the objective, a guide containing four key questions (Appendix 4) was developed.

### 2.1.5 Feedback from EETs on their training

The basic objective of the EET-training feedback questionnaire was to measure initial reactions of the training participants with respect to four indicators: 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 2<sup>nd</sup> level of the four levels to measure effectiveness of training as mentioned in Figure 3. For all the four indicators, the feedback questionnaire comprising of 20 attributes, was developed (Appendix 5) for seeking agreement from the trainees about each of the attributes on a five-point rating scale.

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

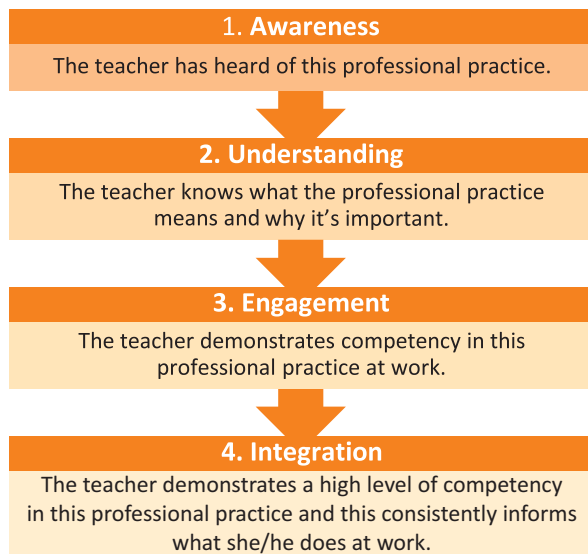
### 2.1.6 Classroom observation of PSTs for PEELI training impact assessment

The independent variables for the impact assessment were 'general pedagogical skills' and 'child centered approaches' with reference to the PEELI training, while the dependent variable was 'teaching and learning of activities' in primary classes. Two checklists were developed to observe PSTs-in-action: a) Checklist for measuring professional development stage; and b) child centredness.

The detail of these two checklists is given below:

### 2.1.6.1 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<sup>11</sup> on the four levels of development namely: Awareness, Understanding, Engagement and Integration. Brief description of each of the level has been given in Figure 4.



**Figure 4. Stages of teacher professional development**

The PSTs observation checklist for professional development stages comprised of five key teacher professional practices and 21 attributes (Appendix 6). Each attribute 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 for each attribute.

### 2.1.6.2 Checklist for child-centredness

Another observation schedule was developed for taking reading of child-centred practice based on the construct, 'PSTs' changed behavior as result of PEELI training' 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 indicators and 28 attributes (Appendix 7). 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'.

<sup>11</sup> British Council (NA) Continuing Professional Development (CPD) Framework for teachers. Retrieved on 24<sup>th</sup> March, 2018, from

[www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers%20WEB.PDF](http://www.teachingenglish.org.uk/sites/teacheng/files/CPD%20framework%20for%20teachers%20WEB.PDF)

## 2.2 Sampling design

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

Activity	Target population	Sampling unit	Sample <sup>12</sup>	Data collection tool
PSTs Training (22 <sup>nd</sup> – 23 <sup>rd</sup> June; 30 <sup>th</sup> – 31 <sup>st</sup> July; and 26 <sup>th</sup> September to 1 <sup>st</sup> October, 2018)	ETs	PSTs' training classroom	99 (42 + 42+ 15)	Training session observation
	PST	PSTs' training classroom	All the 3118 (1453+ 1258+407) PSTs attended training delivered by the selected ETs in the 84 training classes	Feedback Form
		Groups	42 (17 + 15+ 10) training centres and 6-8 selected PSTs from each of the centre	FGD Guide
EETs training (3 <sup>rd</sup> to 8 <sup>th</sup> September, 2018)	EETs	Training centre	All the 2 training centres, and 6-8 EETs from each of the training centre	FGD Guide
		Training centre	All the 2 training centres and all the 55 EETs <sup>13</sup>	Feedback Form
PSTs-in-action – Impact Assessment of PEELI training (May and September, 2018)	PSTs	Teacher's classroom session	200 (100 treatment and 100 control) <sup>14</sup> classrooms	2 Checklists: a) professional development stages; and b) child centeredness
Longitudinal Study	PSTs	Formal and informal evidences	8 (4 from Lahore and 4 from Kasur)	In-depth individual interviews

**Table 1 Sample distribution of respondents by their role and participation**

### For PST training (22<sup>nd</sup> – 23<sup>rd</sup> June; 30<sup>th</sup> – 31<sup>st</sup> July; and 26<sup>th</sup> September to 1<sup>st</sup> October, 2018)

1. Out of the total 36 districts in Punjab, 24 districts (which is 67 percent of the total districts) were included in the sample. Stratified random sampling was used for selecting ETs to observe their training sessions. It was planned to observe 84 ETs, however, training sessions of **99 ETs** (33 women and 66 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 8.
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 8. In total, **3118 (1934 women and 1184 men) trainees** (which is 7.6 percent of the total 40,820 participants of the training) provided feedback.
3. **Selected 292 trainees** (167 women and 125 men) in **42 groups** were included in FGDs from selected training centres.

### For Impact Assessment: PSTs-in-action (May and September 2018)

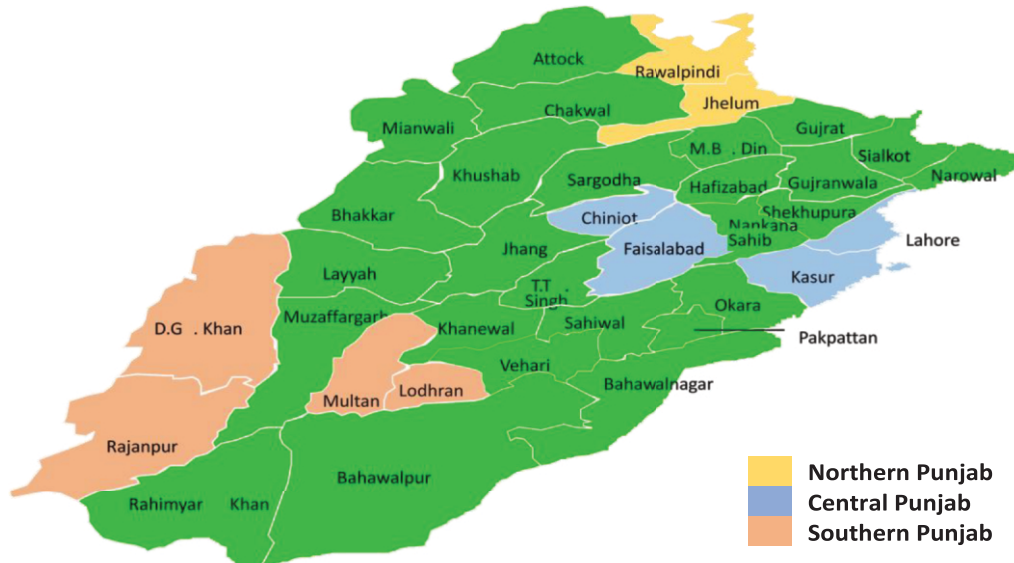
1. A total 200 (100 in treatment group and 100 in control group) teachers were included in the sample. The sample distribution for various strata along with criteria for teachers' selection in

<sup>12</sup> For PSTs training sample, the first number in the parenthesis shows sample size for the training conducted on 22<sup>nd</sup> and 23<sup>rd</sup> June; next number refers to the sample size for the training conducted on 30<sup>th</sup> and 31<sup>st</sup> July; and 3<sup>rd</sup> number refers to the sample size for the training conducted from 26<sup>th</sup> September to 1<sup>st</sup> October, 2018.

<sup>13</sup> Total number of participants invited for the training was 60. However, 57 were turned up for the training. Out of these 57 participants, 2 were absent on the date of the monitoring team visit.

<sup>14</sup> For both the groups, both the checklists were used for classroom observation.

the sample and controlling extraneous variables is given in Appendix 9. Due to early closure of schools for summer holidays and the advent of the Holy month of Ramadan, 52 teachers (26 treatment and 26 control) were observed in May 2018 and remaining 148 teachers (74 treatment and 74 control) were observed in September after re-opening of schools. Distribution



**Map of Province Punjab with districts' location**

of teachers selected in sample with regard to different strata is given in Appendix 9

- Both the checklists: professional development stages and the other for child-centeredness were used to observe the classroom behaviour of teachers.

### For Longitudinal Study

All the 8 participants of the study were selected from two districts – Kasur and Lahore. For a balance representation and to compare the teachers' growth, following are the parameters for selection of these participants: a) Gender; b) Locale; c) Length of experience (new and experienced); and d) Designation (teacher and head 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 observations on a checklist to derive any results. For minimizing possible biases in the observation and bring more objectivity in the data collection, a team of 10 observers was deployed for all the 200 observations.

For longitudinal study two teachers (PSTs) were assigned to a researcher for collection of all kinds of evidences. Another team comprising of 4 researchers along with Team Lead and Deputy Team Lead were engaged for collection of evidences and their analysis under the study.

While collecting all kind of data, compliance to British Council and FAME Education policies on Child Protection and Data Protection, was ensured.



## 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, and primary data collected by FAME Education from the field.

#### 3.1 Key outputs to date

PEELI has planned for key outputs against its 6 six components. The overall performance of PEELI by component, to date, is given below:

##### Component 1- Training

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 ETs and EETs

###### ✓ ETs selection

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

###### ✓ EETs selection

Originally, 80 EETs were to be selected from the 1001 ETs. However, due to lower than expected turnout during the selection process, 76 EETs<sup>15</sup> 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 80 EETs

###### ✓ 10-day training<sup>16</sup> for 1001 ETs. See below for training schedule:

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

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

- 549 ETs<sup>17</sup> from 26<sup>th</sup> February to 2<sup>nd</sup> March 2018
- 452 ETs (185 women and 267 men) from 3<sup>rd</sup> to 7<sup>th</sup> April, 2018

**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 29<sup>th</sup> May to 12<sup>th</sup> June, 2018

###### ✓ 6 days training for 57 EETs (13 Women and 44 men) from 3<sup>rd</sup> to 8<sup>th</sup> September, 2018

**Out of 20 days, 18 days training of EETs has been completed, to date.**

##### c. Training delivered by ETs/EETs to PSTs. The project lifetime target is of 15 days for 250,000 teachers.

###### ✓ 3 days training delivered by ETs to PSTs for 67,000 teachers<sup>18</sup>

<sup>15</sup> British Council has data of 63 EETs only. The data shown to FAME was not gender segregated.

<sup>16</sup> Detail of the training was not available to FAME.

<sup>17</sup> FAME was neither informed about the training nor was the detail of the training shared with it.

- ✓ 5 days training delivered by ETs to PSTs for 28,422 teacher from 26<sup>th</sup> to 30<sup>th</sup> December, 2017
- ✓ 3 days training delivered by ETs to PSTs for 10,706 teachers from 26<sup>th</sup> to 28<sup>th</sup> March, 2018
- ✓ 2 days training delivered by ETs to PSTs for 29,530 teacher (inducted in 2017) on 22<sup>nd</sup> and 23<sup>rd</sup> June, 2018
- ✓ 2-days training delivered by ETs to PSTs for 10,176 teachers (inducted in 2018) on 30<sup>th</sup> and 31<sup>st</sup> July 2018
- ✓ 5 days training delivered by ETs to PSTs for 1,114 teachers<sup>19</sup> (newly inducted in 2018) from 26<sup>th</sup> September to 1<sup>st</sup> October, 2018

## Component 2- Licensing

There is a challenge to promote high quality teaching in every primary school classroom in Punjab for: a) ensuring that every teacher is doing what the best teachers already do; and b) raising 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 Component 2. Pertaining to the components, following are PEELI's achievements, so far:

- a. Selection of 246 ETs to participate in internationally recognized additional training
  - ✓ APTIS tests was delivered<sup>20</sup> to 246 (100 women and 146 men) ETs.
  - ✓ 10 days training for TKT (teaching knowledge test) preparation was delivered for 27 (10 women and 17 men) ETs from 16<sup>th</sup> to 27<sup>th</sup> April, 2018.
  - ✓ The Professional Award in Teacher Development was delivered for 87 ETs.

<sup>18</sup> 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.

- ✓ Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) teaching award were given to 6 ETs (3 women and 3 men).
- ✓ Massive Open Online Courses (MOOCs) were offered to all the 1001 ETs.

## Component 3- Content and Materials

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 produced course materials for the:

- ✓ 10 days training of ETs
- ✓ 5 days training of ETs
- ✓ 12 days training of EETs
- ✓ 6 days training of EETs
- ✓ 5 days training of PSTs
- ✓ 10 days training of ETs in November 2018
- ✓ 6 days training of EETs on EfT Familiarisation & Micro Teaching

## Component 4- Institutional Capacity Building

For ensuring sustainability of its inputs, PEELI planned to develop capacity of QAED Punjab and its allied institutions. Under the components, PEELI has accomplished the following:

- ✓ 10 days materials development workshop was delivered from 1<sup>st</sup> to 14<sup>th</sup> March, 2018 at PC Hotel Lahore.
- ✓ 05 days training needs analysis from 10<sup>th</sup> to 14<sup>th</sup> September 2018 at QAED Punjab

<sup>19</sup> This training was conducted only in 4 districts: Attock, Chakwal, Rawalpindi and Sialkot.

<sup>20</sup> According to British Council, out of 246, only 177 attended the training.

## Component 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 concerning to 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 (assessing quality of PSTs' training) completed from 26<sup>th</sup> to 30<sup>th</sup> December, 2017.
- ✓ Second M&E intervention (assessing quality of training of newly inducted PSTs) completed from 26<sup>th</sup> to 28<sup>th</sup> March, 2018.
- ✓ Third M&E intervention (assessing quality of ETs training) completed from 3<sup>rd</sup> to 7<sup>th</sup> April, 2018.
- ✓ Fourth M&E intervention (assessing quality of ETs training for peroration of TKT) completed from 16<sup>th</sup> to 28<sup>th</sup> April, 2018.
- ✓ Fifth M&E intervention (Impact Assessment-phase 1) completed from 12<sup>th</sup> to 16<sup>th</sup> May, 2018.
- ✓ Sixth M&E intervention (assessing quality of EETs training) completed from 28<sup>th</sup> May to 9<sup>th</sup> June, 2018.
- ✓ Seventh M&E intervention (Audit<sup>21</sup> of British Council against outputs under all the 6 components of PEELI till 20<sup>th</sup> June, 2018) completed from 8<sup>th</sup> to 20<sup>th</sup> June, 2018.
- ✓ Eighth M&E intervention (assessing quality of training of PSTs inducted in 2017) completed from 22<sup>nd</sup> to 23<sup>rd</sup> June, 2018.
- ✓ Ninth M&E intervention (assessing quality of training of PSTs inducted in 2018) completed from 30<sup>th</sup> to 31<sup>st</sup> July, 2018.
- ✓ Tenth M&E intervention (assessing quality of training of EETs) completed from 3<sup>rd</sup> to 8<sup>th</sup> September, 2018.
- ✓ Eleventh M&E intervention (Impact Assessment-phase 2) completed from 3<sup>rd</sup> to 22<sup>th</sup> September, 2018.
- ✓ Twelfth M&E intervention (longitudinal Study-phase 1) completed from 17<sup>th</sup> to 29<sup>th</sup> September, 2018.
- ✓ Thirteen M&E intervention (assessing quality of training of newly PSTs inducted in 2018) completed from 26<sup>th</sup> September to 1<sup>st</sup> October, 2018.

## Component 6- Policy and Research

Research, policy and insight combine research depth with applied and 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<sup>th</sup> 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.

<sup>21</sup> The scope of the audit was to validate the PEELI outputs, in terms of: a) their availability with British Council and/or QAED; and b) availability of accurate data

of events organized under the six outputs, and individuals' directly benefited from these outputs. The audit did not meant for the validation of quality and relevance of the PEELI outputs.

- ✓ 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 also been received to British Council

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

## B- Effectiveness of PEELI interventions

The following analysis is based on the primary data gathered from the M&E interventions implemented during this quarter and from PEELI implementing partners – British Council and QAED Punjab. The section has been organized by the interventions.

