

FAME Education Consultants (Pvt.) Limited

MONITORING REPORT

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

FAMEEducation



PEELI
Punjab Education and English Language Initiative

Monitoring Report

April - June 2019

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PEELI Monitoring and Impact Assessment Report

April - June 2019

Volume - 6
Year 2 - Quarter 4



British Council - Punjab Education and English Language Initiative (PEELI),
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Abbreviations and acronyms

ABLE	Activity Based Learning in English
AEO	Assistant Education Officer
CELTA	Certificate in English Language Teaching to Adults
CEO	Chief Executive Officer
CPD	Continuous Professional Development
DEA	District Education Authority
DEO	District Education Officer
EET	Expert English Trainer
ELT	English Language Teaching
EMI	English Medium Instruction
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
KPI	Key Performance Indicator
LS	Longitudinal Study
M&E	Monitoring and Evaluation
MEAL	Monitoring, Evaluation and Learning
MOOCs	Massive Open Online Courses
MS	Mean Score
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
TiSELT	Training in Secondary English Language Teaching
TKT	Teaching Knowledge Test
TORs	Terms of Reference

Executive Summary

1. Purpose of M&E exercise

The **purpose of the monitoring** by FAME is 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 organizing its training sessions etc.
- Develop a baseline for measuring the impact of PEELI's training on teaching behaviour at the closure of the project.

2. Year 2 Quarter 4 activities at a glance and key findings

2.1 Activities accomplished

The following activities were carried out during Year 2 Quarter 4:

1. The British Council finalized their academic plan for PEELI activities.
2. 5-day training of 33, 262 PSTs was organized in all the 36 districts.

To monitor the training and assessing its quality, randomly:

- 64 ETs were observed in selected 9 districts of Punjab while delivering the training to PSTs;
 - Feedback gathered from 2,428 PSTs in the 9 districts; and
 - 22 FGDs were conducted with 153 PSTs, receiving training in the 9 districts.
3. 8 PSTs' professional growth was observed periodically.

2.2 Activities postponed

The following intervention were planned but postponed by QAED

- Professional Awards
- APTIS test for ETs
- ETs training
- PSTs (Eng.) training

2.3 Key findings

a. The academic plan

- PEELI team has produced a self-explanatory Academic Plan for the initiative, which is highly commendable. The plan delineates mode of the interventions – school based, face to face, on-line professional development opportunities, certification and conferences, very well – for all stakeholders including in-and out-side school staff.
- The plan also informs about the content of professional development interventions vis-à-vis intended outcomes with a defined timeline that portrays clarity on the part of British Council, cohesion in the initiative and brings clarity for all implementing partners.
- The status of activities – ongoing and planned for year 3 – has been highlighted in the plan, which makes it an engaging reading for all concerned, especially for the departments which are responsible for planning of activities under the initiative.

b. The PSTs training

Overall attendance rate in PSTs training was remarkable i.e., 90.1 percent.

- Almost all PSTs (93 percent) expressed their satisfaction towards the training.

- 92 percent of the PSTs considered that the training was useful for them as teachers.
- 97 percent of the PSTs agreed that the ETs were competent to deliver the training.
- 86 percent of the PSTs rated the quality of training material as 'good'.
- 54 percent of the PSTs agreed that the training venues were comfortable.
- The training created a positive image of British Council, as more than 73.6 percent of the PSTs shared intension to recommend 'British Council' to friends or colleagues.
- PSTs in FGDs mentioned that their knowledge and skills improved in lesson planning and assessment techniques. They are gaining more understanding of child psychology which would help them in promoting child centered teaching in classrooms.
- Trends in qualitative data show that the PSTs were satisfied with the ETs who boosted their confidence as a teacher to replace conventional teaching strategies with the innovative ones that can cater to diverse needs and interests of students, thereby leading to effective learning.

c. The ETs' current professional development level

The ETs' professional growth was assessed by making observation of the training sessions they conducted for PSTs at 64 training venues.

Analysis of the data indicate:

- Majority (67 percent) of the ETs have achieved the 'Engagement Level' – trainer developed her/his skills and knowledge as teacher educator through practical experience and professional learning – which is 2nd last highest level among their professional development stages hierarchy.
- 33 percent of the ETs are at 'Foundation level'.
- A small percentage (2.6) of men ETs were still at 'Induction level' in planning lesson and managing learning. Though the trainer completed her/his initial training but could not yet acquire the Foundation of teaching skills and knowledge – required to build her role as a teacher educator.

"The aim of attending the training is to polish our teaching skills and replacing old methodologies with new and creative ones to meet the psychological needs of students as per their age and stage of development and fulfill demands of the changing time" (FGD, Govt. MC Higher Secondary School سمٹناباد, Faisalabad).

A longitudinal study (LS) was initiated in July 2018, with the objective to explore the way PSTs grow/ can grow professionally while engaged in their day to day routines in schools. This is the fourth quarter of LS with focus on seeking 'learners' feedback', as a probable tool for professional development.

A comparison of current state of professional expertise of the participants with that of baseline, revealed a positive change and improvement. The exposure of first training, active learning, and appropriate use of language and introduction to classroom management, which was a 'story forgotten'" gained life as soon as they started 'reflecting upon their classroom teaching'. Although the pace was considerably slow, there was a sense of realization and concern.

"I think all our needs with regard to learning as a teacher are fulfilled to a great extent and we are highly obliged to British Council for this opportunity" (FGD, GHS Arraiyan, Lahore).

They started looking back, talked to colleagues and revisited their methods of teaching. As a result, they started planning before teaching, defining objectives, looking for activities and involving students in active learning.

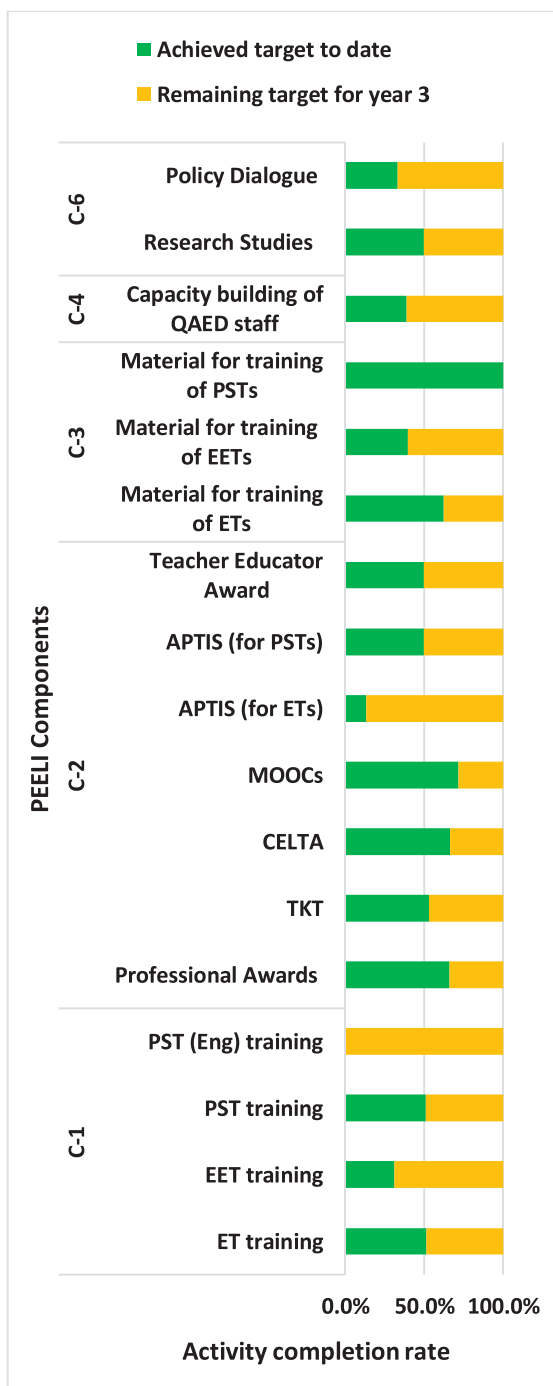
Analysis of their reflective writing of LS participants' reveal, that they are:

- learning from reflective writings by critically analyzing their performance as teachers;
- promoting 'active learning'
- shifting classrooms/ their teaching from 'teacher-centered' to 'child-centered';
- experiencing 'peer observation' and opening up to new ideas and modes of teaching; and
- seeking help from internet and online resources.

3. PEELI achievements to date against its lifetime targets and therefore for year 3

3.1 PEELI achievements at a glance and therefore for year 3 targets

Following is the status of PEELI achievements to date and remaining tasks for year 3.



3.2 Component-wise progress against PEELI lifetime targets

For quarter by quarter breakdown (see page xiv)

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

- a. Selection of Expert Trainers and Expert English Trainers (project lifetime target of 900 ETs and 80 EETs)
 - ✓ 1001 ETs selected
 - ✓ 76 EETs selected from the 1001 ETs
- b. Training delivered to ETs and EETs by TCs (project lifetime target of 40 days training for 900 ETs and 30 days training for 80 EETs)
 - ✓ 25 days training held for 802 ETs
 - ✓ 18 days training held for 57 EETs
- c. Training delivered by ETs/EETs to PSTs (project lifetime target of 10 days for 200,000 teachers)
 - ✓ 3-5 day training delivered by ETs to PSTs for 146,948 PSTs
 - ✓ 10-day training delivered by ETs to PSTs for 33,262 PSTs

Component 2: Standards and licensing for Teachers and Teacher Educators (project lifetime target of 150 Professional Awards for ETs, 90 ETs Training for TKT, 18 ETs for CELTA, 400 ETs for MOOCs, 1846 ETs and 184 PSTs for APTIS, 10 ETs for Teacher Educator Award)

- ✓ Selection of 246 ETs to participate in internationally recognized additional training
- ✓ Professional Award in Teacher Development delivered to 99 ETs
- ✓ 10 days TKT (Teaching Knowledge Test) preparation training for 48 ETs

- ✓ Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) teaching award for 12 ETs
- ✓ Massive Open Online Courses (MOOCs) attended by 151 ETs
- ✓ 246 APTIS tests delivered
- Teacher Educator Award delivered to 5 ETs

Component 3: Training materials and resources for teachers

- a. Material for training of ETs (project lifetime target of 40 days)
 - ✓ Course materials produced for the 10-day training of ETs
 - ✓ Course materials produced for the 5-day training of ETs
 - ✓ Course materials produced for the 10-day training of ETs
 - ✓ Course materials produced for the 12-day training of EETs
- b. Material for training of the EETs (project lifetime target of 30 days)
 - ✓ Course materials produced for the 6-day training of EETs
 - ✓ 6-day training of EETs on EFT Familiarization and Micro Teaching
- c. Material for training of PSTs (project lifetime target of 10 days)
 - ✓ Course materials produced for the 5-day training of PSTs (Phase-I)
 - ✓ Course materials produced for 5-day training of PSTs (Phase-II)

Component 4: Institutional capacity building of QAED (Project lifetime target of 41 days training including needs analysis and learning outcome workshops)

- 10-day material development workshop delivered by an International Consultant

- 5-day QAED staff members needs analysis by an International Consultant
- 1-day learning outcomes/training plan workshop delivered to QAED

Component 5: Monitoring and evaluation

- ✓ Third party validation - consultant contracted
- ✓ 484 ETs training observed in 36 Districts
- ✓ Feedback gathered from 746 ETs about their training
- ✓ 161 FGDs conducted in 36 districts
- ✓ Feedback gathered from all 59 EETs
- ✓ Feedback gathered from 14,981 PSTs in 36 districts
- ✓ 200 PSTs in-action observed in 10 districts
- ✓ An impact assessment study in progress
- ✓ A longitudinal study in progress

Component 6: Research, policy and insight

- Research studies (Project life target of 6 research studies)
 - ✓ 3 research studies completed
- Policy dialogues (Project life target of 6 policy dialogues)
 - ✓ 2 Panel discussions held

4. Impact of PEELI observed so far

Overall

PEELI is systematically enhancing quality of training and support provided to trainers. Therefore, there is a recognizable improvement in the ability of teachers to create child-centered engaging classrooms.

The competence of ETs

The competence of teacher trainers involved in PEELI is generally on an upward trajectory. It has

grown from an aggregated rating of 2.1 to 2.7 on a four-point scale

PSTs in action

Contrasting the control and the treatment groups of PSTs reveal a difference in their performance. The PSTs involved in the project are performing better than the non-project ones, against all indicators including child-centered teaching and general professional practices.

5. Key learnings

5.1 Focus on ET training

As mentioned earlier, 97% of the PSTs are satisfied with ET competence and performance. Anecdotal evidence is that they are becoming more need driven and becoming more supportive and aligned with project objectives, besides delivering training. However, to elevate their competence to a higher level or stage following aspects should be included in their upcoming training:

- *Class management skills of ETs need to be addressed and the best way could be make frequent classroom observations which has been tried to some extent in the past and have given positive results.* These skills should be strengthened further.
- Their training should also be planned in line with learning outcomes.
- *Limited or lack of understanding of on ground realities of schools on the part of Training Consultants (TCs). Since, follow TCs' footsteps while conducting training for PSTs, as a result they ignore or overlook realities of classroom and schools.*
- The British Council with the data from QAED/DEAs should develop and include question/answer sheet for the training packs to overcome this situation.

- All ETs ought to have English background and all EETs must be English subject specialists. The participants lacking this pre-requisite who should be supported and provided with opportunity to, enroll in an online English language courses.

5.2 Focus on PST training

As noted in the preceding paragraphs, Key learning; 92% strongly agree that they have learnt lesson planning, assessment of learners, techniques for active involvement, and addressing students' needs. However, they also offered suggestions to inform their upcoming trainings and to enable PSTs to achieve a higher stage/level of competence:

- Model lessons should be a part of training manual which could be presented by the trainers in training sessions.
- Hands-on activities should be substantiated, with audio visual aids (documentaries and, classroom videos) to add to effectiveness of the training and clarification of topics.
- Activities related to English language skills should be the part of training.
- The number of trainees should be limited to only 30 in each session with two breaks.
- Accessories like multimedia and microphone should also be provided for the trainings as and when needed.
- The training manual (in soft and online) should also be made available for the trainees for their learning after the conclusion of the training.

6. Conclusion

Considering achievements of PEELI as mentioned above and in the subsequent section of this report, **inputs vis-à-vis outputs**, in terms of their quality may safely be rated as **'satisfactory'**.

Two-third of the ETs has achieved the 'Engagement Level'. Over 90% PSTs are satisfied

with ETs' competence who delivered training, the training, and its usefulness. PSTs have started planning before teaching, focusing on SLOs and activities for active learning.

Certain numerical targets to be attained by PEELI are overdue, e.g., number of trained PSTs. It happened due to two reasons; a) PSTs were invited but could/ did not attend the training; b) QAED could not organize trainings and other events as per planning. It may have been due to lack of laid down procedures or SOPs about releasing of teachers from schools (on the part of government), delayed/ slow communication between DEAs and school heads (designated), rescheduling of trainings after cancellation but either lack of or late intimation to teachers (ETs, PSTs), and/or cancellation of trainings at the eleventh hour.

PEELI's progress to-date is satisfactory with reference to quality and to a large extent to the quantity of its outputs for quarter 4 of year 2.

Training of PSTs is achieving its purpose: a) majority of PSTs were motivated as they knew the purpose, objectives, and outcomes of the training; b) content of the training was generally relevant to their work i.e. teaching and training; c) trainers used active demonstration techniques and provided opportunities to learners for practice during sessions; and d) perceptions of trainees about immediate outcomes were positive.

The British Council and QAED are using **M&E data** for making improvements in interventions under PEELI. Following are a few examples in this regard:

- addition of workshops in ETs manual like "Engaging with lesson planning: models and frameworks" and "Understanding assessment for learning and Engaging with learning outcomes", and

- Preparation of model lessons by **using text from textbooks used in primary school**, for demonstration in micro-teaching sessions.

Longitudinal study is coming up as a value addition in the body of existing knowledge for teacher professional development in areas like Punjab.

FAME has begun to capture a detailed picture of the impact of PEELI work on the professional lives of primary school teachers. In year 3, this picture will be completed.

Overall concerns

- The presentation, quality of printing and distribution of training materials were among certain serious concerns raised by the participants. In some instances (e.g. PSTs training), the material provided to trainees (PSTs), was photocopied and was last updated in 2015.
- The presence of large number of participants in one session created disturbance for trainees and hampered quality of the training and learning.
- Cancellations/delays of planned events including trainings are big hurdles in achieving the target of PEELI. It is also a considerable factor for diminishing PEELI resources and lessening quality of its trainings.

- Lack of follow-up and support for ETs and PSTs after attending training sessions is affecting the PST's ability to apply lessons learnt in training in actual classroom situation.

7. Way forward

7.1 QAED focused

- There is a dire need to observe the policy about release of teachers and trainers to attend and conduct professional development trainings respectively.
- An annual/ or quarterly calendar of professional development activities of teachers should be prepared at provincial and district level, and shared with all concerned well ahead of time.
- QAED should develop a follow-up mechanism and engage available resources (AEOs) to support the PEELI trained PSTs in implementing learned skills and improve their classroom practices.

7.2 The British Council focused

- British Council should work with the School Education Department to develop an effective coordination and communication with other beneficiaries of the project.



Year 2 Quarter 4 Report

PEELI in figures



Training (Component-1)

	Year 1	Year 2				Year 3				Achievement to date	Project Lifetime Target
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
ET training	1001 ETs attended 15 days training	Not Planned	802 ETs attended 10 days training	Not Planned	Planned but Postponed					25 days training for 802 ETs	40 days training for 900 ETs
EET training	64 EETs attended 12 days training	57 EETs attended 6 days training	Not Planned	Not Planned	Not Planned					18 days training for 57 EETs	20 days training for 80 EETs
PST training	135,658 PSTs attended 3-5 days training	11,290 PSTs attended 2-5 days training	33,520 Planned for PSTs but postponed	47,051 PSTs attended 5 days training	33,262 PSTs attended 5 days training					3-5 days training for 150,000 PSTs 10 days training for 33,262 PSTs	10 days training for 200,000 PSTs ¹
PST (Eng) training	Not Planned	Not Planned	Not Planned	Not Planned	Planned but Postponed					0	60 hours for 400 PSTs



Licencing (Component-2)

	Year 1	Year 2				Year 3				Achievement to date	Project Lifetime Target
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
Professional Awards	44 ETs	43 ETs	12 ETs	Planned but postponed	Planned but postponed					99 ETs	150 ETs
TKT	27 ETs attended 10 days training	Not Planned	Not Planned	21 ETs attended 10 days training	Not Planned					10 days training for 48 EETs	10 days training for 90 EETs
CELTA	6 ETs	Not Planned	6 ETs	Not Planned	Not Planned					12 ETs	18 ETs
MOOCs	0 ETs	Not Planned	151 ETs	136 ETs	Not Planned					287 ETs	400 ETs
APTIS	246 ETs	Not Planned	Planned but postponed	Planned for 1508 ETs but not delivered it	Planned but postponed					246 ETs	1846 ² ETs
	Not Planned	Not Planned	Not Planned	92 PSTs	Not Planned					92 PSTs	184 PSTs
Teacher Educator Award	Not Planned	Not Planned	5 ETs	Not Planned	Not Planned					5 ETs	10 ETs ³



Material Development (Component-3)

Year 1	Year 2				Year 3				Achievement to Date	Project target
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ 10 days training of ETs in November 18 ✓ 6 days training of EETs on EFT Familiarisation & Micro Teaching 	<ul style="list-style-type: none"> ✓ 5 days materials for PSTs ✓ Two 60 hours courses for PSTs (ENG) ✓ School based CPD material 	Not Planned	Not Planned					10 training manuals developed along with their allied material	<ul style="list-style-type: none"> 5 days training of ETs 30 days training of ETs 10 days training of PSTs

¹ It was decided in the PEELI Steering Committee meeting at SED dated 6th Aug, 2019.

² The revised target was communicated by the British Council during a meeting held on August 23, 2019 at FAME Office.

³ Ibid






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	Needs Analysis Report delivered follow up workshop scheduled	1-day follow-up workshop on need analysis report	Not Planned					<ul style="list-style-type: none"> 1 Capacity building workshops 1 needs analysis consultancy 1 follow-up workshop on need analysis report 	<ul style="list-style-type: none"> 41 days training including needs analysis and learning outcome workshops

Monitoring and Evaluation (Component-5)

Year 1	Year 2				Year 3				Achievement to Date
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
293 ETs observed in 30 out of total 36 districts of Punjab while delivering training to PSTs	15 ETs observed in 4 districts of Punjab while delivering training to PSTs	Planned but postponed	113 ETs observed in 19 districts of Punjab while delivering training to PSTs	64 ETs observed in 9 districts of Punjab while delivering training to PSTs					484 ETs observed in all 36 Districts
Not Planned	Not Planned	746 Feedback gathered from all ETs about their training	Not Planned	Not Planned					Feedback gathered from all 746 ETs about their training
7 FGDs conducted with ETs receiving training at 4 centres	Not Planned	13 FGDs conducted with ETs receiving training at 7 centres	Not Planned	Not Planned					20 FGDs in 7 districts
Not Planned	Not Planned	Not Planned	Feedback gathered from all 21 ETs about their TKT training	Not Planned					Feedback gathered from all 21 ETs about their TKT training
1 FGD conducted with ETs receiving TKT training at QAED Punjab	Not Planned	Not Planned	1 FGD conducted with ETs receiving TKT	Not Planned					2 FGDs conducted with ETs receiving TKT training at QAED Punjab
Feedback gathered from all 59 EETs about their training at 2 centres	Feedback gathered from all 55 EETs about their training at 2 centres	Not Planned	Not Planned	Not Planned					Feedback gathered from all 59 EETs
2 FGDs conducted with EETs	2 FGDs conducted with EETs	Not Planned	Not Planned	Not Planned					4 FGDs conducted with EETs
Feedback gathered from 8,563 PSTs in 30 districts of Punjab	Feedback gathered from 407 PSTs in 4 districts of Punjab	Planned but postponed	Feedback gathered from 3,583 PSTs in 19 districts of Punjab	Feedback gathered from 2,428 PSTs in 9 districts of Punjab					Feedback gathered from 14,981 PSTs in 36 districts
97 FGDs conducted with 721 PSTs, receiving training in 30 districts	10 FGDs conducted with 57 PSTs, receiving training in 4 districts	Planned but postponed	32 FGDs conducted with 203 PSTs, receiving training in 19 districts	22 FGDs conducted with 153 PSTs, receiving training in 9 districts					161 FGDs conducted with 1,134 PSTs in 36 districts
52 PSTs in action observed in 4 districts	148 PSTs in action observed in 8 districts	Not Planned	Planned but postponed due to shortage of PSTs trainings	Not Planned					200 PSTs in action observed in 10 districts
Not Planned	8 PSTs professional growth was observed periodically	8 PSTs professional growth was observed periodically	8 PSTs professional growth was observed periodically	8 PSTs professional growth was observed periodically					

Research and Policy (Component-6)

	Year 1	Year 2				Year 3				Achievement to Date	Project lifetime Target
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
 Research studies	3 Research studies commissioned	 Progress by the Govt of Punjab in English-Medium Instruction (EMI)  School-based Continuing Professional Development (CPD)  CPD in Punjab IT Literacy and Digital Access of teachers in Punjab	Dissemination of findings from all the 3 research studies, in a daylong event in Lahore	Not Planned	Not Planned					3 Research Studies	6 Researches ⁴
 Policy Dialogues	Perspectives on Continuing Professional Development (CPD) for Teachers	Not Planned	Perspectives on Continuing Professional Development (CPD) for Teachers	Not Planned	Not Planned					2 Policy Dialogue	6 Policy Dialogues/ research dissemination events



vised target was communicated by British Council during a meeting held on August 23, 2019 at FAME Office

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)⁵ have developed a professional development initiative for teachers, teacher trainers and head teachers – PEELI.