### 3.2 PSTs Training – 22<sup>nd</sup> & 23<sup>rd</sup> June; 30<sup>th</sup> & 31<sup>st</sup> July; and 26<sup>th</sup> September to 1<sup>st</sup> October, 2018

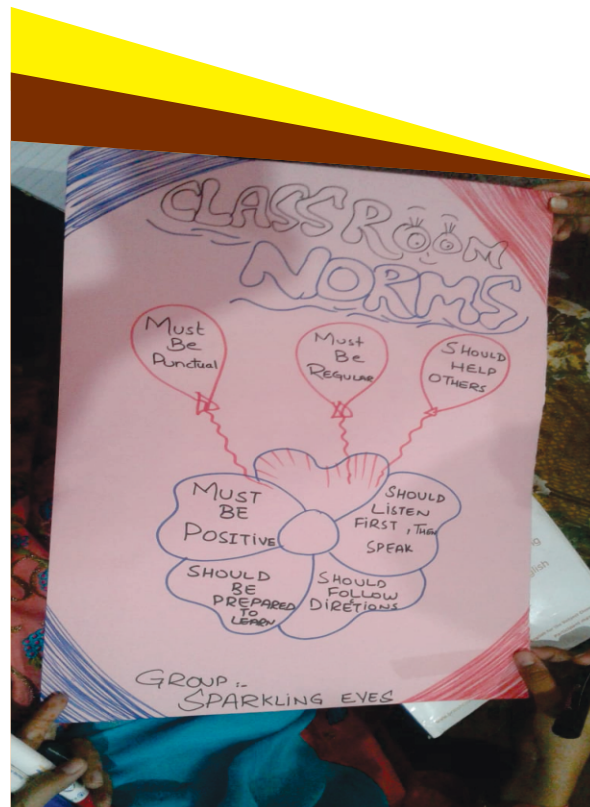
#### 3.2.1 PSTs training venues profiles

Four types of institutions were used as venue for organizing the training, including: District QAEDs<sup>22</sup>, 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 mandate<sup>23</sup> of selected venues, variation in terms of facilities for teacher trainings 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	%
District QAED (GCET)	14	14.1
District QAED (High/Higher Secondary School)	3	3.0
Higher Secondary School	15	15.2
High School	67	67.7
<b>Total</b>	<b>99</b>	

**Table 2 Distribution of observed ETs by training venue**



<sup>22</sup> District QAED have been established in GCET (Government College for Elementary Teachers). If a GCET does not exist in a district, District QAED has been

establish in a large/central higher/high school at the district headquarter.

<sup>23</sup> Teaching to different levels (Grade 6-10, Grade 1-10, Grade 1-12, Grade 6-12 or Grade 9-12) or training.

### 3.2.2 ETs competence

The ETs delivery in the training room was assessed through observation on the five key performance indicators (mentioned in Figure 5) against four levels of Trainers Professional Development: a) induction, b) foundation, c) engagement, and d) integration. The analysis of the data presents:

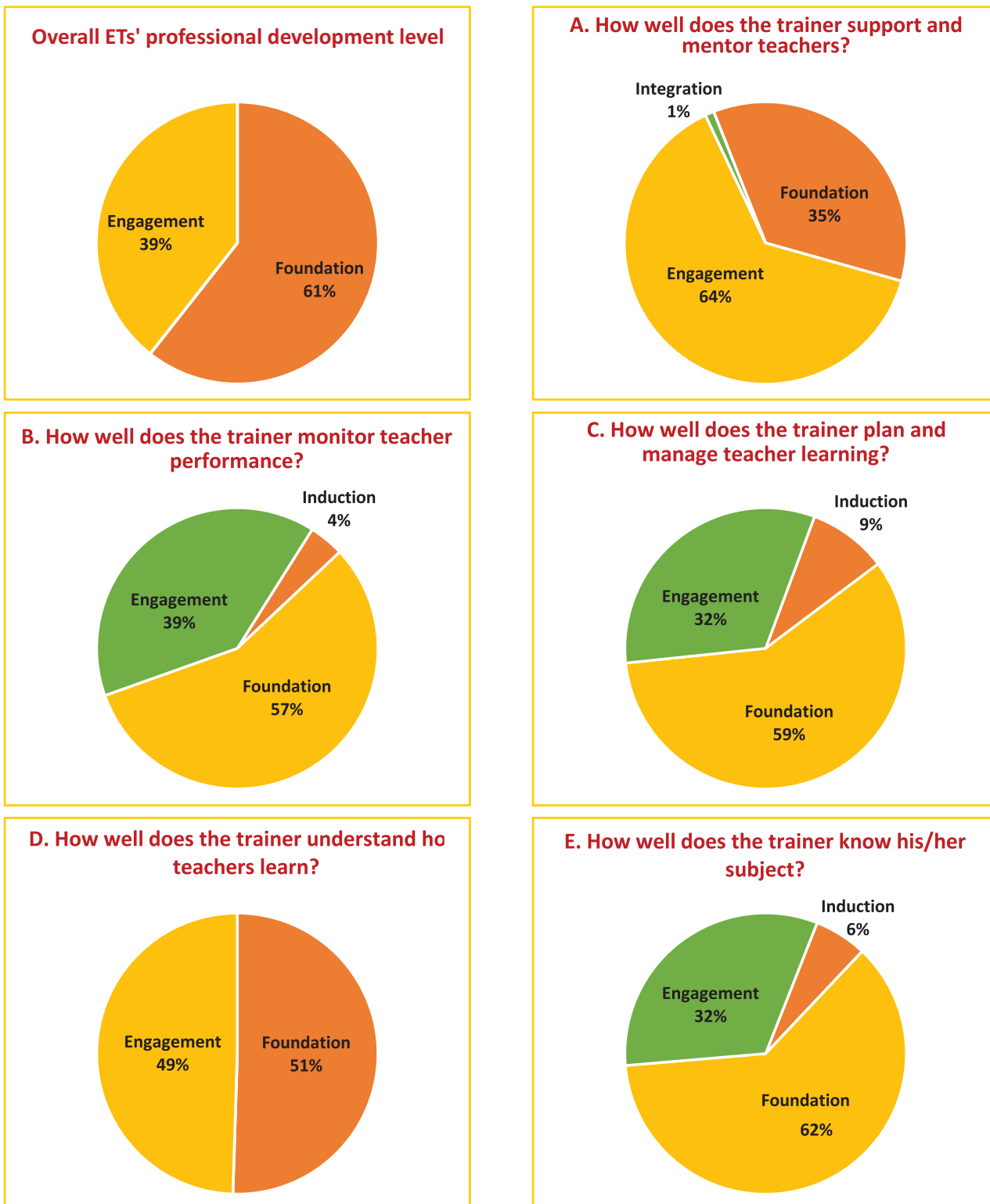


Figure 5. Assessment of ETs professional development levels against the five key performance indicators



		Third Observation (Induction Training June, July & September 2018)		
Indicators/Attributes		N	Mean	SD
<b>A. How well does the trainer know his/her subject?</b>				
1.	Accuracy of information presented	99	2.77	.470
2.	Clarity in communicating information	99	2.75	.481
3.	Relevance of supporting examples with the presented information.	99	2.41	.623
4.	Use of research for drawing supporting examples	99	2.17	.623
5.	Correct use of terminology	99	2.65	.521
<b>B. How well does the trainer understand how teachers learn?</b>				
6.	A wide range of appropriate pedagogical strategies used to meet the needs of individual teachers and the group as a whole	99	2.45	.558
7.	Use of research-based strategies for adult learning	99	2.26	.664
8.	Broad range and appropriate strategies used to motivate the learners	99	2.36	.562
<b>C. How well does the trainer plan and manage teacher learning?</b>				
9.	Clarity in stating appropriate learning outcomes	99	2.10	.802
10.	Quality of plan to guide the session	99	2.10	.721
11.	Effectiveness of learning environment in relation to learners, resources, space and time.	99	2.34	.641
12.	Regularity in employing appropriate supplementary materials	99	2.21	.674
13.	Effectiveness of assessment used for achievement of the learning outcomes	99	2.35	.594
<b>D. How well does the trainer support and mentor teachers?</b>				
14.	Appropriateness of provided advice that extends the learning to the teachers' own teaching environment	99	2.42	.517
15.	Provision of opportunities to teachers to reflect on the application of new knowledge and skills	99	2.53	.522
16.	Activeness in encouraging teachers to take responsibility for their professional learning	99	2.51	.503
<b>E. How well does the trainer monitor teacher performance?</b>				
17.	Wideness in range of using appropriate pedagogical strategies to monitor teacher performance	99	2.31	.508
18.	Level of coherence and appropriateness of frame of reference for evaluating teacher performance	99	2.25	.578
19.	Consistency in recording evaluation for provision of feedback to teachers	99	2.32	.568

**Table 3 Performance of ETs by indicators**

The table also shows that the majority of ETs were at 'foundation level' with respect to all attributes, except attributes: 1, 2, 5, 6, 15 and 16.

Trends within the quantitative 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. The overall quality of the trainers can be considered as 'reasonable'.

The monitors recoded general observation of ETs' behaviour during delivery of training. The observations show that the majority of the trainers were confident and enthusiastic. Some of the trainers were using innovative ideas and also using appropriate vocabulary. ETs fostered learning environment in which PSTs felt comfortable for taking risks of participation in various activities without

the fear of ridicule. Creativity in a few training sessions was also observed by the monitors. They (trainers) were performing multi-tasking: deliver training and support the training centre management in ensuring the attendance of the teachers and other administrative task pertaining to the training. Majority of the observers rated 'ETs' overall training delivery' as 'good'.

A comparative analysis of the ETs' performance in the last two quarters and the current quarter is given in Appendix 10.

### 3.2.3 Deployment issue of ETs

In actual 46 sessions were to be observed for PSTs' training on 22<sup>nd</sup> and 23<sup>rd</sup> June, 2018. However, it was found that in 4 sessions, non-ETs were delivering the training session. Data gathered from sessions of these 4 trainers were excluded from the analysis. Below is the detail of the sessions:

Trainers' Name	District	Center Name
1. Irfan Hashmi	Gujrat	GGHS Islamia, Kunjah
2. Shahla Ilyas	DG Khan	QAED DG Khan
3. Rehana Rehman	DG Khan	QAED DG Khan
4. Anwar ul Haq <sup>25</sup>	Rawalpindi	GHSS Bagh Sardaran

It is pertinent to mention over here that this trend of deployment of ETs discloses that 8.7% of ETs deployed for delivering training on 22<sup>nd</sup>-23<sup>rd</sup> June, were not ETs.

### 3.2.4 PSTs' feedback

According to QAED Punjab database following is the number of PSTs who attended the training vs the expected number by cohort:

Sr. #	Duration	Cohort	Expected number of participants	Actual number of participants	Overall participation rate
1	2-day	22 <sup>nd</sup> and 23 <sup>rd</sup> June, 2018	Total: 31,318 Women: 19426 Men: 11962	Total: 29, 530 Women: 18,729 Men: 10,801	Total: 94.3% Women: 96.4% Men: 90.3%
2	2-day	30 <sup>th</sup> and 31 <sup>st</sup> July, 2018	Total: 10,637 Women: 4,578 Men: 6,030	Total: 10,176 Women: 4,464 Men: 7,512	Total: 95.7% Women: 97.5% Men: 94.7%
3	5-day	26 <sup>th</sup> September to 1 <sup>st</sup> October, 2018	Total: 1,130 Women: 656 Men: 474	Total: 1,114 Women: 650 Men: 464	Total: 98.6% Women: 99.1% Men: 97.9%
Overall			<b>Total: 43155 Women: 26112 Men: 17014</b>	<b>Total: 40820 Women: 25091 Men: 15729</b>	<b>Total: 94.6% Women: 96.1% Men: 92.4%</b>

**Table 4 Participation rate of PSTs by cohort and gender**

The actual number of participants in the training by district is given in Appendix 11.

The feedback of the trainees (PSTs) was sought on the five-point rating scale about the four key indicators. The results are as follows;

<sup>25</sup> The person claims that he is ET for PEELI trainings and he has also attended a onetime 12-day ETs' training during September/October 2017 at QAED Islamabad. Nonetheless, his name is not there in the list of 1001 ETs provided by the British Council.

The gender-wise performance of ETs in the form of Mean Score<sup>24</sup> (MS) is given in Figure 6.

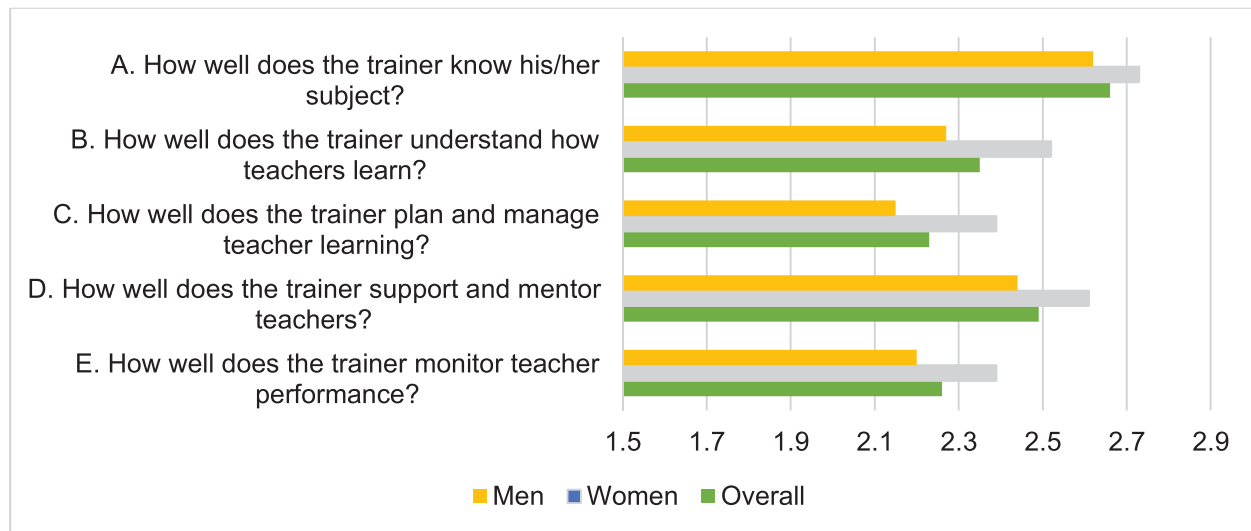


Figure 6. ETs performance by gender

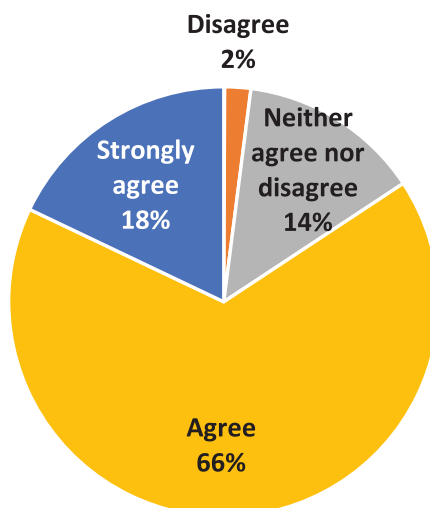
All ETs have achieved the 'Foundation level' i.e. "The trainer has the foundation of teaching skills and knowledge on which to build her/his role as a teacher educator", on all the five performance indicators, as Figure 6 depicts that the mean value for every performance indicator is more than 1.5. However, for indicators A 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. The figure also discloses that **ETs know the content well** which they were delivering in the training sessions.

Further analysis of the data, as given in Table 3, reveals that ETs' performance was relatively higher on: the following indicators vis-à-vis attributes

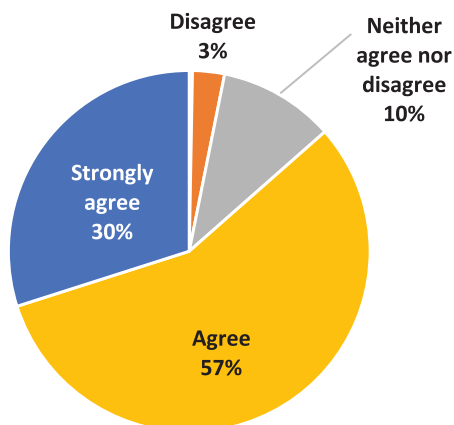
- ✓ For Indicator A on attributes 1 (*Accuracy of information presented*), 2 (*Clarity in communicating information*) and 5 (*Correct use of terminology*);
- ✓ For Indicator B on attribute 6 (*Relevance of supporting examples with the presented information*)
- ✓ For Indicator D on attributes 15 (*Provision of opportunities to teachers to reflect on the application of new knowledge and skills*) and 16 (*Activeness in encouraging teachers to take responsibility for their professional learning*).

<sup>24</sup> The score assigned to the professional development levels is 1, 2, 3 and 4 respectively. The interpretation of MS between 1.0 and 1.4 shows **Induction level**; similarly MS between 1.5 and 2.4, 2.5 and 3.5, and 3.5 and 4.0, show **Foundation level**, **Engagement level**, and **Integration level** respectively.

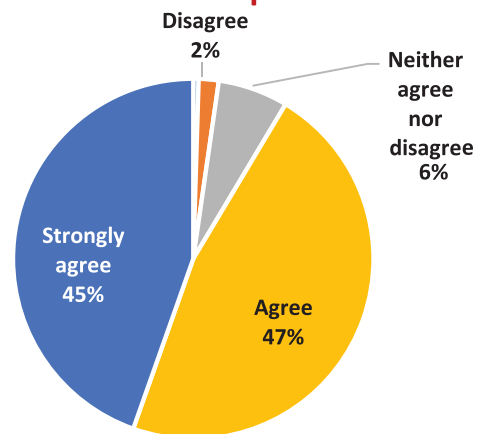
### Overall PSTs' satisfaction level with the training



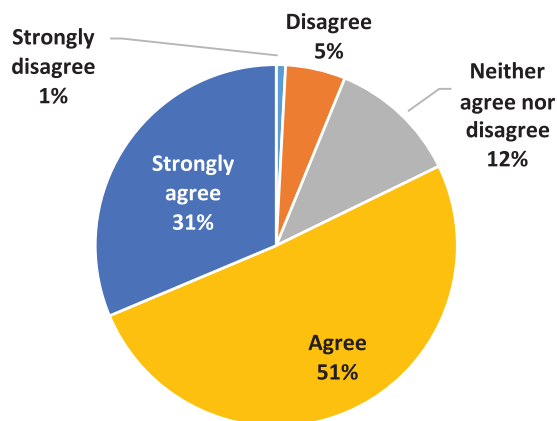
#### A- Usefulness of the training



#### B- Trainer's competence



#### C- Quality of training material



#### D- Training venue comfortability

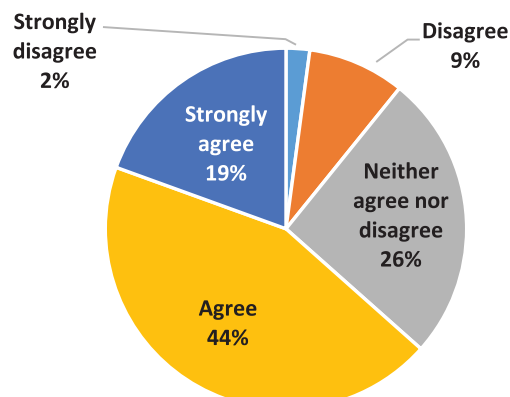


Figure 7. Trainees (PSTs) overall feedback about the training

Figure 7 reveals that majority (84 percent) of the trainees expressed their satisfaction over the training, in general. Furthermore, 87 percent were in agreement with the fact that the training was useful for them, 92 percent agreed that the ETs were competent to deliver the training, 82 percent considered the training material of quality, and 63 percent agreed that the training venues were comfortable for them.

The analysis presented in Figure 8, indicates that the women trainees' initial reaction was slightly more positive in comparison with men trainees on every indicator, as this ratio varied from 1 percent to 5 percent more for the indicators in the favour women trainees.

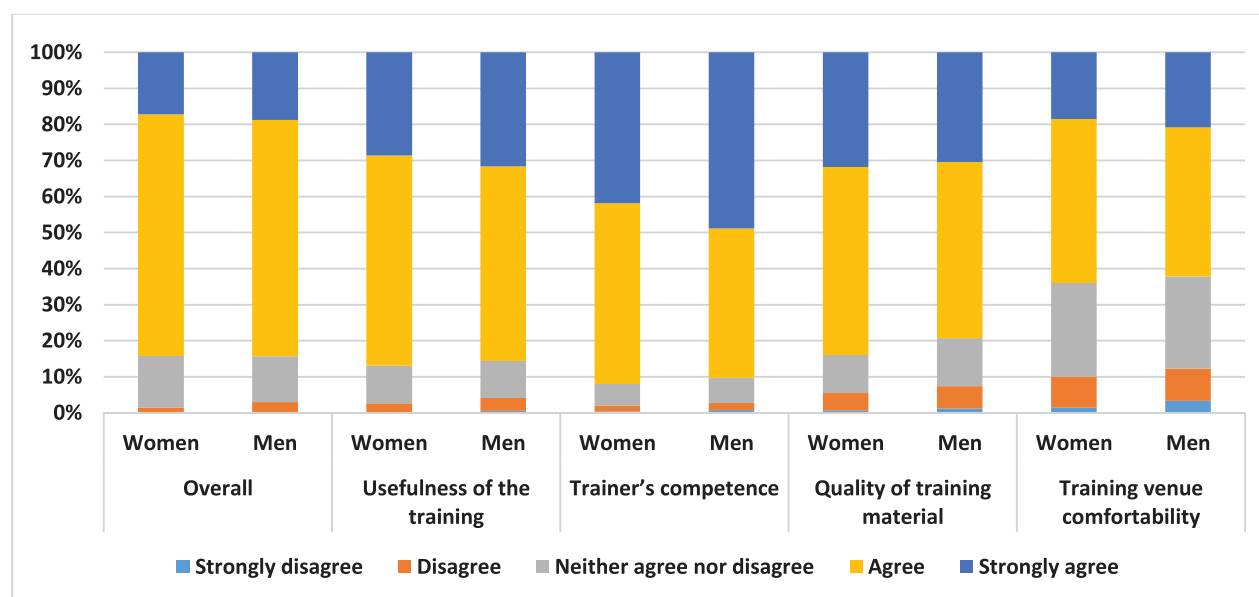


Figure 8. Trainees (PSTs) Trainees initial reaction about the training effectiveness by gender

Attribute-wise analysis of data on initial reaction of the trainees about effectiveness of the training and facilities provided at the training centres, is given in Table 5. The table informs that the participants were in agreement with all the stated attributes, as the Mean Score<sup>26</sup> is greater than 3.5 for all attributes except the attribute 'Heating or cooling condition was according to weather condition'.



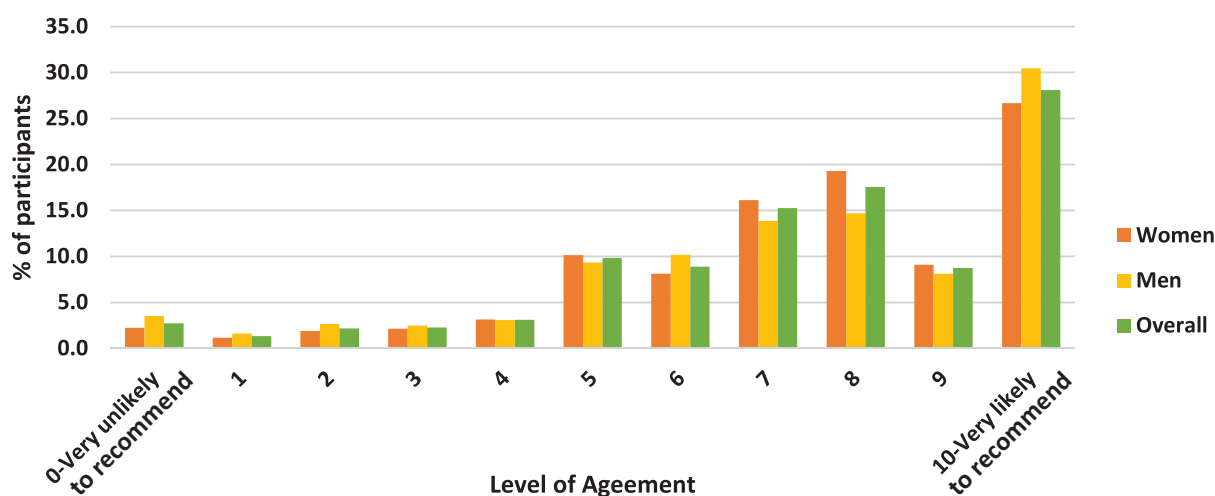
<sup>26</sup> The interpretation of Mean Score (MS) between 0.5 and 1.4 shows **Strongly disagree**; similarly MS between 1.5 and 2.4, 2.5 and 3.5, 3.5 and 4.0, and 4.5 and 5.0 show **disagree**, **Neither agree nor disagree**, **Agree**, and **Strongly agree** respectively

Indicators/attributes	Number	Mean Score	SD
<b>Usefulness of the training</b>			
1. The training met my expectations.	3114	4.00	.825
2. Overall, the training was a high quality event.	3101	3.85	.911
3. I have learnt new knowledge and skills from this training.	3106	4.24	.800
4. I can explain the difference between child-centred and traditional teaching approach. <sup>27</sup>	403	4.47	.658
5. The training will help me to teach better.	3111	4.24	.761
6. I can describe the PEELI project and its aims <sup>28</sup> .	404	4.25	.769
7. The training encouraged me to use English in the classroom.	3115	4.06	.841
8. I would like to attend a similar training event in the future.	3111	3.94	1.062
<b>Trainer's competence</b>			
9. The trainer has the subject knowledge of the subject matter.	3115	4.31	.757
10. The trainer has ability to explain and illustrates concepts.	3116	4.32	.769
11. The trainer answered questions completely.	3111	4.33	.778
<b>Quality of training material</b>			
12. The training material is appropriate to my level of understanding	3115	3.89	.913
13. I can use the provided material in my teaching easily	3115	3.93	.918
<b>Training venue comfortability</b>			
14. The seating arrangement supported learning activities	3113	3.86	.975
15. Heating or cooling condition was according to weather condition	3114	3.16	1.279

**Table 5 PSTs Feedback by attributes' effectiveness**

### 3.2.4.1 Recommendation of British Council as friend or colleague

To seek 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 11-point rating scale. The majority of trainees were in agreement that they would 'likely to recommend' British Council to friends or colleagues', as more than 78.5 percent of the trainees rated the statement at 6<sup>th</sup> point and/or above (see Figure 9). The figure further discloses that **women trainees more inclined to consider British Council 'very likely to recommend the British Council to a friend or colleague (79.3 percent)** in comparison to men trainees (77.3 percent). This leads to a logical conclusion that efforts of both the men and women ETs had created better image of BC regarding professional development of teachers in Punjab through PEELI.



**Figure 9. How likely PSTs recommend British Council to a friend or colleague by gender**

<sup>27</sup> The attribute was included in the amended Feedback Score Card during August 2018 and the revised Score Card was used only for PST training from 26<sup>th</sup> September to 1<sup>st</sup> October, 2018.

<sup>28</sup> Ibid



### 3.2.4.2 PSTs level of motivation pertaining to attend free English language courses within their home district

British Council asked FAME Education for assessing motivational level of trainees about '**attending free English language courses within their home district**', during the monitoring of PSTs training conducted on 30<sup>th</sup> and 31<sup>st</sup> July 2018. To meet this end, an additional question, 'How motivated are you to attend free English language courses within your home district?' was added in the feedback form. The question was asked on 7-point rating scale, where '0' was for 'not at all', and '6' was for 'very highly motivated'. Data was collected from 1258 PSTs<sup>29</sup>. The overall and by gender response to the question is presented in Figure 10.

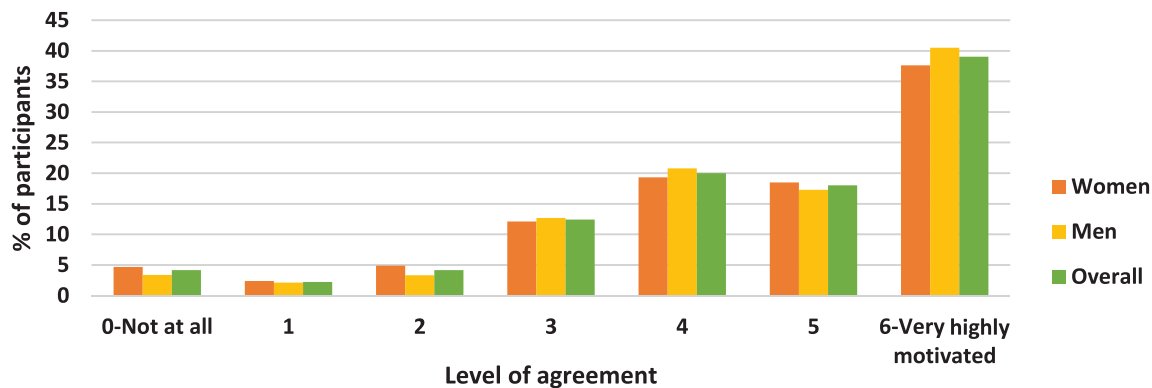


Figure 10. PSTs' motivational level pertaining to attend free English language courses within their home district, by gender

The majority of trainees were in agreement that they would 'like to attend free English language courses within their home district', as more than 75 percent of the trainees rated the statement at 4-point and above (see Figure 10). Interestingly, this ratio is high in men PSTs (78.6 percent) in comparison to women PSTs (75.4 percent).

**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 6. The table shows that a large proportion (13.3 percent) of the participants wanted improvement in the standards for selection of training venues i.e. improved physical facilities. Another significant proportion (5.5 percent) of the participants suggested, 'Trainer should be expert in his/her subject as well as in spoken English'.



<sup>29</sup> This is total number of responded (PSTs) trainees for training conducted on 30<sup>th</sup> and 31<sup>st</sup> July, 2018.

Comments	Count of trainees who wrote the comment	%of the total number of trainees
1. Standard of training venues should be improved.	415	13.3
2. Trainer should be expert in his/her subject as well as in spoken English.	184	5.9
3. Audio-visual aids including multimedia should be provided.	171	5.5
4. Similar training events should be arranged in future.	94	3.0
5. More activities including spoken English activities should be added in the material	94	3.0
6. 5 day training should be conducted in one go.	78	2.5
7. Refreshment should be improved better.	69	2.2
8. Real classroom situation should be the focus of training.	65	2.1
9. Training duration should be increased.	56	1.8
10. Some content should be included from textbooks that are used in government schools.	56	1.8
11. Training manuals should not be taken back from trainees.	50	1.6
12. Weather conditions should be considered when arranging training events.	34	1.1
13. Training manuals should be provided before the start of the training.	34	1.1
14. TA/DA for attending the training should be provided.	34	1.1

**Table 6 PSTs general comments about the training**

**Specific comments** were solicited through another open ended question: **“What, if any, has been the greatest benefit of this training for you?”** It is quite astonishing that 92.2 percent of the PSTs did not respond to the question. Those who responded, majority of them acknowledged that the training had improved their confidence level, speaking skills in English, and pedagogical skills particularly in using activity-based learning and related approaches in their classroom.

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

This part of the report summarizes findings of 42 FGDs conducted as one of the part of the process of data collection for the purpose of monitoring of the training program. A team of two monitors facilitated the focus groups. The participants of each of the focus group were selected randomly from among the groups of PSTs who were attending the training sessions conducted by different ETs working at the 42 venues. The monitors conducted the group discussions at the end of the day they visited the training centre to gain an insight and gather detailed information about quality of the training and the trainers. The key findings of the data gathered are given below:

#### 3.2.5.1 Key learnings from the training sessions

Majority of the focus group participants gave positive feedback about the trainings. Their enthusiasm to learn new pedagogical skills to improve their teaching practices was evident from their active participation in the group discussion. According to one of the participant, *“This is the first time I have attended any teacher training program ...I am feeling good about this exposure. The training has turned out to be a milestone in my professional development as a teacher”* (FGD at GHS Bahawalpur; July, 2018). In a number of FGDs, many participants highly appreciated the training as it has changed their perspectives about classroom teaching. At another training centre, majority of the participants sounds like: *“Training has introduced us with strategies that how to start a lesson and sum up it... warmer*

*activities and brain storming are the best techniques to recapture the students' previous knowledge by asking some questions... and most important how to ask a question from students"? (FGD at GAGHS, Pasrur district Sialkot; September, 2018). A participant mentioned: "Training has improved my abilities to innovate with existing resources in my school" (FGD at GHSS Dina district Jhelum; June 2018). Still another participant added: "we practice 'brain storming' exercise during the training sessions ... which is the best technique to get hold of students' previous knowledge and ideas about any topic or to make them curious about a topic (under discussion) or a lesson to be taught" (FGD at GG Islamia HS Kunjah district Gujrat; June, 2018).*

Although, the discussions revealed the significance of the training for improving teaching skills of the teachers, however, certain problems while implementing certain techniques of teaching in actual classroom situation were also highlighted.

### Active learning strategies

The classroom needs to be a dynamic and fun place to capture and retain students' attention and interest respectively. Majority of the FGD participants reported that training was delivered effectively through activity-based learning combined with examples from everyday life, hence, they participated in training sessions efficiently. Furthermore, they were engaged in skill development of teaching English language coupled with sensible use of mother language in real classroom teaching.

In most of the discussions, participants were quite satisfied with the training and the pedagogical skills they learnt from the trainings. Almost all the participants unanimously agreed to the fact that traditional methods of classroom teaching (teacher talk) end up in memorization of facts and ideas (written in students' notebooks) without

conceptual understanding. They appreciated the opportunity of sharing of ideas that were provided during the sessions. One of the participant was of the idea, *"the training has provided us a platform to interact with our colleagues and share our experiences while teaching in real classrooms and to find solutions to our problems through mutually"* (FGD at GG Islamia HS Kunjah district Gujrat; June, 2018). Another participant added, *"Training not only provided us with opportunity to learn about innovative pedagogical methods to make activity based teaching /learning a regular component of our classes but to manage the class effectively by maintaining discipline also"* (FGD at Govt. ND Islamia High School, Lahore; July 2018).

Simultaneously, most of the participants were of the opinion that besides introducing learner-centered methods of teaching, techniques to track/ follow-up the progress of their students were also discussed thoroughly. One of the participant shared, *"before attending the training we were unaware of short activities that can be conducted in classrooms to engage learners... now we at least know all about it"* (FGD at GGHSS, Shahkot district Nankana; June, 2018). Another added with excitement, *"by using activities we achieved learning outcomes more effectively"* (FGD at QAED Kasur; July, 2018). In another group, a participant spoke:

*"Training has allowed us to understand the group management... I learned one effective thing from the training that how to make students' groups and how to get them involved in learning activities... making groups and students involvement are the best things"* (QAED, Chakwal; September; 2018).