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 Change⁶** is illustrated in Figure 1.

PEELI's main objective on the path to achieve stronger SLOs, is improving the quality of primary school teaching. It seeks to do this by equipping teachers with the skills and knowledge they require to adopt a child-centred, activity-based approach and to make appropriate choices about the language of classroom instruction (Urdu/mother tongue and English). This helps to

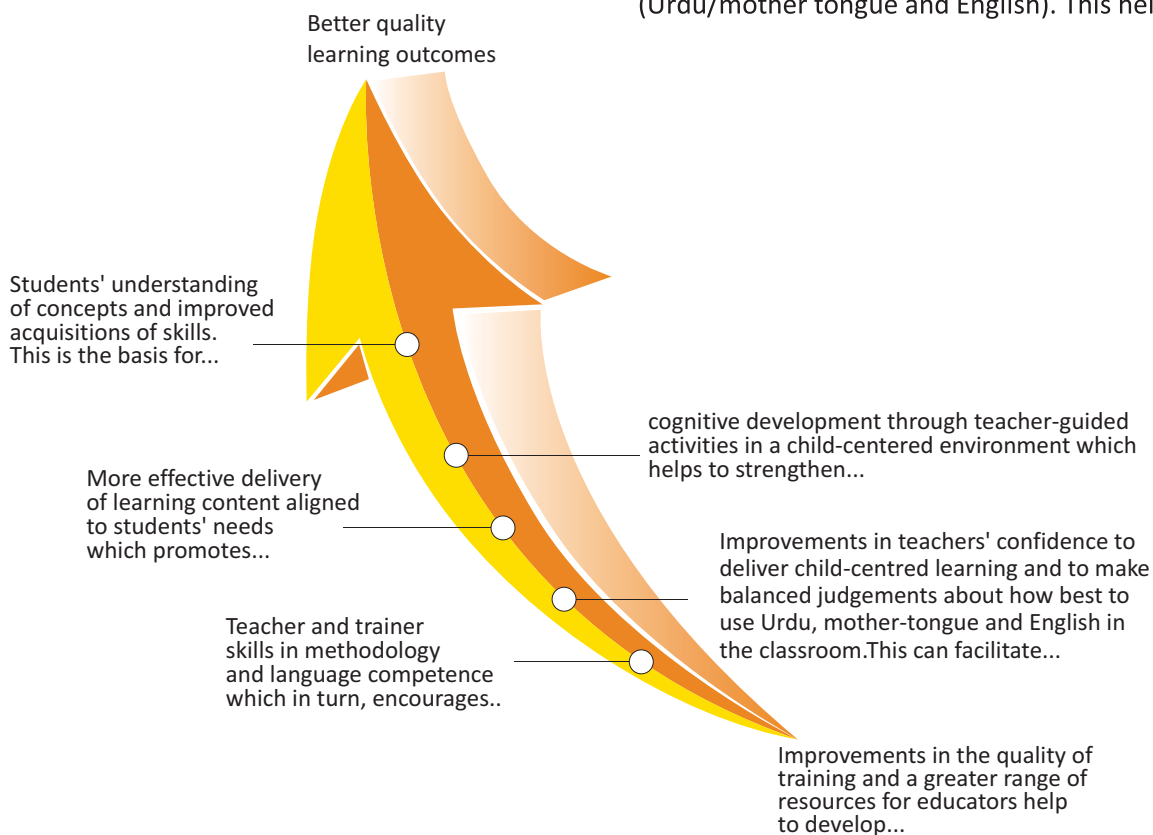


Figure 1. PEELI Theory of Change

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

ensure that students' cognitive and linguistic abilities develop hand-in-hand, leading to improved learning outcomes – a pre-requisite for better life chances.

⁵ Earlier it was known as DSD- Directorate of Staff Development

⁶ British Council (2018). Punjab Education and English Language Initiative: End of Year 1 Report - July 2017 to June 2018 (Implementation Phase) retrieve on 21st August 21, 2018 from https://www.britishcouncil.pk/sites/default/files/peeli_report_draft_14_for_web.pdf

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 based 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.

1.1 PEELI Academic Plan

British Council has initiated the PEELI project in 2017 for professional development of Primary School Teachers (PSTs). Though, it is sequential in attaining its outcomes but an 'Academic Plan for PEELI Activities' (Appendix 1) has developed which works as roadmap to lead towards future

continuous academic success. There are number of activities which are ongoing and rest of them are in queue for achieving PEELI outcomes. This academic plan includes detail of activities for professional development of PSTs, ETs, TCs EETs and AEOs. As detail of activities is following:

1. **PSTs professional Development-** The trainings for PSTs largely includes face to face training sessions of 5 days every year until the project accomplishment. They are facilitated with MOOCs and Teaching Kits for their professional development which robustly links with students' learning. Detail of activities attached in Appendix 2.
2. **ETs Professional Development-** They have enormous chances to excel as expert trainer and avail opportunities for their professional development. All the activities for their professional development including Professional Awards, TKT and CELTA are available to them as per their performance. See Appendix 3 for more details.
3. **TCs Professional Development-** From their induction to now, they are provided with professional online courses, face to face trainings and mentoring courses etc. to train ETs and for professional development activities. Find details in Appendix 4.
4. **AEOs Professional Development-** Training for them is as important to evaluate the project by assessing the quality of teaching in result of PEELI training while following the PSTs real classrooms. Attachment is available as Appendix 5.

1.2 FAME Education's Role

FAME Education, for two years assignment ending in December 2019, 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 as and when required, on regular basis.

1.3 This Report

This report deals with FAME Education's interventions during April through June, 2019. It focuses on:

1. Assessment of the achievements of PEELI in each of its six key outputs/components;
2. Assessment of ETs (conducted two trainings; from 8th to 12th and from 22nd to 26th April, 2019, in Punjab) regarding their competence as 'trainers', delivery of the content and skills and attitudes of trainees towards the whole activity; and
3. Fourth round of Longitudinal Study

The information presented in the report is about:

- a) Numerical achievements of PEELI under its 6 components, to date;
- b) Quality of the training imparted to 33,262 PSTs; and
- c) Fourth quarter activities of Longitudinal Study participants (8 PSTs) in two districts.

The ultimate purpose of this report is to give recommendations, on the basis of data collected to facilitate implementation of PEELI.



2. Monitoring and Assessment Methodology

2.1 Data Sources

The report is based on both primary and secondary sources of data. The primary sources are comprised of:

- Trainees' (PSTs) feedback collected by administering questionnaire;
- Focus Group Discussions with PSTs;
- Observations of ETs training sessions;
- Interview of PSTs; and
- Informal class observation of PSTs.

The secondary sources of data are databases of British Council and QAED Punjab, for professional development activities.

For systematic data collection, the instruments mentioned above (questionnaires, interview protocols and FGD tools) were developed and/or modified by FAME Education for quantitative and qualitative data sets. The instruments were formally approved by British Council before being used for data collection. Key objectives and major characteristics of each of the instrument are presented below:

2.1.1 PSTs - Trainee feedback form

The basic objective of the feedback questionnaire for PSTs was to measure their initial response across five indicators as training participants: a) Usefulness of the training; b) Key learning from the training; ETs' competence; c) Quality of training material; d) and Training venue comfortability. These four indicators measured the first level and to some extent the 2nd level out of four levels (Figure 3) pertaining to PEELI Monitoring, Evaluation and Learning (MEAL) Framework.

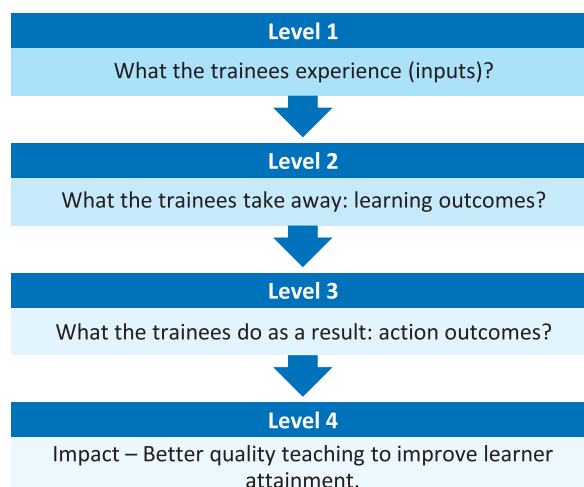


Figure 2. Professional development evaluation

Based on the four indicators mentioned above, the questionnaire was comprised of 22 attributes, seeking agreement from the trainees about each of the attributes on a five-point rating scale, was developed (Appendix 6). Few open ended questions inviting recommendation from the participants for upgrade such programs in future.

FGD with trainees (PSTs)

The key objective of PSTs' training was to enhance their pedagogical skills to teach at primary level. A guide containing five key questions (Appendix 7) was developed to obtain comprehensive knowledge about PSTs' opinion about the training and key leanings as a result of participation in the training (MEAL level 2); e.g., quality of trainers and training materials, aspects of the training that needed improvement (if any) and teaching learning competencies they developed for classroom teaching and recommendations for course effectiveness.

2.1.2 ETs' observation schedule

The key objective of the ET observation schedule was to assess their professional development stages against four levels of development⁷, i.e., Induction, Foundation, Engagement and Integration. Brief description of each of the level is given in Figure 4.



Figure 3. Stages of ET professional development

The ET's observation schedule is comprised of five key performance indicators – ET's readiness levels – and 19 attributes (Appendix 8). Each attribute was to be observed by monitors to make a decision about level of the development stages an ET had attained. To facilitate the monitors, rubrics for each of the four levels and five key performance indicators were developed.

2.1.3 Formal and informal discussion/observation of PSTs

The longitudinal study aims to explore the manner professional growth occurs among teacher communities working in primary schools. Formal/informal discussions and observations

⁷ British Council (NA) Continuing Professional Development (CPD) Framework for teachers. Retrieved on 24th December, 2017, from https://englishagenda.britishcouncil.org/sites/default/files/attachments/teacher_educator_framework_final_webv1.pdf

based on the indicators of reflective practices, were used. Key indicators for reflective practices are attached as Appendix 8.

2.2 Sampling design

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

1. **All trainees** who attended the training sessions were included in the sample for collecting the **trainees' feedback** about the training sessions.
2. For FGD, 6 trainees (gender balance) were selected for FGD.

For PSTs training

1. Out of the total 36 districts in Punjab, 9 were included in the sample. **64 ETs' (women 26 and men 38)** training sessions while imparting training to PSTs were observed in 9 selected districts at selected centres. Each trainer was observed for **90 to 100 minutes**. Distribution of ETs (observed) by districts and gender is given in Appendix 9.
2. **All trainees (PSTs)** who attended the training sessions of selected ETs were included in the sample for collecting **feedback** about the training sessions. Distribution of trainees by district who provided the feedback is also given in Appendix 9. In total, **2,428 (women 1717 and men 711) trainees** (7.3 percent of total 33,262 participants of training) gave feedback.
3. Selected **153 trainees (86 women 67 and men)** in **22** groups were included in FGDs from selected training centres.

For Longitudinal Study

The participants of the study, eight in number were selected from two districts – Kasur and Lahore. For a balanced representation and judicial comparison of their professional growth, following parameters were used for selection of

the participants: a) Gender; b) Locale; c) Length of experience (new⁸ and experienced⁹); and d) Designation (teacher and head teachers)

2.3 Data collection process

Twenty four persons were deputed for observation and other forms of data collection. These enumerators were selected on the basis of their participation in trainings organized by FAME and delivered by British Council on about standardization process.

For longitudinal study two teachers (PSTs) were assigned to a researcher for collection of a variety 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.

During the whole exercise of data collection, compliance to British Council and FAME Education policies pertaining to Child Protection and Data Protection was ensured.

Activity	Target population	Sampling unit	Sample	Data collection tool
PSTs Training in two batches (8 th to 12 th and 22 nd to 29 th April, 2019)	ETs	PSTs' training classroom	64	Training session observation
	PSTs	PSTs' training classroom	63 (All the 2428 PSTs attended training delivered by the selected ETs)	Feedback Form
		Groups	22 training centres and 6-8 selected PSTs from the centre	FGD Guide
Longitudinal Study	PSTs	Formal and informal evidences	8 (4 from Lahore and 4 from Kasur)	Formal and informal interactions

Table 1 Sample distribution of respondents by their role and participation



⁸ Those teachers who have less than 3 years, were considered as 'new teachers'.

⁹ Those teachers who have 5 or more years, were considered as 'experienced teachers'.

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 components. The overall performance of PEELI by component, to date, is given below:

Component 1- Training

A trainer is the key to effective delivery of training, therefore, PEELI is investing heavily to engage qualified and energetic trainers. The trainers who could motivate PSTs to learn eagerly and practice teaching in the classroom. For professional development of trainers and teachers, 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

✓ 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 EETs¹⁰ were selected.

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

- 40 days training for 900 ETs
- 30 days training for 80 EETs

✓ 10-day training¹¹ for 1001 ETs. See below for training schedule:

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

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

- 549 ETs¹² from 26th February to 2nd March 2018
- 452 ETs (185 women and 267 men) from 3rd to 7th April, 2018

✓ 10-day training for 802 ETs as per following detail:

- 406 ETs (147 women and 259 men) from 19th to 30th November, 2018
- 396 ETs (128 women and 268 men) from 3rd to 13th December, 2018

Out of 40 days, 25 days training of ETs training has been delivered, to date.

- ✓ 12 days training for 64 EETs (18 Women and 46 men) from 28th May to 9th June, 2018
- ✓ 6 days training for 57 EETs (13 Women and 44 men) from 3rd to 8th September, 2018

¹⁰ British Council has data of 63 EETs only. The data shown to FAME was not gender segregated.

¹¹ Detail of the training was not available to FAME.

¹² FAME was neither informed about the training nor was the detail of the training shared with it.

Out of 20 days, 18 days training of EETs has been delivered, 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 teachers¹³
- ✓ 5 days training delivered by ETs to PSTs for 28,422 teacher from 26th to 30th December, 2017
- ✓ 3 days training delivered by ETs to PSTs for 10,706 teachers from 26th to 28th March, 2018
- ✓ 2 days training delivered by ETs to PSTs for 29,530 teacher (inducted in 2017) on 22nd and 23rd June, 2018
- ✓ 2-days training delivered by ETs to PSTs for 10,176 teachers (inducted in 2018) on 30th and 31st July 2018
- ✓ 5 days training delivered by ETs to PSTs for 1,114 teachers¹⁴ (newly inducted in 2018) from 26th September to 1st October, 2018
- ✓ 5 days training delivered by ETs to PSTs for 47,051 teachers in two batches from 11th to 15th and 25th to 29th March, 2019 respectively
- ✓ 5 days training delivered by ETs to PSTs for 33,262 teachers in two batches from 8th to 12th and 22th to 26th April, 2019 respectively

Component 2- Licensing

It is challenging to promote high quality teaching in every primary school classroom in Punjab by:

¹³ Detail of the training is not yet available to FAME as it was neither ready with the 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.

¹⁴ This training was conducted only in 4 districts: Attock, Chakwal, Rawalpindi and Sialkot.

a) ensuring that every teacher is doing what the best teachers do; and b) raising the status of teaching as an advanced, knowledge-based profession. In this regard, PEELI in its Component 2, is working with ETs, and developing standards for teachers and trainers. So far, PEELI's has achieved following in the said component (2):

- a. Selection of 246 ETs to participate in internationally recognized additional training
- ✓ APTIS tests was delivered¹⁵ 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 16th to 27th April, 2018.
- ✓ 10 days training for TKT (teaching knowledge test) preparation was delivered for 21 (10 women and 11 men) ETs from 31st December, 2018 to 12th January, 2019.
- ✓ The Professional Award in Teacher Development was delivered for 99 ETs.
- ✓ Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) teaching award was given to 6 ETs (3 women and 3 men).
- ✓ Massive Open Online Courses (MOOCs) attended by 151 ETs.
- ✓ Teacher Educator Award was given to 5 ETs on 5th December, 2018 in Lahore

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

¹⁵ According to British Council, out of 246, only 177 attended the training.

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 1st to 14th March, 2018 at PC Hotel Lahore.
- ✓ 05 days training needs analysis from 10th to 14th September 2018 at QAED Punjab
- ✓ 01 day follow-up workshop on QAED need analysis report

Component 5- Monitoring and evaluation

In order to determine the extent to which PEELI is on track and to make necessary rectifications through impartial informed decisions pertaining to operations management and service delivery, an arrangement/ agreement with a third party – FAME Education was made. 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 26th to 30th December, 2017.
- ✓ Second M&E intervention (assessing quality of training of newly inducted PSTs) completed from 26th to 28th March, 2018.
- ✓ Third M&E intervention (assessing quality of ETs training) completed from 3rd to 7th April, 2018.
- ✓ Fourth M&E intervention (assessing quality of ETs training for preparation of TKT) completed from 16th to 28th April, 2018.
- ✓ Fifth M&E intervention (Impact Assessment-phase 1) completed from 12th to 16th May, 2018.
- ✓ Sixth M&E intervention (assessing quality of EETs training) completed from 28th May to 9th June, 2018.
- ✓ Seventh M&E intervention (Audit¹⁶ of British Council against outputs under all the 6 components of PEELI till 20th June, 2018) completed from 8th to 20th June, 2018.
- ✓ Eighth M&E intervention (assessing quality of training of PSTs inducted in 2017) completed from 22nd to 23rd June, 2018.
- ✓ Ninth M&E intervention (assessing quality of training of PSTs inducted in 2018) completed from 30th to 31st July, 2018.

¹⁶ 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 mean for the validation of quality and relevance of the PEELI outputs.

- ✓ Tenth M&E intervention (assessing quality of training of EETs) completed from 3rd to 8th September, 2018.
- ✓ Eleventh M&E intervention (Impact Assessment-phase 2) completed from 3rd to 22th September, 2018.
- ✓ Twelfth M&E intervention (longitudinal Study- Quarter 1).
- ✓ Thirteen M&E intervention (assessing quality of training of newly PSTs inducted in 2018) completed from 26th September to 1st October, 2018.
- ✓ Fourteen M&E intervention (assessing quality of ETs training) completed from 19th to 30th November, 2018.
- ✓ Fifteen M&E intervention (assessing quality of ETs training) completed from 3rd to 13th December, 2018.
- ✓ Sixteenth M&E intervention (longitudinal Study- Quarter 2).
- ✓ Seventeenth M&E intervention (assessing quality of ETs training for preparation of TKT) completed from 31st December, 2018 to 12th January, 2019.
- ✓ Eighteenth M&E intervention (assessing quality of PSTs' training) completed from 11th to 15th March, 2019.
- ✓ Nineteenth M&E intervention (assessing quality of PSTs' training) completed from 25th to 29th March, 2019.
- ✓ Twentieth M&E intervention (longitudinal Study- Quarter 3).
- ✓ Twenty first M&E intervention (assessing quality of PSTs' training) completed from 8th to 12th April, 2019.
- ✓ Twenty second M&E intervention (assessing quality of PSTs' training) completed from 22nd to 26th April, 2019.
- ✓ Twenty third M&E intervention (longitudinal Study- Quarter 4).

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 15th March, 2018 at British Council Lahore.
- ✓ Report of research study on progress by GoPb in English Medium Instructions (EMI) has been submitted to British Council.
- ✓ Report of research into continuing professional development (CPD) options for primary school teachers (PSTs) at school and local level has been submitted to British Council.
- ✓ Report of research into digital accessibility and IT literacy of school teachers has been submitted to British Council.
- ✓ A one-day Research and Awards Day was organised on 5th December 2018 at Avari Hotel, Lahore.



3.2 The PEELI achievements vs its lifetime targets and therefore for year 3

Table 2 provides component and task-wise detail of PEELI achievements to-date against its lifetime targets, and remaining tasks for year 3.

Component number	Component title	Tasks	Remaining targets			Proportionate
			Partially ¹⁷ remaining target	Remaining target for everyone	Total remaining target for year 3	of achieved target to date
Component 1	Professional development courses for Expert Trainers, Expert English Trainers, Primary School Teachers and Head Teachers	ET training	10.89%	37.50%	48.4%	51.6%
		EET training	28.75%	40.00%	68.8%	31.3%
		PST training	48.98%		49.0%	51.0%
		PST (Eng) training	0	0	100.0%	0.0%
Component 2	Standards and licensing for Teachers and Teacher Educators	Professional Awards	0	34.00%	34.0%	66.0%
		TKT	0	46.67%	46.7%	53.3%
		CELTA	0	33.33%	33.3%	66.7%
		MOOCs	0	28.25%	28.3%	71.8%
		APTIS (for ETs)	0	86.67%	86.7%	13.3%
		APTIS (for PSTs)	0	50.00%	50.0%	50.0%
		Teacher Educator Award	0	50.00%	50.0%	50.0%
Component 3	Training materials and resources for teachers	Material for training of ETs	0	37.50%	37.5%	62.5%
		Material for training of EETs	0	60.00%	60.0%	40.0%
		Material for training of PSTs	0	0.00%	0.0%	100.0%
Component 4	Institutional capacity building of QAED	Capacity building of QAED staff	0	60.98%	39.0%	61.0%
Component 5	Monitoring and evaluation	Assess progress of PEELI	100% M&E of training events and audit of PEELI outputs			
		Support in delivery of the project	Offer evidence-based suggestions to informed PEELI planning process through quarterly reports and participate in events			
		Develop a baseline	Baseline for impact assessment completed			
Component 6	Research, policy and insight	Research Studies	0	50.00%	50.0%	50.0%
		Policy Dialogue	0	66.67%	66.7%	33.3%
Overall					48.8%	51.2%

Table 2 PEELI achievement vs lifetime targets and remaining targets for year 3

Overall PEELI has achieved almost 50 percent of its lifetime targets at the end of year 2. The major contributing factors in this slow phase, are cancellation and/or delay in implementation of the training events.