Several participants were appreciative of the fact that activities were instrumental to promote deeper understanding among the learners. They were of the opinion that active use of hands-on/ minds-on activities for

concept development while teaching is much more engaging than verbal transmission of facts and ideas. During active teaching, a teacher interacts with students keenly enabling them to explore and develop understanding and skills whereas passive teaching is devoid of such experience. One of the participants voiced, *“In activity based learning, teacher provides opportunities for students to demonstrate and apply knowledge and skills that they have learnt....in brief learning by doing”* (FGD at GG Model HS, Ahmedpur East district Bahawalpur; July, 2018). At another centre, the group voice sounded like *“The activities we have played/performed not the single points, the training is a platform for us ... we can create and apply new activities having no cost according to our own environment keeping in view what is better for students”* (FGD at GHS Daska, district Sialkot; September, 2018).

The participants were convinced that besides developing positive attitude towards teaching and learning, the training introduced them to cooperative and collaborative learning, and ways to manage students in groups, i.e., group work. In another group discussion, a participant said, *“in the training, we learnt and practiced positive classroom behavior because it robustly relates to our real classrooms and hopefully we will provide such opportunities to our students and promote cooperative learning”* (FGD at QAED, DG Khan; June 2018). In still another FGD a participant was of the idea, *“group and peer work enhances leaning, it is the best thing we have learnt during the training”* (FGD at GHSS Bagh Sardaran, Rawalpindi; June 2018).

Many participants involved in focus group discussions were certain that the lessons learnt during the trainings will contribute a lot in developing positive attitude towards learning among students. Furthermore, they will be able to reduce discipline problems, as it is a

proven fact that if students are engaged actively in learning process, the probability of cropping up of disciplinary problems is lessened.

### Teacher motivation and reflective practices

It was noted in several discussions that the participants were of the view that training has boosted their confidence and level of motivation to the extent that they will leave no stone unturned to attain training outcomes satisfactorily and demonstrate these skills in real classroom situation. It is a proven fact that motivation is the most important attribute that stimulates students to work actively. A participant shared his views, *“training has refreshed our motivation as we were demotivated by facing the ground realities”* (FGD at GHSS Khurrianwala district Faisalabad; June, 2018).

Majority of the focus group participants agreed upon on the fact that motivation is the most important aspect in teaching learning process because it affects students’ behavior and gears their interest towards attaining a particular goal. One participant explained, *“it is important to appreciate students even for little participation to keep them motivated because motivation keeps (students) them focused and affect students’ learning and achievement”* (FGD at GHS Chunian district Kasur; July 2018). Another participant added, *“motivation also enhances the cognitive processing and accelerates students’ learning process”* (FGD at QAED Chakwal; July, 2018).

The participants also informed that training has provided them with the opportunity to reflect on their practices. They highly appreciated the efforts put in by the trainers to encourage them to improve their reflective practices. A participant highlighted:

*“We had attended 3-day training under PEELI before this 2-day training; this training*



*provided us opportunity to share our real classrooms experiences with peers and try to find out tailored solutions to tackle the problems of real world... the training worked as a bridge to theory and practice” (FGD, GMHS Jampur district Rajanpur; June, 2018).*

### Use of English language in classroom

It was observed in many of the FGDs that the participants’ ability to communicate in English language has improved as a result of the PEELI training programme. The training enabled them to realize the importance of English as a language. According to the participants, *“for professionals like us English language is important not only for work place and socialization at national level but also for competing at international level”* (FGD at GGHSS Emnabad district Gujranwala; June, 2018). They agreed to the fact that training helped them in overcoming their hesitation while speaking in English. This experiential learning motivated them to practice the same while teaching in schools. They plan to encourage their students to begin with speaking simple sentences in English and then make attempts for the complex sentences. Most of participants involved in group discussion were positive about the fact that while teaching now it is very easy for them to use simple sentences and phrases in classrooms to make English language every day routine. A participant acknowledged, *“Despite got good hold upon content and pedagogical knowledge, and skills, I lacked in was the use of simple sentences and phrases while interacting with students and teaching. Due to these training sessions, I am confident that now I will be able to speak simple sentences and phrases English while teaching”* (FGD at QAED Kasur; July, 2018).

A significant number of participants sounds like: *It is essential to learn English language in order to get in touch on an international level and to communicate with people all over the*

*world so it’s time to take initiative towards English language if we want our learners to get participate in international competitions.*

A participant excitedly uttered: *“I have gained confidence and developed positive attitude towards using English language while teaching in my classroom and intend to share my knowledge and skills with other teachers and students”* (FGD at GHS Baghbanpura, Lahore; June, 2018). Another participant added, *“Use of English language is helpful to not only improve the quality of Education in the current times but to enable students to compete at international level at a later stage in their lives”.* (FGD at GHS, Bahawalpur; July 2018). At another centre, a participant shared his views as: *“The best part of PEELI training is that, training has encouraged the teachers who were hesitant in speaking English ... after attending the training all of us are enough confident to share our views in English as it has boosted our confidence”* (FGD at GHS Fateh Jang district Attock; September, 2018).

Another participant added: *“PEELI training has enable us how to build confidence in our students also... by giving them opportunities to feel free while asking questions”* (FGD at GHS Fateh Jang district Attock; September, 2018).

### Overall improvement in communication skills

A considerable number of participants expressed that PEELI training has sharpen their communication skills, and has improved their interpersonal skills. A participant, who was newly recruited in a school, spoke excitedly:

*“It is a good step of Government of the Punjab and British Council to enhance the capabilities and potentials of newly recruited teachers with the help of PEELI training, they has provided us the platform to enhance communication skills in a way how to communicate with students and how to communicate in society”* (FGD AT GHS No.2 Fateh Jang district Attock; September 2018).

Another participant added: *“PEELI training is such training which has made me facilitator and role model for students. I feel that training has improved my communication skills as well as my dealing with students”* (FGD at GHS Daska district Sialkot).

### 3.2.5.2 ETs’ impressive behaviour

Generally, the participants appreciated ETs encouraging behavior and efforts to develop their (trainees’) skills and competencies to improve their classroom performance to promote learning among students. A participant praised, *“our trainer was extraordinarily competent not only in delivering training but developing positive attitude towards teaching and learning among the participants also”* (FGD at Haroon Shaheed PSS Sharaqpur district Sheikhpura; June 2018).

In most of the discussions, participants agreed that ETs played key role in achieving the training outcomes and acted as a motivating agent. ETs created friendly environment to ensure the full involvement of us (trainees). A participant shared, *“trainers worked as facilitators not as instructors”* (FGD at QAED Sahiwal; June, 2018). Another participant enthusiastically enunciated about her trainer, *“it was the trainer who made the training interesting by keeping us engaged in active learning/training”* (FGD at Govt. Muslim HS No. 2 Civil lines, Lahore; July, 2018). It was highlighted in many FGDs that trainers embodied a natural ability to educate the group and enabled participants to imbibe/ absorb the knowledge. A participant said: *“a good trainer identifies areas of improvement among his/her trainees and provide them with best advice to improve upon areas that need attention to rectify mistakes, our trainer did it well”* (FGD, Govt. MC Model HS, Vehari; July 2018).

A few of the participants claimed that the ETs’ temperament was commendable, *“the way they handle the class and managed the activities, and on the top of it kept the participants engaged by staying calm was remarkable. His positivity is appreciable”* (FGD, Shuhda-e-APS MBHS, Lahore; July, 2018). Another participant reported: *“Our trainer was the centre of our training session”* (FGD at GGHS, Depalpur district Okara; July, 2018).

The above data revealed that trainers were competent, confident, energetic, motivating and also good managers.

### 3.2.5.3 Suggestions to improve training further

The training was executed with the same spirit at almost all the training sessions. In general the participants were satisfied with the training, however, made certain suggestions for improvement.

#### Training schedule and venues

It was suggested by several participants in many FGDs that training venues should easily be accessible and well equipped with facilities and accessories (uninterrupted power supply – UPS, Audio Visual aids and multimedia) that are needed to execute the training effectively. The trainings should be conducted at a stretch not in parts to achieve maximum outcomes. One participant was of the idea, *“it is imperative to conduct trainings at comfortable venues because physical discomfort leads to mental stress that hinders learning process”* (FGD at GHSS Khurrianwala district Faisalabad; June, 2018). One participant advocated, *“It is difficult to travel for hours to reach the training centre, besides it reduces our level of motivation.”* (FGD at GG Islamia HS Kunjah, Gujrat; June, 2018).



## Training Content /Material/Duration of Training Sessions

The training material seems lacks the representation of actual classroom structures. It is therefore, suggested that ground realities and scenarios should have been given due focus in the material. In training manuals some content from textbooks should also be added. Moreover, lesson planning techniques should be focused to provide opportunities to trainees to manage every day classroom activities properly.

One of the participants suggested that: *“There should be real examples, we feel that the examples and activities are not realistic and linked to our classroom situations. As a result, trainers were unable to provide satisfactory answers to our queries about practical implementation of activities (given in material) in real classrooms”* (FGD at Govt. Model HSS, Khanewal; July 2018). At another training centre, a participant said; *“PEELI training was good from every aspect but there should be a booklet for trainees to understand the activities and to implement them easily”* (FGD at GHS No. 2 Fateh Jang district Attock; September, 2018).

In most of FGDs, participants suggested that training material should be provided before the commencement of the training and online access should also be provided.

### Role of ETs

Most of the participants appreciated the trainers’ role but they shared certain concerns too. They proposed that the trainer should be expert in her/his subject as well as in English language skills. However, in one of the group discussion upon inquiring about role of the trainers most of the participants were found to be confused and frustrated. The group remained silent for some time, looked at each other’s faces, took a pause and said, *“our trainer did not do anything well”*.

It was recommended by the participants that

the trainers should be well versed with content and pedagogical knowledge, along with able to speak English in British accent. The trainers should also possess good management skills. One of the participants added, *“trainers should be skilled to manage the classroom, besides they must have a lesson plan because absence of proper planning leads to confusion among the participants* (FGD at GGHS # 2, Chakwal; July 2018). In another round of training in the same district, keeping in view their experience with a trainer (who is an Arabic teacher), a group suggested: *“If trainer is appointed to deliver training related English language then trainer should be an English Expert to deliver the training more effectively”* (FGD at QAED Chakwal; September, 2018).

The participants also suggested that ETs should be changed after each session in order to sustain their (trainees’) interest and free them from boredom. According to one of the participants, *“I think job description or role of a trainer should be clearly defined, and they should be given one responsibility at a given time, that is, either a teacher or a trainer. In my opinion performing two roles simultaneously may lead to a chaotic situation because if one (trainer) keeps worrying about his job (as a teacher) while performing their duties as a trainer ... learning shall be compromised.”* (FGD at Shuhda-e-APS MBHS, Lahore; July 2018).

## 3.3 EETs Training – from 3<sup>rd</sup> to 8<sup>th</sup> September, 2018

EETs had already attended three trainings organized under PEELI, it was their 4<sup>th</sup> training. The participants joined these trainings after participating in Aptis. This training was conducted again at two venues, i.e., District QAED Lahore and Multan. In total 57 EETs<sup>30</sup> attended the training at both of the centres.

<sup>30</sup> On the dates of visit, 55 out of 57 EETs were present at the training centres.

Thus, 89.1 percent of the EETs who participated in the first (last) training<sup>31</sup>, attended the current training.

The data were collected from the participants through Feedback Form and FGDs. The following sections present analyses of the data.

### 3.3.1 EETs feedback

The feedback of the trainees (EETs) was sought on the five-point rating scale about the four key indicators. The results<sup>32</sup> are as follows:

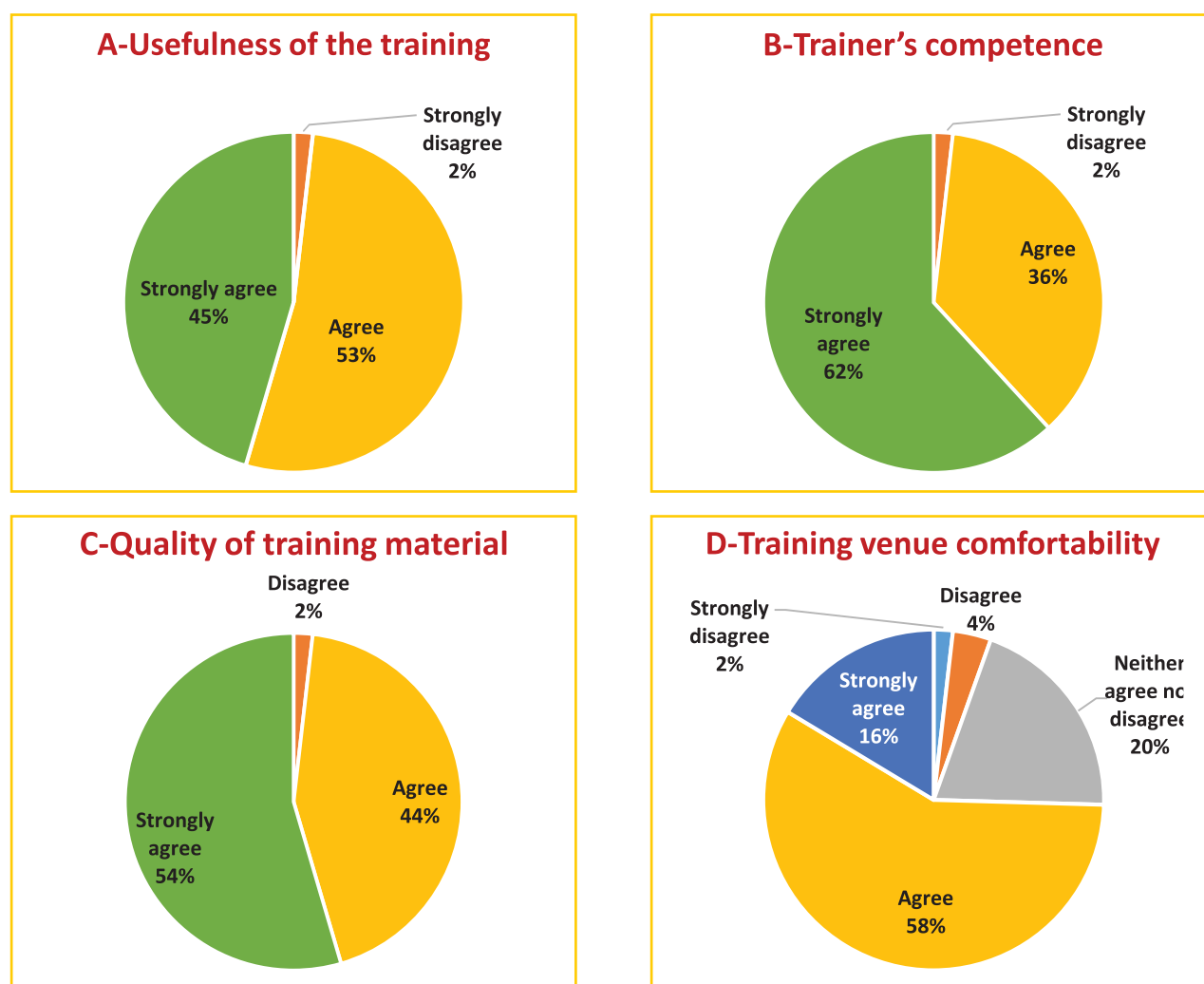


Figure 11. Trainees (EETs) overall feedback about the training

<sup>31</sup> The last training was attended by 64 EETs.

<sup>32</sup> For EETs training data, analysis by gender of training consultant (trainer) has not been executed, as only women training consultants were engaged to impart training at both the venues.

Figure 11 reveals that majority of the EETs expressed their satisfaction over the training, as 98 percent are in agreement with the facts: a) the training was useful for them; b) the training consultants are competent to deliver the training; and c) quality training material is used. Even 74 percent agreed that the training venues were comfortable for them. These are the ingredients that are creating highly impactful development results for PEELI.

Attribute-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) were in agreement with all the stated attributes (as the MS<sup>33</sup> is greater than 3.5 for each attribute) except the attribute 'refreshment met my expectation', as the MS for this attribute is less than 3.5, i.e. 3.04.

Indicators/Attributes	Number	Mean	SD
<b>Usefulness of the training</b>			
1. The training met my expectations	55	4.16	.660
2. Overall, the training was a high quality event	55	4.20	.678
3. I have learnt new knowledge and skills from this training	55	4.40	.683
4. This training will help me to teach in a better way	55	4.44	.688
5. The training will help me to train teachers in a better way	55	4.42	.599
6. The training encouraged me to use English in the classroom	55	4.49	.690
7. I can explain the difference between child-centred and traditional teaching approach	55	4.53	.634
8. I can describe the PEELI project and it's aims	55	4.56	.601
9. I would like to attend a similar training event in the future	55	4.65	.726
<b>Trainer's competence</b>			
10. The trainer has knowledge of the subject matter	55	4.45	.689
11. The trainer has ability to explain and illustrate concepts	55	4.44	.688
12. The trainer encouraged participation and interaction.	55	4.53	.716
13. The trainer answered questions completely	55	4.49	.663
<b>Quality of training material</b>			
14. The training material is aligned with training outcomes	55	4.31	.690
15. The training material is appropriate to my level of understanding	55	4.38	.623
16. I can use the provided material in my training easily	55	4.47	.604
17. I can use the provided material in my teaching easily	55	4.45	.603
<b>Training venue comfortability</b>			
18. The seating arrangement supported learning activities	55	4.29	.875
19. The refreshment met my expectation	55	3.04	1.247
20. Heating or cooling condition was according to weather condition	55	3.96	.999

**Table 7 EETs Feedback by effectiveness attributes**

### 3.3.1.1 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 11-point (0 to 10) rating scale. Sixty percent of EETs' checked it at 10<sup>th</sup> point. If the proportion (24 percent) of those EETs who checked it at 9<sup>th</sup> point, a large majority (i.e. at 84 percent) of EETs would '**very likely to recommend**' British Council to friends and colleague. This outcome could be attributed to the attitudes and behaviours of the TCs (training consultants) exhibited during the EETs' training.

<sup>33</sup> Interpretation the mean score (MS) is same as given in section 3.2.3 footnote.

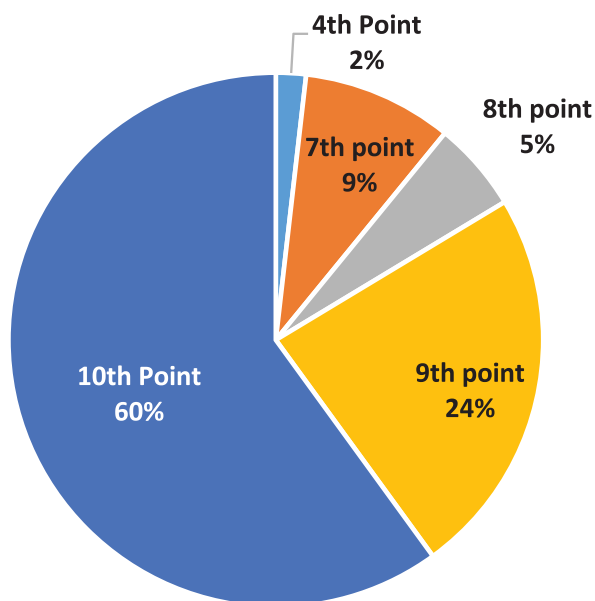


Figure 12. How likely EETs recommend British Council to a friend or colleague

**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 significant proportion (16.4 percent) of the participants were of the view that “Training venues should be provided with more resources”. Another significant proportion (12.7 percent) asked for better refreshment and hostels facilities.

Comments	No. of EETs who wrote the comment	%
1. Training venues should be provided with more resources.	9	16.4
2. Refreshment and hostels facilities should be better.	7	12.7
3. Coordination between QAED and CEOs should be improved.	4	7.3
4. Material should be provided according to level of teachers.	1	1.8
5. Trainees should be invited through proper channel.	1	1.8
6. Training duration should be prolonged.	1	1.8
7. Training material should be provided before commencement of the training.	1	1.8
8. Training should be conducted in QAED Punjab.	1	1.8
9. Training should be conducted in vacations.	1	1.8
10. Training should be grammar focused and questions based learning material.	1	1.8

Table 8 EETs general comments about the training

**Specific comments** were also sought through another open ended question: **“What, if any, has been the greatest benefit of this training for you?”** It is quite shocking that 20 percent of the EETs did not respond to the question. Major responses are as follows:

Comments	No. of EETs who wrote the comment	%
It will help me to train PSTs in better way.	11	20.0
Micro-teaching session was very beneficial.	6	10.9
It will enhance our teaching competencies.	6	10.9
It will added a lot to our professional development.	5	9.1
Improved my English proficiency.	4	7.3
Learned activities could be used in teaching/classroom.	4	7.3
Use of digital tools in teaching is very beneficial learning.	2	3.6
It would be a valuable addition to my profile.	1	1.8
Training material was beneficial.	1	1.8

**Table 9 EETs general comments about the training**

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

As mentioned earlier, two FGDs were conducted in which 14 participants were randomly selected from parallel sessions<sup>34</sup>.

#### 3.3.2.1 Improvement in the training contents, materials and delivery

When asked about training structure, content of training and quality of training material, appropriateness of session length, activities and the trainer, the participants gave positive response. They shared their opinions and showed satisfaction regarding printed material of training as one participant cited, *“quality of training materials given in this training has improved significantly. In the previous training black and white photocopies of the manuals were provided but this time the manuals are colored and tape bound”* (FGD with EETs at QAED Lahore, September, 2018).

The participants were satisfied with the content of training material and graded it as “very useful” (FGD with EETs at QAED Multan, September, 2018). A participant added, *All the activities are applicable in the class because this is for beginner level; for example activities about shapes and numbers and basic concepts of English language like conjunction”* (FGD with EETs at QAED Multan, September, 2018). However, one participant possessed contrasting opinion and pointed out,

*“This training is about the proficiency in English- as a teacher because we have already gone through the material, and have taken pre-tests. So the training is all about our proficiency as teachers. But what I feel is that the content of manual provided to us in this training is very basic (keeping in view the trainees who hold Master degrees in the subject) as compare to the material given in previous training”* (FGD with EETs at QAED Lahore, September, 2018).

Regarding improving content by the addition of advanced concepts, majority of the participants pointed out that there are/ were some discrepancies between the training content and classrooms realities because the practical implications are lacking. One participant mentioned, *“Actually the practical*

<sup>34</sup> At QAED Multan 8 participants were selected from two parallel sessions, and at QAED Lahore 6 participants were selected from the session.

*application is lacking, if we can implement the syllabus practically only then compatibility and relevance between the syllabus and this training can be maintained” (FGD with EETs at QAED Multan, September, 2018).*

While deliberating and comparing the EET trainings current and the previous, most of the participants apprised that during the current training they were exposed to use digital tools (examples....) which was a new experience for them. A participant, enunciated:

*“This training was far more useful than the previous and the most important difference is the use of digital tools. Using the digital tools like Kahoot, Quizlet and mentimeter as a source of learning and teaching is new for us but the interesting thing is we are learning in this training”. (FGD with EETs at QAED Lahore, September, 2018)*

Almost all the participants in both FGDs, indicated that the use of these tools contributed a lot in enhancing their confidence for delivering training for the PSTs. They could integrate theoretical (subject knowledge: reading skills, grammar, listening skills etc.) with practical knowledge (practice with help of tools etc.). Furthermore, the expertise of integrating theory and practice is the key to enable PSTs to acquire the required language skills and competence for classroom teaching. Innovative use of such technologies will lead to flexibility in delivery of the content and organisation of learning. These tools can be looked at not simply in terms of traditional self-study materials rather in terms of tools for learning.

The participants pointed out that, as the training is about English proficiency luckily the

trainer provided them with opportunities to reflect upon their knowledge and skills. In response to a question about how well trainers enlightened them (trainees) about addressing and tackling problems that emerge while teaching in actual classroom, their response was, *“trainer didn’t provide much advice how to face and tackle problems in real classrooms”* (FGD with EETs at QAED Lahore, September, 2018).

### 3.3.2.2 *Enhancement of professional practices of trainers*

In response to the question about their awareness about and improvement in professional practices as a result of this training, majority of the EETs knew and remembered the professional practices<sup>35</sup> of a trainers. At the same time they could actually identify their practices that were advanced/enhanced after the training. A few shared about openness they develop and the others talked about friendly behavior and empathy and improved ICT skills. Some of them felt that active discussions during the sessions enabled them to listen and accept others opinions and ideas with patience and to respect others point of views. Still other felt that ICT is an essential component of professional practice desired from an EET which was missing before this training. They also mentioned use of different application software during the training. One of the participants shared,

*“Before this training I used to rate myself at the higher [Integration] level but after being part of these training and mixing up with different people and knowing about their expertise I start examining myself and reflecting upon my*

<sup>35</sup> These professional practices has been mentioned in: British Council (NA). Continuing Professional Development (CPD) Framework for teacher educators. Retrieved on September 24, 2018, from

[www.teachingenglish.org.uk/sites/teacheng/files/Teacher%20Educator%20Framework%20FINAL%20WEBv1.pdf](http://www.teachingenglish.org.uk/sites/teacheng/files/Teacher%20Educator%20Framework%20FINAL%20WEBv1.pdf)



expertise a little critically and realized there is a lot of room for improvement". (FGD with EETs at QAED Lahore, September, 2018)

### 3.3.2.3 Outcomes of the training

Participants were very confident about the fact that workshop left positive impressions. They feel confident and enthusiastic after attending the training sessions. For them the training sessions provided them with knowledge sharing platform. They grasped new pedagogical skills that are relevant to ground realities of teaching. One of the participants supported the argument by saying,

*"Today I delivered my presentation about letters of alphabets, since we aspire to make teaching fun for children, I played audio of different songs and poems about phonics and participants enjoyed a lot and were entertained. As it is mentioned in the manual 'edutainment' is very important. It is so well engaging that after the activity one of the participants was so thrilled that he/she stood up and said, 'I must use it in my class' ... that's the effectiveness of the idea".* (FGD with EETs at QAED Multan, September, 2018)

A participant identified another outcome of learning that is 'healthy and conducive learning environment' and explained, *"it is a knowledge sharing process, our trainers are professionals and experienced, and all of us (trainees) are trainers for different audience, so we are sharing knowledge, learning from each other's experiences and teaching styles ....that's why a healthy learning environment is created"* (FGD with EETs at QAED Multan, September, 2018).

Another participant furthered, *"actually the activities are more enjoyable for us; these are linked to the training we delivered*

*However, when we deliver training to PSTs, they says this is not included in textbooks.* (FGD with EETs at QAED Multan, September, 2018)

#### A. Improved understanding

In response to the question "How do you consider that outcomes of the workshop increased your confidence, knowledge and skills as EET?"

Almost every participant was of the opinion that their confidence increased a lot after attending this workshop. One of the participants told, *"now I feel extremely confident to tackle all the situations and questions during the PST training"* (FGD with EETs at QAED Lahore, September, 2018). They further added that the current training not only widened their theoretical subject knowledge base but also provided them with opportunities to link it with the lesson-learned from the training of PSTs.

#### B. Improved session planning and better use of available resources

According to the participants the training has improved their skills to plan their training sessions effectively and to manage the available resources for effective delivery of trainings. Their confidence has increased immensely. One participant elaborated with an example, *"we now know there is no need for expensive or sophisticated resources to do anything, now we can use our smart phones to plan effectively and manage the different situations during our trainings"* (FGD with EETs at QAED Lahore, September, 2018). Another participant further added:

*"We can make use of our smart phones to handle difficult situations during our trainings. For example to manage the class effectively we can simply tell the trainees that we will be*

*recording the whole session so that everyone will participate actively during the training” (FGD with EETs at QAED Lahore, September, 2018).*

The participants also shared: *“Our knowledge of E-learning tools, digital platforms and tools has increased as a result of this training”* (FGD with EETs at QAED Lahore, September, 2018).

### **C. Improved Training skills:**

The participants shared a number of reasons for improvement in their training skills, which were as follows.

According to one trainee teachers, *“Micro-teaching we are doing here is very helpful, it has boosted our confidence and definitely it will be helpful in real classrooms”* (FGD with EETs at QAED Multan, September, 2018). Another one stated; *“I have been in this field of training for many years now and I have learned a lot of activities and use of tools to make teaching fun. After this training I gained a lot of confidence and now I plan lessons and activities with great ease. I learnt the idea of performing within the minutes and now I have no fear while micro teaching.”* (FGD with EETs at QAED Lahore, September, 2018)

Another shared, *“I feel my communication skills have improved after this training. We are provided with a lot of chances to speak about anything during the sessions. Also, I have also learned to use different software to increase my knowledge and of course teaching”* (FGD with EETs at QAED Lahore, September, 2018).

Still another was of the view,

*“well the content knowledge was always there but we have learned different activities and everyone was given a chance to do perform activities. The most interesting thing was that everyone was doing these activities in different*

*ways so we are learning a lot of new ways of doing the same activities. Therefore, after this exposure I feel that I have become creative and can improvise materials. Moreover, my knowledge about E-learning platforms has enhanced. I feel empowered as a teacher after learning about these tools.”* (FGD with EETs at QAED Lahore, September, 2018)

*“In previous trainings we were taught how to perform but in this training we actually performed ourselves in micro teaching sessions. After the performance, we got run time feedback from our peers which was a very good experience. So in this way I feel my teaching skills and knowledge has improved after this training. We have also learned different activities in this training not just from our trainers but also from our peers. One of our fellows introduced us to Fall the Blanket Activity which was new for most of us...so it was fun.”* (FGD with EETs at QAED Lahore, September, 2018)

#### **3.3.2.4 EETs -Issues in the field**

Some of the participants mentioned that the real training environment (we conduct) is always different from the trainings (we attend) organized by British Council. They shared that they had to manage a reasonable strength of participants (PSTs) for the trainings that makes things very difficult.

*“When I was imparting training to PSTs for the second phase, the number of trainees was more than 45 in one session. It was a two day training and I was not able to get to know all of them properly .... and the training ended. I think the duration of the workshop should be reasonable so that we have ample time to become familiar with them (PSTs) and make training a success.”* (FGD with EETs at QAED Lahore, September, 2018)

One of the participants added.

*"I also think that the training time should be more because besides the modules there is a lot more to deliberate. Within limited time frame of the trainings we cover and try to cover the modules haphazardly as a result certain discussions required about professional competences are left unattended."* (FGD with EETs at QAED Lahore, September, 2018)

But one of the participants thinks otherwise, he was of the opinion that if the motivation of the participants is high and they are provided with proper facilities then things can be managed even within the short time.

### 3.3.2.5 Suggestions to improve EETs' trainings

At the end, the participants talked about aspects of the trainings that needed improvement with regard to structure, format, content/material, session length and their role as trainers:

- The office order for attending the training workshop should be dispatched through proper channel to avoid difficulties faced by EETs. A participant said: *"I directly blame --- [SED], if they contracted British Council for the training, they should send us letters directly [through CEO-Education] whether it is to attend or to deliver the training?"* (FGD with EETs at QAED Multan, September, 2018)
- There should be a follow up for the trainees, to know if they are actually practicing the knowledge and skills learnt during these trainings.
- There should not be gaps between the trainings i.e. we get the first EET training in May – June and now this is

our second training. In this training we are actually learning to implement things learned in first training. So, it would have been effective if the trainings were spaced judiciously.

- For special topics like ICT and use of tools the trainers specialized in this field of expertise should be engaged. Though some trainers were competent in subject matter but unable to guide us properly with regard to the use of tools for teaching. They sometimes faces problems in delivery therefore, it is suggested an expert should be engaged to deliver such trainings.
- The training sessions about use of equipment and tools and ICT should be conducted in computer labs.
- The training manual for PSTs should be according to the textbooks of Punjab Board.
- Training manuals should be provided to the participants (PSTs) beforehand, i.e., prior to training workshops conducted by EETs.
- In the end the participants requested the moderator to raise the issues about their accommodation and food with the British Council.



### 3.4 PSTs in-action (Impact Assessment – from 12<sup>th</sup> to 16<sup>th</sup> May and 3<sup>rd</sup> to 22<sup>th</sup> September, 2018)

Teachers are one of the key elements in any school and effective teaching is one of the key propellers for the 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 in terms of school level, locale and gender, were divided into treatment and control groups. Two hundred<sup>36</sup> teachers in each group were included in the sample. Data were collected from both the groups through using two checklists: a) for Child Centredness in the teaching; and b) for professional development growth of the teachers.

Each of the checklists contains observations by two observers, independently. Hence, for analysis average of the assigned score to each attribute by both the observers was used. The following sections present quantitative evidences derived from the data analyses.