¹⁷ For example, persons who missed out/not attended any of the trainings

3.3 The PEELI academic plan

The PEELI academic plan is highly commendable and self-explanatory document (Appendix 1). The Plan provides detail of interventions for personnel engaged in training interventions, i.e. PSTs, ETs, EETs, TCs and AEOs. It gives detail of professional development activities (Appendix 2, 3, 4 and 5) for PSTs, ETs, EETs and AEOs, along with the mode of professional development events: school based, face to face, on-line professional development opportunities and certification. It also provides status of interventions, i.e., ongoing and planned for year 3. In addition, mode and content of professional development initiatives with their intended outcomes have been given in the plan which portrays clarity on the part of the British Council and cohesion in the project. All these information has made the plan an engaging reading for all concerned.

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 is presented in line with the introduction of interventions.

3.4 Quality of PSTs Training – (8th to 12th and 22th to 26th April, 2019)

3.4.1 PSTs training venues profiles

Four types of institutions were used as venue for organizing the training, including: District QAEDs¹⁸, 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 mandate¹⁹ 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.

3.4.2 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	Batch	Date	Expected number of participants	Actual number of participants	Overall participation rate
1	5-day	III	8 th to 12 th April, 2019	19,595	18,193	93.0%
2	5-day	IV	22 nd to 26 th April, 2019	15,303	15,069	98.0%
Overall				34,898	33,262	95.3%

Table 3 Participation rate of PSTs by cohort and gender

The actual number of participants in the training by district is given in Appendix 10.

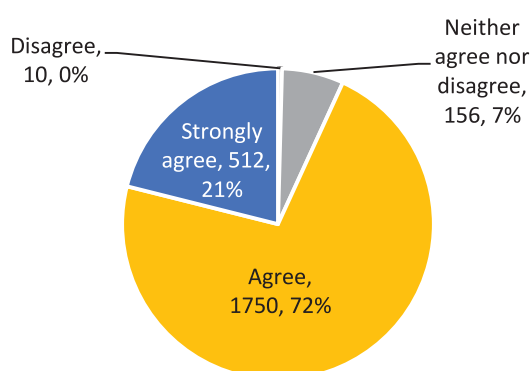
PSTs satisfaction about their training

The feedback of the trainees (PSTs) in both the batches was sought on a five-point rating scale about the five key indicators: a) Usefulness of the training; b) Key learning from the training; c) ETs' competence; d) Quality of training material; and e) Training venue comfortability. The results were as follows;

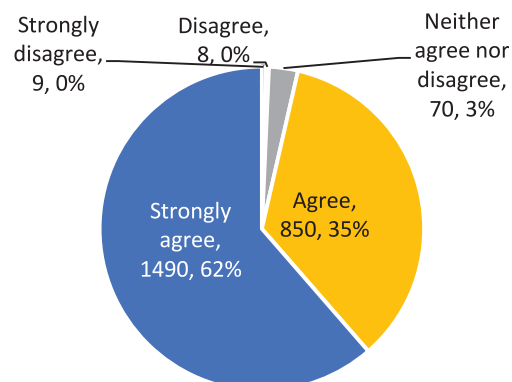
¹⁸ District QAED have been established in GCET (Government College for Elementary Teachers). If a GCET does not exist in a district, District QAED has been establish in a large/central higher/high school at the district headquarter.

¹⁹ Teaching to different levels (Grade 6-10, Grade 1-10, Grade 1-12, Grade 6-12 or Grade 9-12) or training.

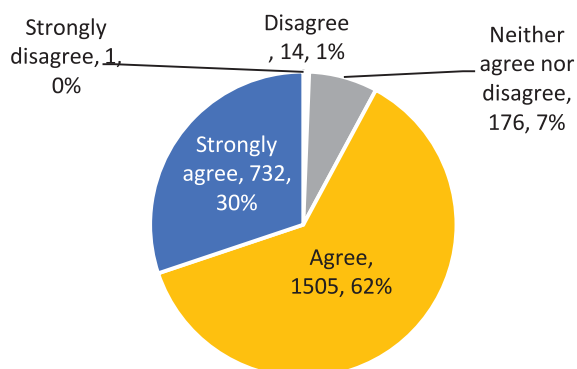
Overall Satisfaction



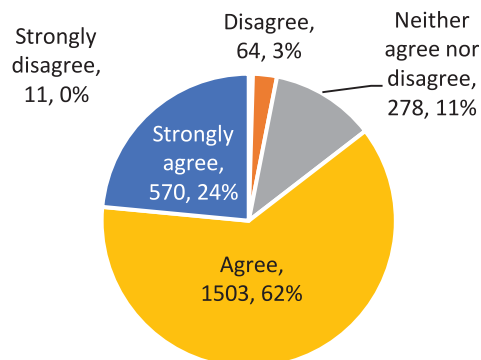
C-Trainers competence



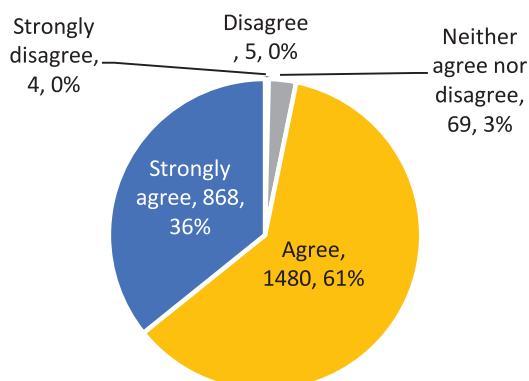
A- Usefulness of the training



D-Quality of training material



B-Key learnings from the training



E- Training venue comfortability

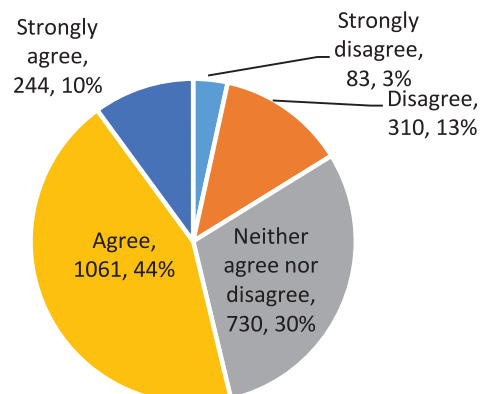


Figure 4. Trainees (PSTs) overall feedback about the training

Figure 5 reveals that in general, trainees (93 percent) were satisfied with training. Most of the participants, 91.6 percent and 96.7 percent agreed that the training was useful for them, and they had acquired the key learning outcomes respectively. A fractionally higher percentage (96.4 percent) of participant was confident that the ETs were competent enough to deliver the training. The quality of training material was good according to 84.7 percent and the training venues were comfortable as per the opinion of 54.2 percent of the participants.

The analysis presented in Figure 5, indicates that the women trainees' initial reaction was slightly positive compared to that of men trainees, i.e., varied from 1 percent to 4 percent more on every indicator.

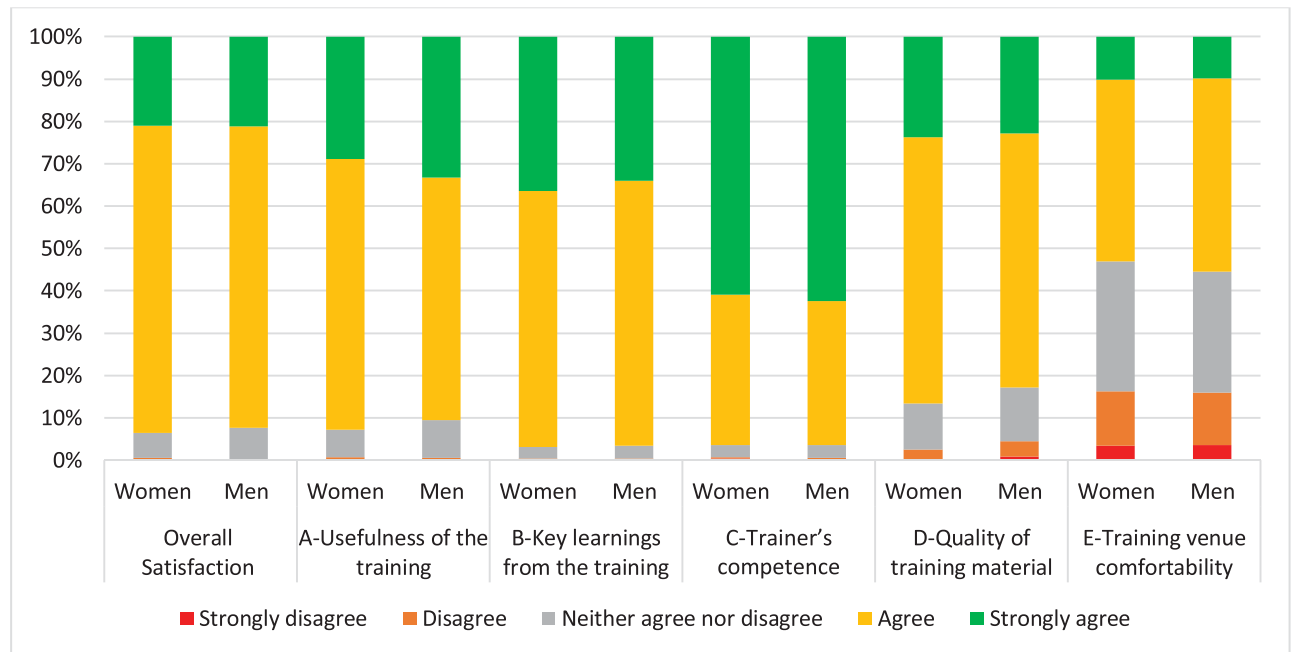


Figure 5. Trainees (PSTs) initial reaction about the training effectiveness by gender

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 4. The table informs that most of the participants were in agreement with all the stated attributes (Mean Score²⁰ is greater than 3.5) except two, 'the refreshment met my expectation' and 'heating or cooling condition was according to weather condition', the greatest (SD=1.295 and 1.162 respectively) dispersion in opinion was observed on these two attribute.

²⁰ 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 3.4, 3.5 and 4.4, and 4.5 and 5.0 show **disagree**, **Neither agree nor disagree**, **Agree**, and **Strongly agree** respectively

Indicators/attributes	Number	Mean Score	SD
Usefulness of the training			
1. The training met my expectations	2412	4.10	.727
2. Overall, the training was a high quality event	2409	4.16	.768
3. I have learnt new knowledge and skills from this training	2384	4.34	.667
4. I can explain the difference between child-centred and traditional teaching approach	2396	4.27	.632
5. The training will help me to teach in a better way	2425	4.33	.658
6. I can describe the PEELI project and its aims	2421	4.05	.701
7. The training encouraged me to use English in the classroom	2417	4.15	.798
8. I would like to attend a similar training event in the future	2399	3.95	1.006
Key learnings from the training			
9. I have a better understanding of how children learn.	2418	4.24	.617
10. Based on my better understanding of how children learn I can plan more effective lessons.	2415	4.29	.604
11. I can identify the main elements of a lesson plan	2426	4.33	.593
12. I can identify the main stages of a lesson plan	2422	4.35	.598
13. I can include assessment of learning in my lesson planning	2408	4.36	.606
ETs' competence			
14. The trainer has knowledge of the subject matter.	2419	4.53	.640
15. The trainer has ability to explain and illustrate concepts.	2423	4.57	.625
16. The trainer answered questions completely.	2414	4.53	.665
Quality of training material			
17. The training material is appropriate to my level of understanding.	2419	4.08	.804
18. I can use the provided material in my teaching easily.	2423	4.08	.774
19. The printing quality of material is good.	2419	4.03	.845
Training venue comfortability			
20. The seating arrangement was supported learning activities.	2425	3.85	1.056
21. The refreshment met my expectation.	2419	3.09	1.295
22. Heating or cooling condition was according to weather condition.	2421	3.44	1.162

Table 4 PSTs Feedback by attributes' effectiveness

3.4.2.1 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 positive, they would 'likely to recommend' British Council to friends or colleagues', as 73.6 percent of the trainees rated the statement at 6th point and/or above (Figure 7). The figure further discloses that **men trainees were little inclined to** consider British Council 'very likely' to **recommend to a friend or colleague (74.3 percent)** than women trainees (73.6 percent). This led to a conclusion that efforts of both men and women ETs created a better image of BC regarding professional development of teachers in Punjab through PEELI.

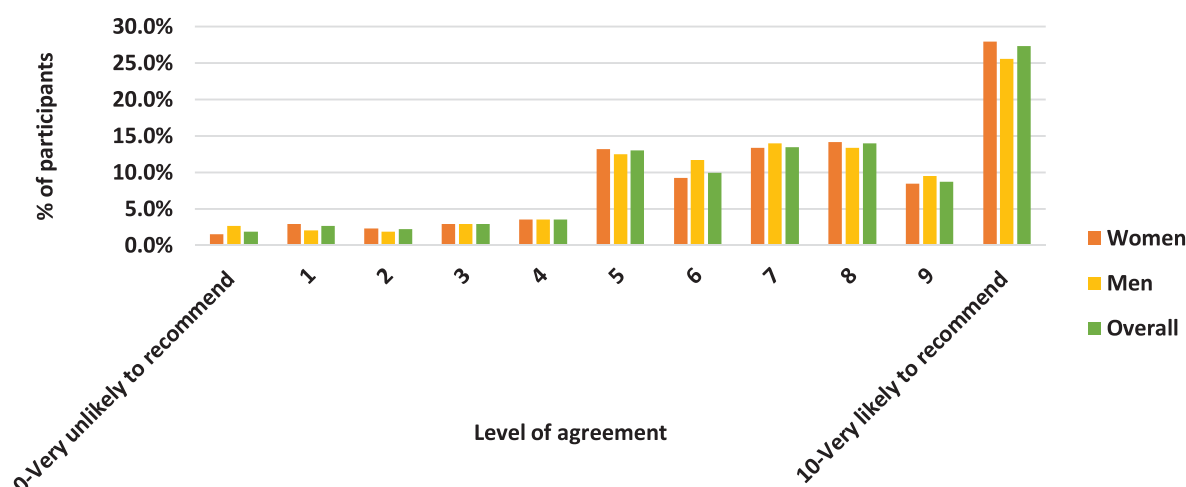


Figure 6. How likely PSTs recommend British Council to a friend or colleague by gender

General comments of PSTs about the training were analysed and themes were identified. The identified themes were tabulated after coding, and were presented in Table 5. The table shows that a large proportion (15.9 percent) of the participants suggested that training venues must be equipped with more facilities (i.e. multimedia, generator etc.). A significant proportion (6.4 percent) suggested reduction in timing (i.e. day schedule) of the training. Another significant proportion (3.5 percent) of the participants wanted arrangement of similar training events in future for their professional growth. It is noticeable that 62.6 percent (i.e. 1520 PSTs) did not offer any comment/feedback

Comments	Count of trainees who wrote the comment	%of the total number of trainees
1. Training venues should be provided with more facilities.	387	15.9
2. Time span should be reduced for a day.	156	6.4
3. Similar training events should be conducted after short intervals.	86	3.5
4. Teaching kit should be provided to every trainee.	77	3.2
5. Training should be conducted at nearby places.	44	1.8
6. Refreshment should be better.	44	1.8
7. More activities should be included in training manual.	38	1.6
8. Training should be more facilitated with comfortable sitting arrangement.	26	1.1
9. Time duration of the training should be reduced.	16	0.7
10. Similar training events should be conducted for every teacher i.e. old PSTs and seniors teachers.	14	0.6
11. Number of participants should not be more than 35 in each session.	11	0.5
12. Trainer must be competent and fluent in English language.	9	0.4

Table 5 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?”** The responses were processed on the same lines as mentioned

above for 'general comments'. A large proportion (19.6 percent) of PSTs acknowledged that 'training helped them in improving pedagogical skills and knowledge'. A significant proportion (11.7 percent) of PSTs acknowledged that the training has 'polished their lesson planning and assessment skills'. According to 5.5 percent, the training improved their 'English language speaking skills'. It is noticeable that 40.5 percent (i.e. 984 PSTs) did not offer any comment/feedback.

Comments	Count of trainees who wrote the comment	% of the total number of trainees
1. Training has enhanced my pedagogical knowledge and skills.	477	19.6
2. Training has polished my lesson planning and assessment skills.	285	11.7
3. Training has improved my English language skills.	134	5.5
4. Training was beneficial for me in different ways.	131	5.4
5. Training has introduced many new activities which will be helpful for students.	96	5.0
6. Training has boosted my confidence and improved knowledge of pedagogical skills.	94	3.9
7. Training will help me to teach in a better way.	91	3.7
8. Training will help me to understand my learners' level of understanding.	64	2.6
9. Training has provided us platform to interact with different people.	34	1.4
10. Training will help me to plan activities according to need and interest of learners.	32	1.3
11. Training has enhanced skills of classroom management.	6	0.2

Table 6 PSTs specific comments about the training

3.4.3 Issue of ETs deployment

Though ETs are well acquainted with delivery of trainings under PEELI, they were trained during November and December 2018, specifically for delivering the content of the current PSTs trainings. It was noticed during M&E of the selected PSTs training centre, ETs, who were deployed for delivering the training were not trained in the above mentioned (ETs) training spells.

Trainer's Name	District	Designation	Place of Posting	Last PEELI Training attended	Centre Name ²¹
1. Mian Rehan Asghar	Attock	SSE	GBHS Haji Shah, Attock	Feb 26-Mar 2, 2018	GHS No.1 Hazro, Attock
2. Mahmud-ul-Hassan	Attock	PST	Govt. MA Jinnah High School, Pindi Gheb, Attock	Sep 3-7, 2018	GGHS Malhowali, Attock
3. Mehtab Hussain	Attock	SESE	GBHS Faqir Abad, Attock	Apr 3-7, 2018	GHS No. 1, Jand, Attock
4. Muhammad Shabir	Lahore	EST	Govt. High School B#13, Township, Lahore	Feb 26-Mar 2, 2018	Govt. ND Islamia High School, Ichra, Lahore
5. Sadia Irshad	Muzaffargarh	PST	GGPS Jamal Nagar, Muzaffargarh	Feb 26-Mar 2, 2018	QAED Muzaffargarh

²¹ Where she/he was delivering the training

This number if proportionate to total number of ETs deployed for delivering the training (5 out of observed 64), the percentage of such ETs is 7.8 in total.

It was observed at a centre that other than PEELI trainer was delivering training to PSTs. The detail of ET is as follows:

Trainer's Name	District	Designation	Place of Posting	Last PEELI Training attended	Centre Name
Shahbaz Ahmad	Gujrat	EST	GHS Langrial, Kharian, Gujrat	NA	QAED Lalamusa, Gujrat

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

This part of the report summarizes findings of 22 FGDs conducted in 9 districts 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 groups were selected randomly from among the groups of PSTs who were attending the training sessions conducted by different ETs working at the 22 venues.

Majority of the participants exhibited enthusiasm while reflecting upon their learning experience except a few. They not only responded to the questions and shared their views with confidence but put forward suggestions also to improve training sessions in future. After a few introductory questions the discussion was shifted to probe the participants with regard to quality of training they attended. It is important to mention that not all PSTs had attended both training sessions, therefore, for some current training was first exposure.

The key findings of the data gathered are given below:

3.4.4.1 Comparison of first and second rounds of PSTs training

In response to a question about difference they experienced between current and previous training, one of the participants commented, *"previous training was more of learning about working culture and practices of government sector whereas in current training we participated as professionals and learnt like*

professionals. Furthermore, previous PEELI training covered basics of teaching and learning only" (FGD, GHS Arraiyan, Lahore).

Participants of GHS Baghbanpura were found to be extremely excited and motivated as they voiced, *"PEELI training is different from other trainings of SED/DSD which we attended in the past. This exposure has motivated us to an extent that we do not mind attending training session after hours as we are enjoying learning."*

Another major difference that the participants identified between first and second exposure was that of the trainers and their approach to training. One PST said, *"our current trainer is concerned about our learning therefore, she/ he teaches with devotion and interest which I did not witness in the previous trainer. Additionally, the resource person is knowledgeable and well versed with skills to motivate and engage participants in active learning"* (FGD, Govt. ND Islamia High School, Ichra, Lahore).

Focus of learning

It can be safely said that over the time trainees have started developing understanding about the objectives of PEELI training, which is evident by a statement made by one of the participants but shared by the majority, *"initial image of PEELI that it was about English language teaching, is wiped away, now we know that it focuses upon on pedagogical skills"* (FGD, QAED Muzaffargarh).

3.4.4.2 Key learnings from training

The general reflection gathered by the groups led to the inference that PEELI training helped and / or helps them to make learning fun (for students) and to achieve maximum learning outcomes

from the learners. Participants were very clear about importance of SLO's and to plan activities to achieve the desirable outcomes. One of the participant explained, *"I think all our needs with regard to learning as a teacher are fulfilled to a great extent and we are highly obliged to British Council for this opportunity"* (FGD, GHS Arraiyan, Lahore).

Lesson Planning

The participants were appreciative of lesson planning, which was one of the focuses of their training session with a strong connection to the successive workshops. Majority of the trainees were of the view that training has improved and freshened their lesson planning skills. The crux of feedback about lesson planning was, *"it enhances teachers' efficiency by enabling them state objectives which are achievable, design and deliver classroom activities effectively and assess students to measure the level of achievement of learning outcomes"*.

One of the PSTs shared his point of views about lesson planning and sounded, *"we have learned about lesson planning in detail and hope in future it will prove to be of great use for us. We (teachers) can teach effectively and actively in our classes only if we plan lessons effectively"* (FGD, QAED, Lalamusa, Gujrat).