#### 3.4.1 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 its 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 result is:

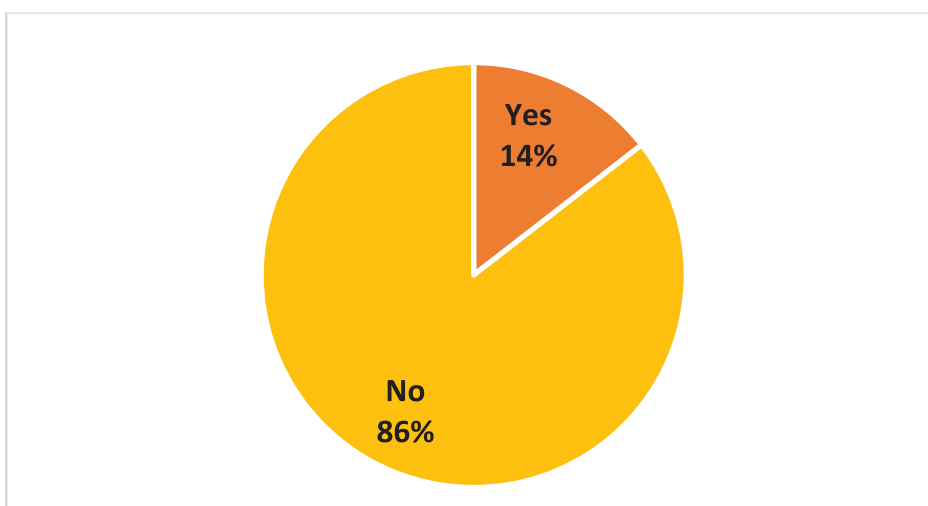


Figure 13. Availability of lesson plan

The further analysis of data concerning the availability of lesson plan is presented in Figure 14.

<sup>36</sup> 100 who have attended the training –treatment group, and 100 who have not – the control group)

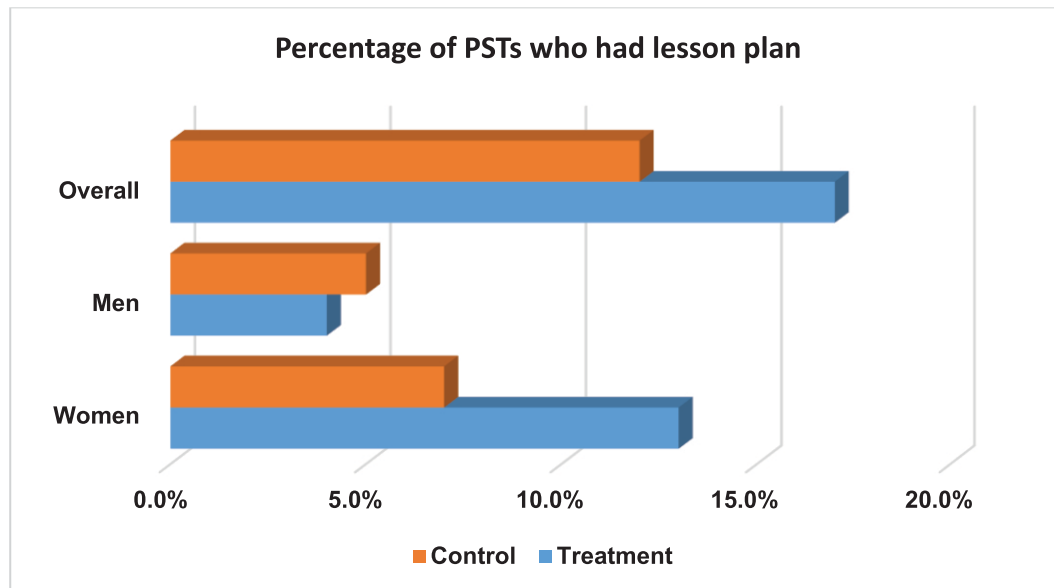


Figure 14. Availability of lesson plan by gender and by group

Figure 14 reveals that while delivering sessions in the class only 17 percent of the PSTs had lesson plan in the treatment group, whereas this proportion in control group is 12 percent. This ratio is higher in women teachers in the treatment group, whereas the case is opposite in the control group. This suggests that at this stage, PEELI interventions are more effective for female teachers. However, the analysis may be viewed as exploratory and findings may be interpreted with caution, before mentioning any reason behind this phenomenon.

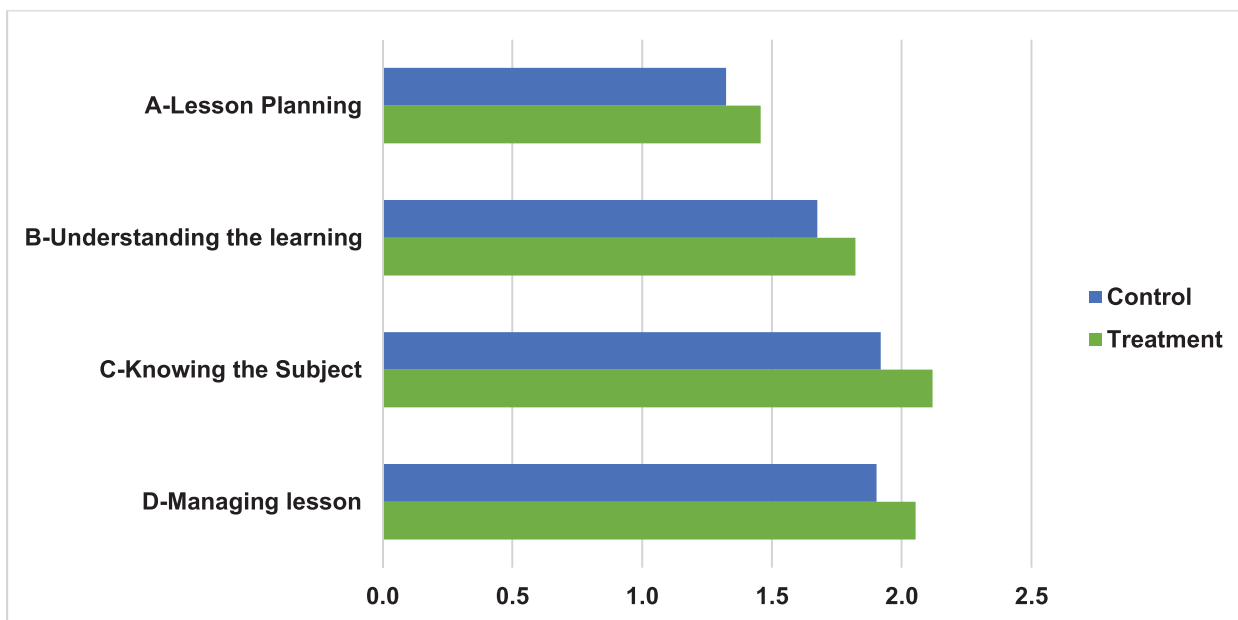
Research has established that lesson planning is at the heart of being an effective teacher. Good lesson planning is essential to the process of teaching and learning. It is part of the concern that a large proportion (83 percent) of the teachers even after attending trainings under PEELI, did not have plan for the lessons, they delivered during the observations. There might be more than one factors that contribute to this inattentiveness on the part of teachers. To address the issue, PEELI should focus on lesson planning in the coming rounds of training.

### 3.4.2 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 inventions under PEELI. In order to assess the child centredness (one of the constructs of the study), in the classroom an observation schedule was developed on 28 attributes 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<sup>37</sup> (MS) for each indicator and attribute was calculated and is presented for the treatment and control groups against in Figure 15.

<sup>37</sup> The interpretation of MS between 1.0 and 1.4 shows **No**; similarly MS between 1.5 and 2.4, and 2.5 and 3.0, show **To Some Extent**, and **Yes** respectively.





**Figure 15. Comparison of treatment and control groups by 4 key attributes of child centredness**

Figure 15 discloses teachers in the Treatment Group were ahead in using child-centred strategies in comparison to the Control Group. Nonetheless, it is also evident from the data that teachers in government schools were lacking in the activities planning skills for a child-centred class, as overall MS is less than 1.4 for the indicator. For rest of the three indicators, teachers in both groups were using 'to some extent' child-centred approaches.

For further analysis to examine whether the difference in MS score is significant or not, the statistical procedure known as independent sample t-test was used. The results are presented in Table 10.

Indicators	Group	N	Mean	Mean Difference	SD	t	Df	Sig
A- Planning lesson	Treatment	100	1.46	0.132	0.529	2.003	183.123	.047
	Control	100	1.32		0.394			
B- Understanding the learner	Treatment	100	1.82	0.148	0.467	2.350	198	.020
	Control	100	1.68		0.419			
C- Knowing the subject	Treatment	100	2.12	0.200	0.599	2.560	191.979	.011
	Control	100	1.92		0.501			
D- Managing lesson	Treatment	100	2.05	0.151	0.481	2.241	198	.026
	Control	100	1.90		0.474			

**Table 10 Comparison of child-Centredness among the treatment and control groups**

For all indicators, statistically there is significant difference between the treatment and control group teachers' behaviour in classroom pertaining to child centredness for all the indicators p-value is less than .05. It further indicates that the differences between condition means was not due to chance. Therefore, it leads to the conclusion that PEELI interventions are creating positive impact on classroom delivery for making it child-centric.

Analysis of data for the overall three attributes for assessing classroom delivery/lesson plan shows the following results (Figure 16)



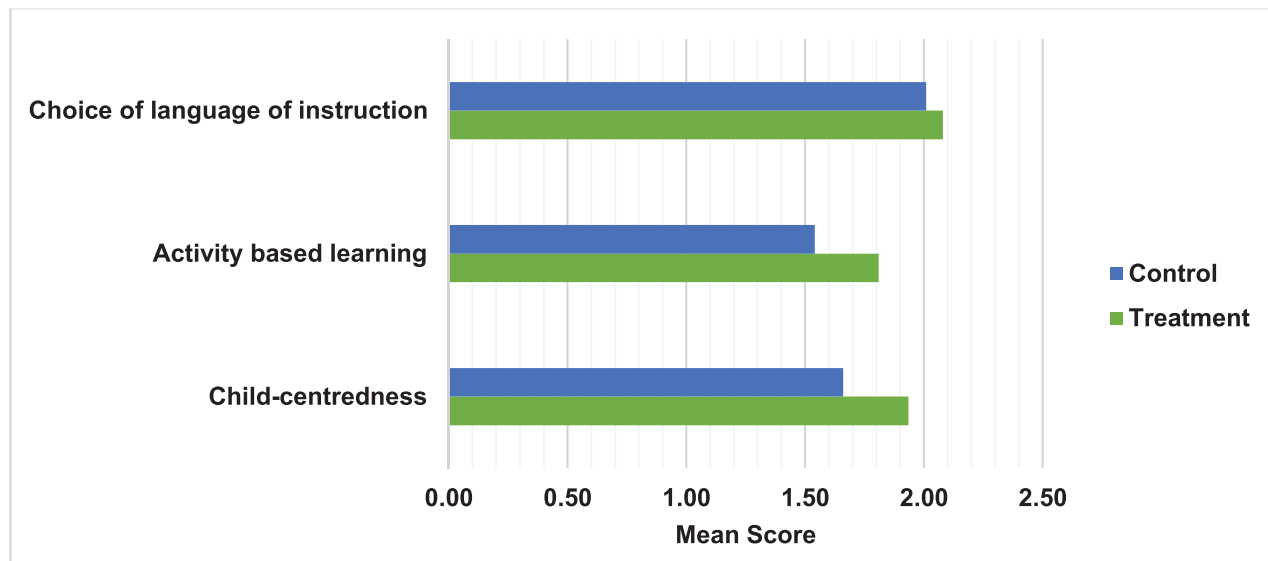


Figure 16. Comparison of treatment and control groups by overall quality of lesson delivery

The figure discloses that the treatment group has started its journey towards child-centredness in their teaching learning process. For studying the gender dimension of phenomenon, data were further explored and the results of it are presented in Table 11.

Indicator	Treatment		Control	
	Women	Men	Women	Men
A- Planning lesson (No. of statements= 14)	1.56	1.31	1.27	1.39
B- Understanding the learner (No. of statements= 6)	1.88	1.74	1.69	1.66
C- Knowing the subject (No. of statements= 2)	2.14	2.10	1.92	1.93
D- Managing lesson (No. of statements= 6)	2.14	1.92	1.94	1.87

Table 11 Comparison of treatment and control groups concerning child-centredness by gender

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

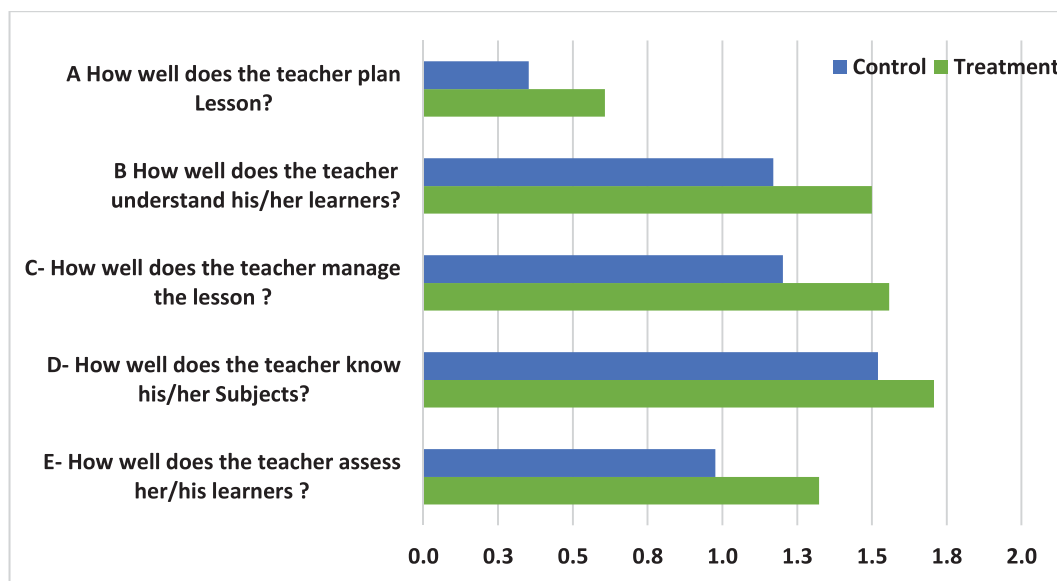
### 3.4.3 Gauging teacher's professional development stage

The British Council's Continuing Professional Development (CPD) Framework<sup>38</sup> for teachers is for the teachers of all subjects. It enables teachers to understand and plan their own professional development. PEELI training is also based on the CPD framework. The framework provided four stages of development:

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

<sup>38</sup> British Council (NA) Continuing Professional Development (CPD) Framework for teachers. Retrieved on 24<sup>th</sup> 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_WEB.PDF)

To observe teacher behaviour based on teacher development level in professional development stages; score assigned to these levels is 0, 1, 2, and 3 respectively for each of the 21 attributes and 5 key indicators. Mean Score<sup>39</sup> (MS) was calculated for each indicator and attribute. The overall performance of teachers in both the groups in the form of MS is given in Figure 17.



**Figure 17. Comparison of treatment and control groups by professional development stages of teachers**

All the teachers in the treatment group have achieved the ‘understanding level’, on all the five performance indicators, as Figure 17 indicates that the MS value for every performance indicator for the treatment is either between 0.5 and 1.4 or above. Furthermore, it is encouraging to note that teachers in the treatment 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 both groups are better at their subject knowledge and managing lesson than the other attributes.

For further analysis to see whether the difference in the MS of the groups, is significant or not, again independent sample t-test was used. The results are presented in Table 12.

Indicators	Group	N	Mean	Mean Difference	SD	t	Df	Sig
A How well does the teacher plan Lesson?	Treatment	100	0.61	0.255	0.74	2.858	174.350	.005
	Control	100	0.35		0.50			
B How well does the teacher understand his/her learners?	Treatment	100	1.50	0.330	0.71	3.265	198	.001
	Control	100	1.17		0.72			
C- How well does the teacher manage the lesson?	Treatment	100	1.56	0.335	0.66	3.835	198	.000
	Control	100	1.20		0.65			
D- How well does the teacher know his/her Subjects?	Treatment	100	1.71	0.188	0.63	2.100	198	.037
	Control	100	1.52		0.64			
E- How well does the teacher assess her/his learners?	Treatment	100	1.32	0.347	0.64	3.821	198	.000
	Control	100	0.98		0.64			

**Table 12 Comparative analysis of Professional Development Levels by group**

<sup>39</sup> The score assigned to the professional development levels is 1, 2, 3 and 4 respectively. The interpretation of MS between 0.0 and 0.4 shows **Awareness level**; similarly MS between 0.5 and 1.4, 1.5 and 2.4, and 2.5 and 3.0, show **Understanding level**, **Engagement level**, and **Integration level** respectively.

For all the five indicators, statistically there is significant difference between the treatment and control group teachers' professional development levels, as for all the indicators p-value is less than .05. It further indicates that the differences between condition means was not due to chance. Therefore, it leads to the conclusion that PEELI interventions has improved professional skills of the teachers. Indicator and gender-wise analysis of the data is given in Table 13.

Indicators	Group			
	Treatment		Control	
	Women	Men	Women	Men
A. How well does the teacher plan lessons? (No. of statements= 4)	0.62	0.60	0.41	0.27
B. How well does the teacher understand her/his learners? (No. of statements= 2)	1.42	1.60	1.17	1.17
C. How well does the teacher manage the lesson? (No. of statements= 4)	1.51	1.61	1.22	1.18
D. How well does the teacher know her/his subject? (No. of statements= 5)	1.67	1.75	1.55	1.48
E. How well does the teacher assess her/his learners? (No. of statements= 6)	1.35	1.29	1.00	.94

**Table 13 Comparison of treatment and control groups with regards to professional development stages of teachers by indicator and by gender**

Table 13 shows that PEELI training appears to benefit teachers for all the five key attributes. Men teachers in treatment group are ahead of women teachers in the group on three indicators (B, C and D); whereas, women are ahead of men teachers on three (C, D and E) indicators in the control group.