One of the trainees added, *"though we used to plan lessons for our classes, these trainings have refreshed our knowledge and added to our mythology of teaching further which we can practice in our class room. At the same time, this training has helped/ will help us to address and resolve management issues that we were facing in our classroom ...reiterating the fact that good planning leads to good delivery of lessons"* (FGD, Govt. MC HSS, Samanabad, Faisalabad).

Assessment techniques linked with students' level of understanding

Assessing students' learning is built-in in daily routines of classroom proceedings; however, government school teachers are prone to conduct summative assessment of their students, usually conducted at the end of a term semester or an academic year. Nonetheless, focus group discussions revealed that these school teachers

were willing and enthusiastic to experience different types of assessment techniques in their classrooms. One participant voiced, *"though, we are practicing summative assessment in our classrooms and we were not clear about different types of assessment techniques, now we can assess our learners by using different assessment techniques and by keeping in view level of understanding of students"* (FGD, GGHS Walton, Lahore). Another participant were sounded like: *"We had experience of assessing students but not in a way we must have to do but after attending PEELI workshops we are able to assess our students accurately and actively"* (GHS No.1 Jand, Attock).

Majority of the focus group discussion participants agreed that assessment strategies were closely related to students' learning outcomes and if the teacher was unable to understand the students' level of understanding then it would be difficult to conduct certain type of assessment which met students' expectations in achieving good grades.

Participants of focus group discussions appreciated the assessment techniques which can be implemented in classrooms but one participant shared a different view and said, *"usually strength of students is high in our classes and we have 30-35 minutes per period. In this short time it is very hard for a teacher to plan, check homework, deliver new knowledge and then assess students' according their level of understanding. This is a serious problem we face in our classrooms"*. One of the participants disagreed and submitted, *"these are general problems with our schools and education department, got nothing to do with British Council"* (FGD, GHS Arraiyan, Lahore).

Child centered classroom

It is heartening to report that generally government school teachers exhibited positive attitude towards promotion of child-centered classrooms which will serve a milestone for enabling them to achieve learning outcomes more effectively. They appreciated the idea of active involvement of students, however, they did highlight certain pertinent issues linked to the

practice of initiative in actual classroom. One participant voiced, *“this training is fully supporting Punjab Govt. slogan “MAR NAHI PYAR”, teachers are being trained through PEELI to understand students’ learning needs and be polite to them as a facilitator or guide”* (FGD, QAED Muzaffargarh).

The participants of the focus group discussion agreed with the idea that without providing free hand to students neither confidence can be built among students nor can active learning take place. A participant commented, *“we have learnt to build confidence among those students who are normally shy and hesitant to talk in the class. These students do have knowledge but are unable to express it in front of class due to self-created fear”* (FGD, GMLHS, Lahore). The group was excited to share their learning and voiced, *“we all teachers are highly qualified and have been to higher education institutes before joining as teachers, this training is helping us to learn to make our classrooms child-centered”*. Another participant added, *“besides this training is helping us to understand child psychology in a better way”*. (FGD, QAED Kot Addu).

Majority of the focus group participants agreed that it is difficult to engage students in learning process continuously because of short attention span. They need time to imbibe new ideas, now we are leaning strategies to keep them engaged and active in classroom. A participant shared, *“around 10.00 am students get exhausted and start requesting for a breakit might be because of lack of activities which leads to boredom. But from now on I will try to develop students’ interest by introducing warm-up activities before the lesson so that they become active both physically and mentally for new learning”* (Govt. Higher Secondary School, Chak Jhumra, Faisalabad).

“The aim of attending the training was to polish our teaching skills and replacing old teaching methodologies with new and creative methods of teaching to meet psychological needs of students as per their age and stage of development and fulfill demands of changing times” explained one among the PSTs, (Govt. MC Higher Secondary School, Samnabad, Faisalabad). Besides learning about importance of child

centered classroom and engaging students in active learning, according to focus group participants, the training has also enabled them to understand the challenges that students face in the community of the classroom. These issues vary from child to child and being teaches they are responsible for addressing students’ needs accordingly. They were kind of confident that PEELI exposure has enabled them to address and seek solutions for such challenges in real classroom situation.

Knowledge and Problem sharing platform

The participants were highly appreciative of the exposure they had in PEELI, the provision of a platform to share their success stories, classroom issues and problems and finding possible solutions to these queries and questions was a pleasant addition. This opportunity enabled them to get ideas and suggestions to address their classroom teaching to enhance students’ learning. A participant said,

“we are gaining very informative knowledge about problems which we faced in our classrooms and now we are mentally prepared to face the challenges and can extend our services in different working environments. Now we can cope with difficulties and deal with our work place issues intelligently” (FGD, Govt. MC HSS, Samnabad, Faisalabad).

“Here are teachers from different areas and we all share our experiences and different strategies that we are applying in our schools. Group discussion between the intellectuals gave us very informative and creative ideas about teaching methodologies”, added one PST from Rawalpindi. (Govt. Boys High School MC Millat, Rawalpindi). Majority of the focus group participants brought forward the fact that during the trainings different teachers come to a same platform and discuss their problems, this helps teachers to learn from each other. The training freshens their knowledge and helps them to learn new pedagogical skills.

3.4.4.3 Trainer-Most alluring factor

Majority of the focus group participants were fully satisfied with their trainer, who worked as a guide and facilitator. The qualities of trainers were listed and portrayed in various training venues visited by the team. They shared the opinion, “trainers’ method of explaining is/ as excellent. They come to our level to explain ideas and teach us how to deliver this in class. They are very polite and energetic and deliver training skillfully. They are highly motivated and motivate us too and respects our views with interest and do not commit any action which may demotivating and discourage participants.”

One among the participants added, *“our trainer is excellent we don’t want to change anything in our trainer we will be lucky to be trained under the same trainer in future trainings. We are extremely satisfied and happy. They provide solution to all the problems that we mention we face in real classroom because they are well aware of ground realities of classroom”* (FGD, QAED, Muzaffargarh).

Focus group participants explicitly shared about their trainers, a participant consider her trainer a problem solver who guides them in solving real classroom problems and try to provide environment conducive for learning. She said, *“when we sit in classroom in-front of master trainers we feel like students, so that we can better understand problems of students and implement better solution to those problems”* (FGD, Govt. MC HSS, Samnabad, Faisalabad).

3.4.4.4 Suggestions to improve training further

Generally, the participants showed satisfaction with regard to training but they also shared some concerns.

Material and content

1. The printing of the manual should be improved. A participant added, *“the*

quality of manual is poor because it is in black and white and after some time we get bored, it should be colorful and attractive to maintain our interest” (FGD, Govt. Higher Secondary School, Chak Jhumra, Faisalabad).

2. Material and content must be updated. A participant said, *“Training manuals are good and content is up to the mark but it must be updated as we are provided with version which is of 2015”* (Govt. Muslim High School, Lahore).
3. Bloom’s taxonomy should be added to the module especially for the assessment, it will help the teachers to learn assessment better.
4. Videos should be shown for better clarification of topics.
5. Model lessons should be part of training manual which will be presented first by trainer.
6. Activities related to English language skills should be the part of training.

Training center

1. To this most the participants suggested that seating arrangements should be improved as it is hard for elders to sit on the benches or chairs for hours.
2. Electricity problems should be managed on training centers by providing generators.
3. The activities being planned for such trainings should be according to our situations ideally.
4. Multimedia should also be made part of such trainings also the use of microphone can make the training sessions better organized. Also the soft copies of the manual should also be made available for the trainees for their learning after the training ends.
5. The number of trainees should be, limited to only 30 in each session. The more numbers disturb the activities during the sessions.

6. There should be two breaks in training otherwise the training sessions become tiring.
7. Trainings should be more frequent for professional growth of primary school teachers.

Trainer's role

Though trainees appreciated the role of their trainers who they were fully prepared for training but they shared some suggestions to be implemented for the better execution of future trainings.

"Trainer is very helpful, good at time management, trainer is open to be questioned however class management skills are weak, and the low pitch of voice can be reason to be unable to control the class. Presence of British Council trainer will be appreciated" (FGD, GHSS, Hafiz Abad).

A participant shared his concerns as:

"although, they are excellent however, I think they have no experience of teaching to primary

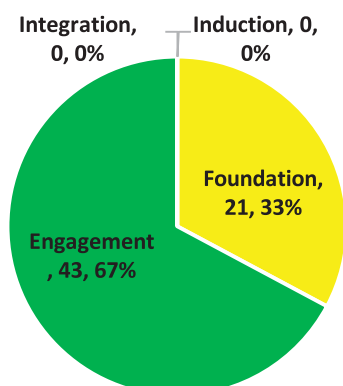
classes because of which they lack in understanding our ground problems and they do not participate in any activity themselves actively. The pronunciation skills of the trainer should be better than the participants so that they can learn more. Trainer from British Council should also be the part of training" (FGD, GMLHS, Lahore). Another participant voiced as: *"Trainer must have English background and must be English subject specialist for the better delivery of content"* (FGD, QAED Lalamusa, Gujrat).

3.5 The ETs professional growth

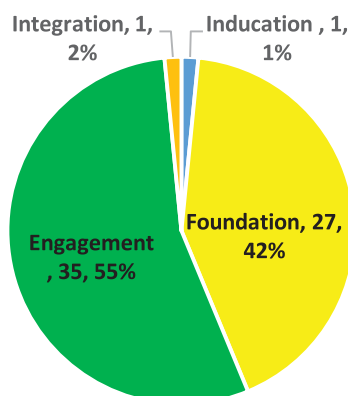
3.5.1 ETs competence

The ETs delivery in the training room was assessed through observation on the five key performance indicators (mentioned in Figure 3) against four levels of Trainers Professional Development: a) induction, b) foundation, c) engagement, and d) integration. The analysis of the data presents:

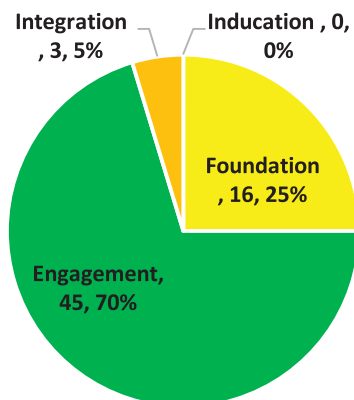




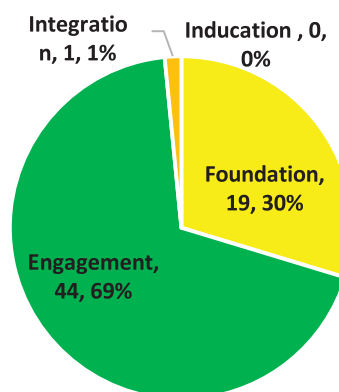
Overall performance of ETs



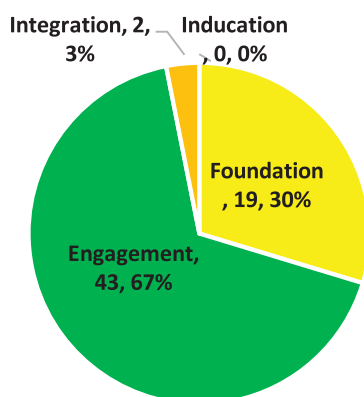
C- How well does the trainer plan and manage learning?