#### 3.4.4 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:

##### For Treatment Group

- Concept clarification was being done by the teacher.
- Teacher was giving examples from routine life to make learning process more effective.
- Teacher was continuously checking the students' mistakes.
- Teacher was trying to make classroom a place for activities to make learning process more effective. Teacher was encouraging students' participation.
- Students were engaged and active in learning but the teacher complained how we can conduct activities without facilities. She conducted activities in a group as well as with individuals
- Teacher was active enough to engage students in learning process effectively. The classroom was too congested though teacher was trying to engage students but they were exhausted
- Teacher conducted activities to promote learning but some students were passive.

##### For Control Group:

- Students were busy in their activities but teacher was not noticing.
- Teacher conducted class in her office and wrote only one sentence on board.
- 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. All the students were passive and teacher was just reading the book. 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.
- No clear explanation and discouraging remarks by the teacher.

### 3.5 Longitudinal Study (Quarter 1: 1<sup>st</sup> July to 30<sup>th</sup> September, 2018)

PEELI has planned to conduct an observational longitudinal study on 8 PTS with aims: a) to explore and investigate how professional growth occurs among teacher communities working in primary schools; and b) to enable policy makers of various Wings of SED (including QAED) and British Council to develop evidence-based policies and plans for teacher professional development in Punjab.

#### 3.5.1 Focus and process of the study

In the study, focus of observations is to see changes in attitudes, feelings, knowledge over time not stats but 8 stories around growth, change of the selected teachers. To realize improvement in teachers' behaviour pertaining to the following contents of the PEELI trainings:

- General pedagogical skills (Classroom management, lesson planning, etc.)
- Appropriate use of language in classroom (English, Urdu, local language)
- Child centered classroom
- Activity-based teaching

A team of six researchers has been assigned to work with the selected 8 PSTs. The study is being conducted in 8 cycles (for a period of 2 years) and each cycle is spread over 3-months (a quarter). The team of researchers will stay in touch with the teachers on regular basis:

formally (on quarterly basis), personal visits to their school (on monthly basis), and informally (through telephone/email) to observe and analyze the evidence of their professional growth. This evidence may include:

- a) **Self-reflection** on teacher's classroom practices, areas to develop and new techniques she/he tried and learner reactions to these techniques
- b) Self-reflection on any **action research** the teacher has undertaken
- c) Lesson plans and feedback from **observations** the teacher will be undergone
- d) Notes of teacher's **discussions with her/his fellow teachers** on various issues pertaining to teaching and learning materials; observations of other teachers teaching
- e) Interaction with the **head teacher** and support she/he may provide in helping the teacher to develop professionally
- f) Reactions to **professional development activities** the teacher will take part in

#### 3.5.2 Overall progress in the study

Following has been achieved so far:

- ✓ Design of the study has been finalized.
- ✓ After mobilizing the study team, training the field researchers, with technical input from British Council, has been completed.
- ✓ In consultation with CEOs-DEA and QAED, participants of the study have been identified.
- ✓ Profiling of the 8 participants of the study has been completed.
- ✓ First formal interaction with all the 8 study-participants has been done.

### 3.5.3 Activities conducted in the current quarter

The focus of this quarter was to finalize the design of the study, mobilize the team to conduct the study, and have formal interaction with study participants. Following is the detail of the activities completed by the study team during the current quarter:

#### 3.5.3.1 Shortlisting of Teachers (PSTs) for longitudinal study

At first step, FAME Education requested SED to provide it with the lists of PSTs for shortlisting PSTs as per the defined criteria. The field researchers with team lead visited the schools and around 36 schools from districts Lahore and Kasur were visited to interview the PSTs. Eight PSTs were selected as the study participant, meeting the following criteria:

- i. Has attended PEELI training
- ii. Fall in one of the sampling strata finalized for the study
- iii. Motivated/Readiness to participate in the study
- iv. Has positive attitude (proud to be a teacher/ loves students/ love to teach)
- v. Willing to test new techniques in the classroom
- vi. Has aptitude for reflecting on and keeping record of her/his own practices
- vii. Willing to be observed

All the research participants (PSTs) were clearly informed about purpose and design of the PEELI longitudinal study.

#### 3.5.3.2 Profiling of the study participants

Brief profile of all the 8 study-participants is given in Appendix 12. The profile contains personal and professional traits of the participants.

#### 3.5.3.3 Baseline for each of the study participants

The current status (baseline) was conducted for every participants of the study. It will help the research team to understand where teacher are in the beginning of their journey of professional growth; and will also help teacher in developing their story of professional growth. The assessment for establishing baseline is based on informal interactions with the study participants and un-announced classroom observations. Below is participant-wise brief summary of the baseline in terms of: a) the participants' understanding and level of adaptation of the earnings from the PEELI training; b) their general behaviour; and c) their classroom practices.

##### KREW-T-1

The teachers rated well the PEELI training, particularly hands-on experiences carried out during the training. She claims that she devises activities for her students at her own and these are different from PEELI activities.

She is very particular about her students' physical setting arrangements, their hygiene conditions and cleanliness of school uniform. The teacher provides equal opportunity to all the students to participate in the lesson. She encourages the students' participation. She continuously moves around within classroom that makes students active and conscious. She uses the brainstorming technique to relate the students' previous knowledge with the current topic. She uses daily life experiences of the students in her class to relate the concept she teaches.

She lacks in proper planning of her lesson, as she neither has predefined learning outcomes nor assessments questions relating to the learning outcomes. Even, if she assess the student learning, she remains unable to relate students' assessment with learning outcomes desired for the students of a particular level.

## KRNWT-2

According to the participant, the training has started improving her practices. She has started adapting her teaching in a way to use warm up activities to energize students and to make them active both physically and mentally.

She does not prepare lesson plan to guide her class, though she has, to some extent, clear idea what she is going to deliver and in what way. She selects simple learning outcomes keeping in view the level and needs of the students. She uses both languages L1 and L2. Nonetheless, while delivering the lesson, she mostly uses traditional 'chalk and talk' method. Teacher repeats important points of lessons. Teacher uses the board test technique to assess the students' learning. Teacher analyses the students' mistake by providing them constructive feedback.

## KUNMT-3

According to the participant, "PEELI training taught me, how to handle problems in classroom... I have started using activities in class which I have learned from the training... I observe a clear change in my students' behaviour as they have started using some English words in their conversations".

The teacher is friendly with the students. He starts lesson with assessing the previous knowledge related to the topic by asking oral questions. She abruptly starts using learning from PEELI training, in his teaching. However, he usually does not plan lessons. Sometimes, information he presents to students are unclear. He tries to maintain the positive learning environment but students do not get what he intends to convey, as he uses quite irrelevant, sometimes.

The teacher lacks skills that are necessary for 'assessment for learning'.

## KUEMH-4

According to the participant, "although, I have lot of administrative works besides taking six periods in day but I am enthusiastic for participating in the study for my professional growth... PEELI training has changed my behavior in classroom... I use simple sentences of English while communicating with students in the class".

The participant links current lesson with earlier learning of the students by using brain storming questions at the beginning of the class. Teacher has command over subjects he teaches. Teacher try to maintain the positive learning environment effectively in respect to discipline and students' involvement. Nevertheless, he does not develop lesson plan. His method of teaching is teacher centred- 'recitation method of teaching', to a large extent. He asks randomly selected students to read the passage one by one. He writes only some words on board to clear their meanings.

He uses verbal question-answer technique to assess students' understanding about the topic.

## LRNWT-5

The participant's comments about the PEELI training sound like, "the training has made me conscious about the use of appropriate language in classroom as I have learnt many appreciating words to motivate the learners even when they do not respond properly". She mentioned that after attending the PEELI training, "I am using simple sentences and phrases".

Though she does not prepare lesson plans to manage the activities more properly, she ensures activeness of the students as she mostly assigns group work in the class.

She observes the students' mistakes and analyses to provide them constructive feedback.



## LREMT-6

The participant acknowledged that the PEELI training was an effective training to hone pedagogical skills. According to him, he is adopting learning from the training, like: use of simple English sentences, giving instructions in English, provision of positive feedback and engagement of students in active learning.

The participant creates environment in the class where students can communicate freely but at the same time he maintains discipline in the class activities. He focuses on the concept clarification by using simple daily life examples. He focuses on concept rather than English language. He uses his work for assisting school management as an excuse for not preparing lesson plan.

The participant uses random question-answer method for assessment and keep the students attentive.

## LUNMT-7

The participant expressed his satisfaction over PEELI training by saying, “training has removed my hesitation while speaking English...it robustly relates to promote active learning”. According to him, he is improving his teaching by adopting activities that he learned from the training. The participant sounds very happy, confident and enthusiastic about his teaching profession.

The participant selects the learning outcomes simple and appropriate to students understanding level, and repeats again and again in both languages – Urdu and English. He uses motivational strategies to engage the learners more actively. Though, he is not customary to develop proper plan for delivering his sessions.

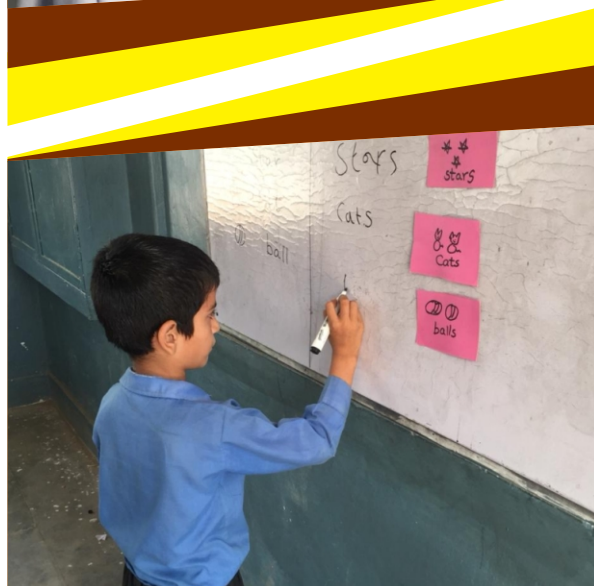
He gives paper-pencil assessment to the students throughout the lesson to ensure their learning. He provides feedback to almost all the students, while moving around in the class.

## LUEWH-8

The participant acknowledged the PEELI training as a training on pedagogical skills that focuses on students’ learning in relation to teachers’ methodology. She declared, “the training has provided the different techniques, methodologies and ways to engage learners in active learning”.

She is utilizing PEELI activities in her classrooms. She develops lesson plans. She focuses on ensuring use of active learning strategies for concept clarification of the students.

She is using assessment to understand the students’ cognitive level, provide them constructive feedback and make them problem solver.



## 4. Conclusion and way forward

FAME Education as a third party, used standardised set of mutually agreed instruments, protocols and procedure for monitoring and assessing quality of PEELI interventions and validating the initiative's outputs, along with establishing baseline for its impact assessment. The data captured in the PEELI audit and quantitative tools were augmented by the qualitative information gathered through the focus groups, semi-structured interviews, and informal discussions with the primary beneficiaries (trainees) of the professional development events organized under the initiative. Trends in data reveal progressive growth in professional development of both the trainers and teachers is happening in, but will require more inputs and support from PEELI to build upon the gains so far.

Based on the analysis of the data, a summary of findings is given below together with recommendations to enhance effectiveness of PEELI.

### 4.1 Key findings

- 98 percent of EETs consider that: a) the training is useful for them; b) the training consultants are competent to deliver the training; and c) quality material is used in the training. They find the training beneficial for delivering interactive training sessions, as they have gained new knowledge, skills, methodologies and activities, along with how to engage learners in the learning process.
- A significant proportion (39 percent) of ETs are at Engagement level (which is third stage from bottom, out of total 4 stages) i.e. they have developed their skills and knowledge as a teacher educator through practical experience and professional learning. Women ETs' performed better than men on all the performance indicators of trainers' professional development growth.
- Overall attendance rate of PSTs in their training is excellent i.e. 94.6 percent. It is higher (96.1 percent) among the women PSTs and little lower (92.4 percent) among men PSTs. Among those, 87 percent consider that the training is useful for them; 92 percent agree that the ETs are competent to deliver the training; 82 percent consider the training material is of quality; and 63 percent agreed that the training venues are comfortable. The trainees' positive feedback about trainings also speaks well about arrangement, management and execution of trainings.
- Qualitative data reveals that PSTs have developed their knowledge and skills: active learning strategies, motivation and reflective practices, using English language in classroom and overall communication skills.
- Findings from the impact assessment provided evidence that there are some interesting examples of good practice among PSTs in different schools. However, only 14 percent of teachers develop lesson plan for their classes in government schools. Among treatment group this proportion is little bit high i.e. 17 percent and women teachers practice it more.
- 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 start of the PSTs' 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 22<sup>nd</sup> to 23<sup>rd</sup> 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.

## 4.2 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.

### 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 which they were not properly or lately intimated.
- ii. **Selection and deployment of ETs:** All the district QAED heads should be mindful of quality of trainers. They should ensure that only British Council trained trainers (ETs) are deployed for the training of PSTs. The selected trainers should also be expert in their subject as well as should have proficiency in English language.

- iii. **Selection and availability of facilities at Training Centres:** Training venues should easily be accessible and well equipped with facilities and accessories like: UPS and audiovisual aids including multimedia that are desirable to execute the training effectively.
- iv. **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 /her sequent development. Therefore a follow-up mechanism should be evolved for the trainees, to know if they are actually practicing the knowledge and skills learnt during the trainings.
- v. **Clarity in roles of PEELI partners:** The QAED Punjab and British Council may define their individual roles and responsibilities for planning and managing PEELI trainings, data management and preparation of reports vis-à-vis performance and weak areas of trainees.

### 4.1.2. Concerning to training contents and material

- vi. **Training material contents:** Training materials should be based on ground realities/local context, and scenarios should have been given due focus in the material. In training manuals some content from textbooks should also be added. The training manuals should also contain contents concerning to use of ICT.
- vii. **Emphasizing on lesson planning:** Lesson planning techniques should be focused in upcoming trainings of PSTs to provide them opportunities for managing every day classroom activities properly.

# APPENDICES

## Appendix 1. Key performance indicators and attributes

Performance Indicator	Attributes
<b>A. How well does the trainer know his/her subject?</b>	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>B. How well does the trainer understand how teachers learn?</b>	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
<b>C. How well does the trainer plan and manage teacher learning?</b>	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
<b>D. How well does the trainer support and mentor teachers?</b>	13. Effectiveness of assessment used for achievement of the learning outcomes
	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
<b>E. How well does the trainer monitor teacher performance?</b>	16. Activeness in encouraging teachers to take responsibility for their professional learning
	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. PST Feedback (attributes)

### 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. I can explain the difference between child-centred and traditional teaching approach.
5. This training will help me to teach in a better way.
6. I can describe the PEELI project and it's aims.
7. The training encouraged me to use English in the classroom.
8. I would like to attend a similar training event in the future.

### II. Trainer's competence

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

### III. Quality of training material

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

### IV. Training venue comfortability

14. The seating arrangement supported learning activities.
15. Heating or cooling condition was according to weather condition.

### Appendix 3. 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 4. 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 5. EETs Feedback (attributes)

### 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. This training will help me to teach in a better way.
5. The training will help me to train teachers in a better way.
6. The training encouraged me to use English in the classroom.
7. I can explain the difference between child-centred and traditional teaching approach.
8. I can describe the PEELI project and its aims.
9. I would like to attend a similar training event in the future.

### II. Trainer's competence

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

### III. Quality of training material

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

### IV. Training venue comfortability

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



## Appendix 6. Key performance indicators and attributes to ascertain teacher professional development

Performance Indicator	Attributes
<b>A. How well does the teacher plan lessons?</b>	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>B. How well does the teacher understand her/his learners?</b>	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.
<b>C. How well does the teacher manage the lesson?</b>	7. Managing learning environment
	8. Ensuring full participation of learners
	9. Effective use of outcome assessment in learning
	10. Maintaining positive learning environment
<b>D. How well does the teacher know her/his subject?</b>	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
<b>E. How well does the teacher assess her/his learners?</b>	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 7. Key performance indicators and attributes to assess child-centredness practices

Performance Indicator	Attributes
<b>A. Planning lesson</b>	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>B. Understanding the learner</b>	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.
<b>C. Knowing the subject</b>	20. The teacher accommodates different learner styles and preferences.
	21. Information/explanations are presented in line with a child's world view.
<b>D. Managing lesson</b>	22. Information/explanations are presented in line with a child's cognitive stage of development.
	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 8. 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. Bahawalpur	2	2	4
2. Chakwal	3	2	5
3. DG Khan	1	0	1
4. Faisalabad	1	3	4
5. Gujranwala	2	2	4
6. Gujrat	0	2	2
7. Jhelum	0	3	3
8. Kasur	3	2	5
9. Khanewal	3	2	5
10. Lahore	8	12	20
11. Lodhran	0	2	2
12. MB Din	1	2	3
13. Nankana Sahib	0	2	2
14. Okara	2	2	4
15. Pakpattan	0	2	2
16. Rajanpur	0	3	3
17. Rawalpindi	2	1	3
18. Sahiwal	1	4	5
19. Sheikhpura	2	1	3
20. TT Singh	0	2	2
21. Vehari	0	2	2
<b>Total</b>	<b>84</b>	<b>31</b>	<b>53</b>

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

District	Total	Women	Men
1. Bahawalpur	118	42	76
2. Chakwal	119	80	39
3. DG Khan	77	24	53
4. Faisalabad	138	85	53
5. Gujranwala	132	121	11
6. Gujrat	78	55	23
7. Jhelum	52	44	8
8. Kasur	163	75	88
9. Khanewal	130	76	54
10. Lahore	615	426	189
11. Lodhran	72	39	33
12. MB Din	132	103	29
13. Nankana Sahib	83	65	18
14. Okara	129	64	65
15. Pakpattan	93	44	49
16. Rajanpur	91	32	59
17. Rawalpindi	99	90	9
18. Sahiwal	160	130	30
19. Sheikhpura	123	78	45
20. TT Singh	53	8	45
21. Vehari	54	25	29
<b>Total</b>	<b>2711</b>	<b>1706</b>	<b>1005</b>

## Appendix 9. Parameters for the selection of PSTs for treatment and control groups

### 1. School Profile

- Region (Northern, Central and Southern Punjab)
- District ( More and less developed districts in a division)
- Location of school in a district (Urban and Rural)
- Gender of the school (boys and girls)
- Level of school [primary (0-5), middle/elementary (0-8), high (0-10), higher secondary (0-12)]

### 2. Distribution of sample (Planned)

Region	District	Treatment 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	$16 = [8 U = (4 M + 4 W) + 8 R = (4 M + 4 W)]$
	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	$16 = [8 U = (4 M + 4 W) + 8 R = (4 M + 4 W)]$
	Jhelum	8	8	$8 = [4 U = (2 M + 2 W) + 4 R = (2 M + 2 W)]$
Total		100	100	$100 = [50 U = (25 M + 25 W) + 50 R = (25 M + 25 W)]$

### 2. Distribution of sample (Actual)<sup>40</sup>

Region	District	Total	Treatment (100 PSTs)				Control (100 PSTs)			
			Women		Men		Women		Men	
			Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Southern Punjab (64 PSTs)	DG Khan	16	2	2	4	0	4	0	2	2
	Lodhran	16	2	2	2	2	2	2	2	2
	Multan	24	2	4	2	4	2	4	4	2
	Rajanpur	8	1	1	0	2	2	0	1	1
Central Punjab (88 PSTs)	Chiniot	16	2	3	2	1	2	2	2	2
	Faisalabad	24	6	3	2	1	2	4	4	2
	Kasur	16	1	3	2	2	2	2	1	3
	Lahore	32	5	3	4	4	4	4	4	4
Northern Punjab (48)	Rawalpindi	32	5	6	3	2	5	6	2	3
	Jhelum	16	1	5	1	1	2	2	2	2
Total		200	27	32	22	19	27	26	24	23

<sup>40</sup> Number of women PSTs increased in actual with comparison to planned sample, owing to women PSTs also work in Boys Schools

## Appendix 10. Comparative analysis of ETs' performance during winter break training (2017), induction training (March 2018) and remaining part of induction trainings (June & July 2018)

Attributes and indicators	First Observation (Winter Break Dec 2017)			Second Observation (Induction Training Mar 2018)			Third Observation (Induction Training June, July and September 2018)		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
<b>A. How well does the trainer know his/her subject?</b>									
1. Accuracy of information presented	101	2.44	.654	106	2.69	.523	99	2.77	.470
2. Clarity in communicating information	101	2.44	.654	106	2.71	.568	99	2.75	.481
3. Relevance of supporting examples with the presented information.	101	2.18	.727	106	2.57	.569	99	2.41	.623
4. Use of research for drawing supporting examples	101	1.80	.762	106	2.10	.584	99	2.17	.623
5. Correct use of terminology	101	2.24	.698	106	2.73	.544	99	2.65	.521
<b>B. How well does the trainer understand how teachers learn?</b>									
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	99	2.45	.558
7. Use of research-based strategies for adult learning	101	1.72	.709	106	2.30	.604	99	2.26	.664
8. Broad range and appropriate strategies used to motivate the learners	101	2.18	.687	106	2.57	.552	99	2.36	.562
<b>C. How well does the trainer plan and manage teacher learning?</b>									
9. Clarity in stating appropriate learning outcomes	101	2.23	.676	106	2.42	.689	99	2.10	.802
10. Quality of plan to guide the session	101	2.19	.703	106	2.21	.700	99	2.10	.721
11. Effectiveness of learning environment in relation to learners, resources, space and time.	101	2.14	.766	106	2.56	.618	99	2.34	.641
12. Regularity in employing appropriate supplementary materials	101	2.16	.662	106	2.53	.636	99	2.21	.674
13. Effectiveness of assessment used for achievement of the learning outcomes	101	2.20	.667	106	2.46	.538	99	2.35	.594
<b>D. How well does the trainer support and mentor teachers?</b>									
14. Appropriateness of provided advice that extends the learning to the teachers' own teaching environment	101	2.15	.642	106	2.46	.520	99	2.42	.517
15. Provision of opportunities to teachers to reflect on the application of new knowledge and skills	101	2.10	.595	106	2.60	.596	99	2.53	.522
16. Activeness in encouraging teachers to take responsibility for their professional learning	101	2.28	.683	106	2.58	.599	99	2.51	.503
<b>E. How well does the trainer monitor teacher performance?</b>									
17. Wideness in range of using appropriate pedagogical strategies to monitor teacher performance	101	2.10	.647	106	2.36	.501	99	2.31	.508
18. Level of coherence and appropriateness of frame of reference for evaluating teacher performance	101	1.89	.680	106	2.29	.457	99	2.25	.578
19. Consistency in recording evaluation for provision of feedback to teachers	101	1.92	.761	106	2.25	.531	99	2.32	.568

## Appendix 11. Number of training participants by district

District	22 <sup>nd</sup> & 23 <sup>rd</sup> June			30 <sup>th</sup> and 31 <sup>st</sup> July			26 <sup>th</sup> Sep to 1 <sup>st</sup> Oct <sup>41</sup>			Overall		
	M	W	T	M	W	T	M	W	T	M	W	T
1. Attock	133	482	615	14	103	117	103	100	203	250	685	935
2. Bahawalnagar	586	578	1164	153	226	379	0	0	0	739	804	1543
3. Bahawalpur	499	645	1144	179	155	334	0	0	0	678	800	1478
4. Bhakkar	508	449	957	122	134	256	0	0	0	630	583	1213
5. Chakwal	364	450	814	48	165	213	67	0	67	479	615	1094
6. Chiniot	208	495	703	81	60	141	0	0	0	289	555	844
7. D.G. Khan	671	485	1156	48	32	80	0	0	0	719	517	1236
8. Faisalabad	287	604	891	450	404	854	0	0	0	737	1008	1745
9. Gujranwala	478	1426	1904	131	345	476	0	0	0	609	1771	2380
10. Gujrat	81	853	934	65	116	181	0	0	0	146	969	1115
11. Hafizabad	195	336	531	54	67	121	0	0	0	249	403	652
12. Jhelum	245	680	925	125	148	273	0	0	0	370	828	1198
13. Jhang	80	323	403	102	214	316	0	0	0	182	537	719
14. Kasur	303	613	916	299	275	574	0	0	0	602	888	1490
15. Khanewal	96	488	584	68	103	171	0	0	0	164	591	755
16. Khushab	297	355	652	34	25	59	0	0	0	331	380	711
17. Lahore	76	267	343	336	352	688	0	0	0	412	619	1031
18. Layyah	569	606	1175	150	117	267	0	0	0	719	723	1442
19. Lodhran	232	229	461	111	94	205	0	0	0	343	323	666
20. MB Din	301	771	1072	93	102	195	0	0	0	394	873	1267
21. Mianwali	431	901	1332	156	160	316	0	0	0	587	1061	1648
22. Multan	185	376	561	163	227	390	0	0	0	348	603	951
23. Muzaffargarh	681	724	1405	170	166	336	0	0	0	851	890	1741
24. Nankana	177	259	436	112	72	184	0	0	0	289	331	620
25. Narowal	313	614	927	80	181	261	0	0	0	393	795	1188
26. Okara <sup>42</sup>	0	0	0	166	212	378	0	0	0	166	212	378
27. Pakpattan	181	227	408	105	100	205	0	0	0	286	327	613
28. RY Khan	579	422	1001	75	44	119	0	0	0	654	466	1120
29. Rajanpur	144	598	742	92	199	291	138	408	546	374	1205	1579
30. Rawalpindi	581	1412	1993	256	369	625	0	0	0	837	1781	2618
31. Sahiwal	148	367	515	65	118	183	0	0	0	213	485	698
32. Sargodha	375	436	811	101	271	372	0	0	0	476	707	1183
33. Sheikhpura	350	395	745	81	113	194	0	0	0	431	508	939
34. Sialkot <sup>43</sup>	152	649	801	0	0	0	156	142	298	308	791	1099
35. T.T.Singh	210	129	339	94	158	252	0	0	0	304	287	591
36. Vehari	85	85	170	85	85	170	0	0	0	170	170	340
<b>Total</b>	<b>10801</b>	<b>18729</b>	<b>29530</b>	<b>4464</b>	<b>5712</b>	<b>10176</b>	<b>464</b>	<b>650</b>	<b>1114</b>	<b>15729</b>	<b>25091</b>	<b>40820</b>

M= Men W=Women T=Total

<sup>41</sup> The training was held only in 4 district Okara

<sup>42</sup> The training was not held in district Okara on 22<sup>nd</sup> and 23<sup>rd</sup> June, 2018

<sup>43</sup> The training was not held in district Sialkot on 30<sup>th</sup> and 31<sup>st</sup> July, 2018

## Appendix 12. Longitudinal Study Participants' profile

### Uzma Sher Muhammad (KREWT-1)<sup>44</sup>

Ms. Muhammad completed her masters' degrees in Islamic Studies and Urdu in 2006 and 2017 respectively. She completed her M.Ed. in 2007. She joined the SED in October 2002 as a teacher and posted in rural primary school. Now she works as PST in GMPS Saddar Dewan district Kasur- a rural school.

She has enormous experience of teaching in and administering of primary schools. She teaches six classes in a day for different subjects. She possess teaching experience of all grades i.e. grade 1 to 5.

According to, she has attended a number of content- based training organized by SED, however, PEELI is the only training that is about pedagogical skills and activity based learning. She believes in professional development is necessary for continuously improvement in teachers pedagogical skills and knowledge.

### Hafsa Ghulam Hassan (KRNWT-2)

Ms. Hussan works as ESE (Sci-Math) in GPS Basti Rehmanpura district Kasur. She holds masters' degree in Physics. Prior to joining SED in March 2018, she has experience of teaching in private school. She attended one month induction training including 5 days of PEELI training.

She has incredible knowledge of the content that she teaches; and great enthusiasm for transforming the content into pedagogical content knowledge (PCK). She has good knowledge of school curriculum and standards that she must uphold in the class.

According to her, 'the training enables her making classroom a place for active learning and helps her in using simple phrases and sentences of English in classroom'.

Ms. Hussan is good at managing class activities to keep student engaged. She enjoys the sense of learning activities that came from teaching students. She believes in "letting students get hands-on activities for creating their interest in learning, is the best way to teach and develop student better learner".

### Mehboob Alam (KUNMT-3)

Mr. Alam has Masters' degree in English Literature and Linguistic, and MPhil degree in Linguistic along with M.Ed. He joined SED in March 2018, as ESE (Arts) at GPS Rasool Pur, Kasur. He has capabilities of teaching English and other subjects at primary level.

He has good communication skills to convey or deliver the topic to students. He has discipline skills which are needed to promote positive behavior and change in the classroom.

In March 2018, he got one month induction training as public school's employ as well as has attended the training of PEELI for 5 days. He believes that a good teacher always first understand the students cognitive level and then adopt the teaching strategy which meet the students learning level, so the activity based learning is the best way to keep the students on track while teaching. He shared that training has provided us with more practical solutions to enhance the quality of teaching learning process.

<sup>44</sup> The code contains district name, locale, experience length, gender, and designation of the selected teacher.



**Munir Ahmed (KUEMH-4)**

Mr. Ahmed holds the masters' degrees in Islamic Studies and Arabic along with his M.Ed. degree. He has great exposure of teaching in public school. He is working with SED as a teacher since September 2006 in same school i.e. GPS Dhoor Kot, Kasur. According to him, he has great enthusiasm and devotion for teaching. He has the ability to communicate effectively with students to ensure good students' behavior, effective study and work habits, and an overall sense of respect in the classroom.

He has good administrative skills to manage the school as whole and class discipline to maintain positive learning environment. In spite all the administrative tasks, he teaches for 5 periods a day.

According to him, though he has attended various professional development programmes under SED in his career, PEELI training provided him platform to take initiative towards positive and active learning for transforming our students learns who have conceptual understanding of the content they learned.

He believes: "a passionate teacher always love to teach students and excited about influencing students' lives and understand the impact he has".

**Saba Hanif (LRNWT-5)**

Ms. Hanif completed her degree of Doctor of Pharmacy in 2008 from University of the Punjab, Lahore. She does not hold any professional qualification for teaching. She is working with SED since August 2017 as ESE (Sci-Math) in CDG Primary School Chandian, Pir Naseer, Lahore. She has enough understanding of the content she teaches. She possesses good interpersonal skills.

She knows that lecture is an efficient way to deliver information to a large number of students, but at the same time, it is an ineffective way to provide students with lasting knowledge and skills. According to her, PEELI training has provided the knowledge and skills that are sufficient to convert a traditional classroom to an active learning classroom while having large number of students in classroom and deficit with facilities.

Ms. Hanif thinks that hands on practice sharpens cognitive skills to understand the content/topic more easily. She believes that teaching is moving toward more participatory and activity-based models, rather than the stereotypical "lecturing and notes" model.

**Syed Zahid Hassan (LREMT-6)**

Mr. Hassan has masters' degree in Islamic Study and MEd. He is working as PST in GPS Darul-Uloom, Larex colony, Lahore for the last many years. He has great exposure in teaching primary school students.

According to him, PEELI training has triggered his motivation for paradigm shift from traditional passive classroom to active learning classrooms. Mr. Hassan agreed that, in my teaching career I have attended many trainings but it was the PEELI training which has motivated us to accept the things as challenge and seek for solutions to tackle the problems in learning situations.

He has good managerial skills to run the school. He believes that teaching is the only profession which always keeps our knowledge refresh so I always love to teach students to keep my knowledge and skills alive.

### **Osama Naveed (LUNMT-7)**

Mr. Naveed is working as ESE (Sci-Math) in CDG GPS Fazlia Colony, Model town, Lahore. He is MPhil in Chemistry. He joined SED in Mar, 2018, and has attended one month induction training including 5 days PEELI training for professional development.

According to Mr. Naveed, he choose teaching profession by choice. He is one of very few who are proud to be government school teacher. His commitment towards his job and students made researcher to participate in his journey of professional development.

Mr. Naveed found the PEELI training quite impressive and helpful in terms of pedagogical skills. Training has boosted our confidence and removed our hesitation while speaking English. Ms. Naveed shared that training has significantly contributed in the area of professional development of teacher to track the progress towards effective teaching learning process.

Mr. Naveed has faith in his students that if guided properly students can achieve their best level. He believes that teaching is about being both flexible and dynamic at the same time, in order to cope with changes in the school and teaching field as whole. Teachers must be prepared to adapt to changes in administration and lack of resources in the classroom”.

### **Yasmeen Mahabat (LUEWH-8)**

Ms. Mahabat has Master degrees in two disciplines; one in History and other in Urdu. She is working as PST from 2009 in CDG PS Gurunank, Ichra, Lahore. She has good command over the subject as well over administrative works.

She appreciated the PEELI training and mentioned that training put the best ways in front of teachers that how to make our students highly motivated and active in achieving desirable learning outcomes.

In her nine years’ service, as a teacher Ms. Mahabat has great experience of working with children. She has good planning skills and develop her lesson plan on daily basis for better execution of the topic. She believes effective teachers always comes in classroom with preparation, preparing material and organizing time for instruction in advance are important aspects of the effective teaching.

She believes that effective teachers don’t set limits on their students. They have high standards, they consistently challenge students to do their best, and they are caring professionals who teach students to believe in themselves, teacher should always expect the best of your students and encourage them to learn to their utmost potential but one know doing so on a daily basis can be incredibly challenging.

Punjab Education and English Language Initiative (PEELI)  
on Primary School Teachers

FAME Education Consultants (Pvt.) Limited  
Lahore, Pakistan