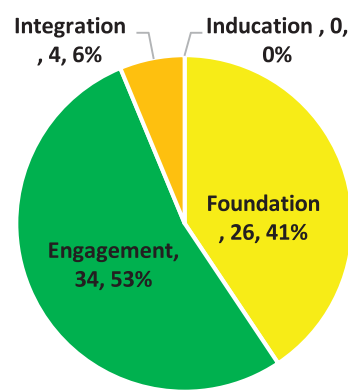
A-How well does the trainer know his/her subject?



D- How well does the trainer support and mentor teachers?



B- How well does the trainer understand how teachers learn?



E- How well does the trainer support and mentor teachers?

Figure 7. Assessment of ETs professional development levels against the five key performance indicator

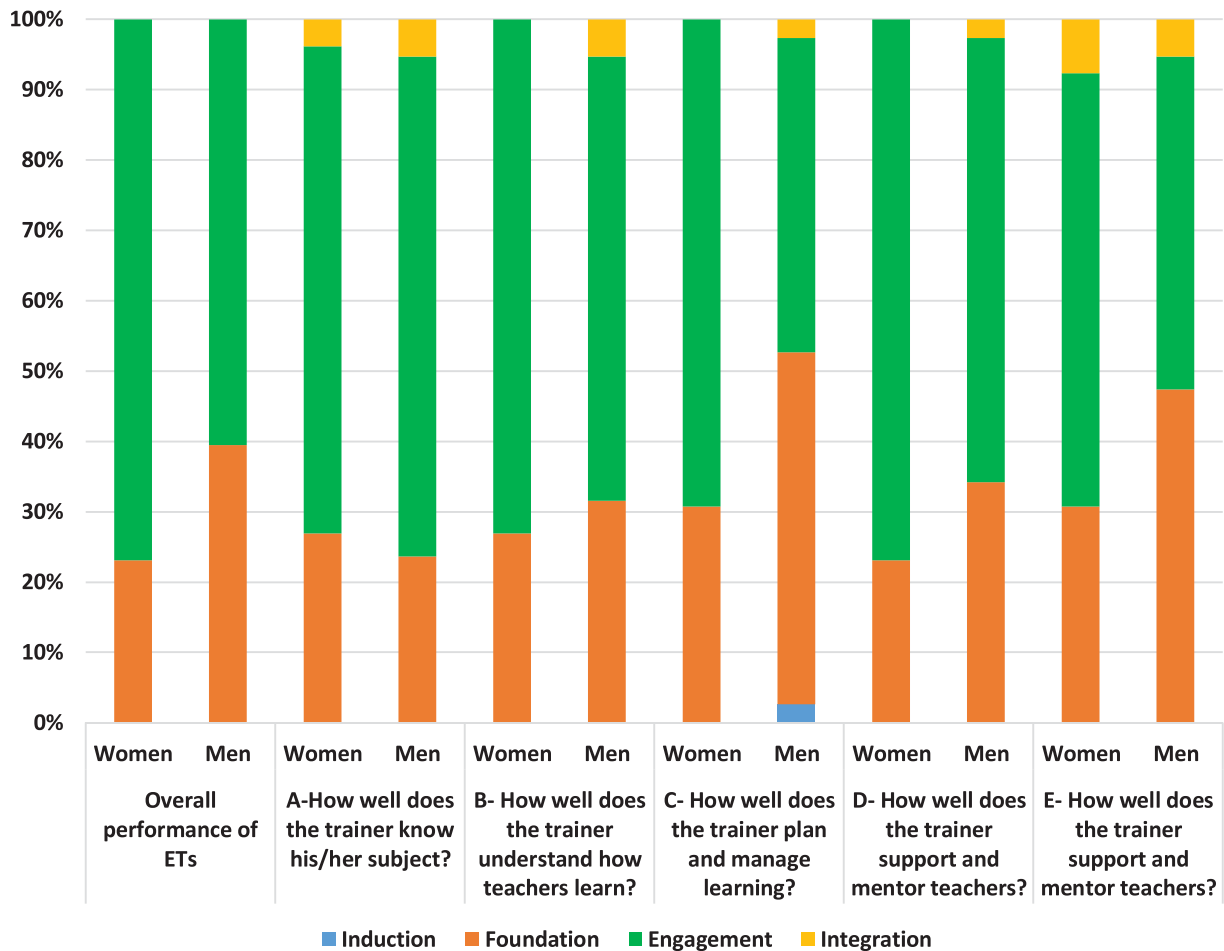


Figure 8. ETs performance by gender

Overall all majority of the ETs have achieved the 'Engagement Level' i.e. "The trainer has developed her/his skills and knowledge as a teacher educator through practical experience and professional learning", on all the five performance indicators, women ETs (76.9 percent at engagement level) are performing better than their fellow men ETs (60.5 percent at engagement level) as depicted Figure 8. On all the indicators women ETs are higher than men ETs except one, i.e. "How well does the trainer know his/her subject". Furthermore, on four indicators, ETs are entering into integration stage, i.e. "The trainer has achieved a very high level of competence as a teacher educator". It is evident from Figure 8 that men ETs are more prone to enter into integration level.

Figure 8 also shows that a small proportion (2.6 percent) men were still at Induction level in planning and managing the learning i.e. "The trainer has completed her/his initial training but has not yet acquired the foundation of teaching skills and knowledge on which to build her/his role as a teacher educator".

Further analysis of the data, as given in Table 7 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 3 (*Correct use of terminology*);
- ✓ For Indicator B on attribute 6 (*A wide range of appropriate strategies are used to meet the needs of individual teachers and the group as a whole*)

Indicators/Attributes	ETs' performance (current quarter)		
	N	Mean Score (MS)	SD
A. How well does the trainer know his/her subject?			
1. Accuracy of information presented	64	2.97	.470
2. Clarity in communicating information	64	2.84	.479
3. Relevance of supporting examples with the presented information	64	2.66	.623
4. Use of research for drawing supporting examples	64	2.42	.612
5. Correct use of terminology	64	2.86	.467
B. How well does the trainer understand how teachers learn?			
6. A wide range of appropriate pedagogical strategies used to meet the needs of individual teachers and the group as a whole	64	2.83	.490
7. Use of research-based strategies for adult learning	64	2.44	.687
8. Broad range and appropriate strategies used to motivate the learners	64	2.69	.531
C. How well does the trainer plan and manage teacher learning?			
9. Clarity in stating appropriate learning outcomes	64	2.36	.743
10. Quality of plan to guide the session	64	2.48	.666
11. Effectiveness of learning environment in relation to learners, resources, space and time.	64	2.75	.591
12. Regularity in employing appropriate supplementary materials	64	2.70	.634
13. Effectiveness of assessment used for achievement of the learning outcomes	64	2.69	.560
D. How well does the trainer support and mentor teachers?			
14. Appropriateness of provided advice that extends the learning to the teachers' own teaching environment	64	2.69	.531
15. Provision of opportunities to teachers to reflect on the application of new knowledge and skills	64	2.75	.504
16. Activeness in encouraging teachers to take responsibility for their professional learning	64	2.70	.582
E. How well does the trainer monitor teacher performance?			
17. Wideness in range of using appropriate pedagogical strategies to monitor teacher performance	64	2.59	.555
18. Level of coherence and appropriateness of frame of reference for evaluating teacher performance	64	2.61	.581
19. Consistency in recording evaluation for provision of feedback to teachers	64	2.66	.570

Table 7 Performance of ETs by indicators

Table 7 also shows that the majority of ETs were at 'Engagement level' with respect to all attributes, except attributes: 4, 7, 9 and 10.



Trends within the 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 of the subject that was discussed at the time of observation by the monitor. ETs' were found to be active 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 which was followed by hands-on activities in the training session. The overall quality of the trainers can be regarded as 'reasonable'.

The monitors recoded general observation of ETs' behaviour during delivery of the training. The observations show that majority of the trainers were confident and enthusiastic. Some of the trainers were using innovative ideas along with appropriate vocabulary. ETs fostered learning environment in which PSTs felt comfortable for taking risks of participation in various activities without fear of being laugh at. Creativity in a few training sessions was also observed by the monitors. They (trainers) were multi-tasking, delivering training and supporting the training centre management to ensure attendance of teachers and other administrative task pertaining to the training. Majority of the observers rated 'ETs' overall training delivery' as 'good'.

A comparative analysis of ETs' performance during the last 4 rounds and the current round is given in Appendix 11.

3.5.2 Deployment issue of ETs

The issue of ETs deployment has been discussed in section 3.2.3.

3.6 The PSTs professional growth [Longitudinal Study (Quarter 4: April to June, 2019)]

The basic objectives of observational longitudinal study are to: a) explore and investigate how professional growth occurs among teacher communities working in primary schools; b) gather and report evidence of professional growth of teachers by engaging them in reflective writings after interacting with colleagues and students and b) make submissions to stakeholders, policy makers (SED), academic and course coordinators (QAED), programme managers and academic advisors (British Council) to design evidence-based policies and action plans for teacher professional development in Punjab.

For the study eight (8) participants were selected from two districts – Kasur and Lahore. For a balanced representation and to compare the teachers' growth, for selection of the participants following parameters were used: a) Gender; b) Locale; c) Length of experience (new and experienced); and d) Designation (teacher and head teachers).

3.6.1 Focus and process of the study

In this study, focus of observations is to see changes in skills, knowledge and behavior or attitudes, and feelings over the time not stats but 8 stories around professional growth of selected teachers. Moreover, to realize improvement in teachers' behaviors pertaining to following foci of 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 6 researchers is assigned to work with the selected 8 PSTs. The study, spread over two

years is comprised of 8 cycles, that is, each cycle is of 3-months. The team of researchers maintains contact with teachers both formally (on quarterly basis) by paying personal visits to their schools (on monthly basis), and informally (through telephone/email) to observe and analyze the evidence of their professional growth. The evidence includes:

- a) **Self-reflection** on teacher's classroom practices, areas to develop, 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; and
- f) Reactions to **professional development activities** the teacher will take part in.

3.6.2 Overall progress in the study

Following has been accomplished so far:

- ✓ Training of the field researchers with technical input from British Council
- ✓ Informed consent of all the (8) participants
- ✓ Profiling of selected participants of study
- ✓ Three formal interactions (quarter 1, 2 and 3) with all study participants
- ✓ Conduction of 2 workshop for all study participants
- ✓ Provision of teaching kits to all study participants

3.6.3 Status of this quarter (i.e. Quarter 4 of the study)

In this trimester the participants were frequently contacted besides sending them polite reminders to submit their reflective writings. However, it was kind of difficult to get hold of them and retrieve required information (reflections) due to their involvement in a variety of activities during this time of the academic year. Therefore, they not only submitted their reflections late but the rate remained low also. The activities participants were involved during this time of the academic year were identified as:

- Beginning of new academic year – admission of new students in almost all grade levels
- Promotion of students to next grades
- Allotment of classes/ grade levels to teachers
- Teachers' transfers or joining of new teachers
- Maintenance of school and students records
- PEELI training
- Summer Vacations (Jun 03 – Aug. 15, 2019)

3.6.3.1 Focus of this quarter

The focus of this quarter was to engage longitudinal study participants in acquiring of learners' feedback about teaching and learning process they experienced (students) in the class or in other words their 'reflections'. The purpose of seeking 'learners' feedback' was many- fold; to explore students' response to teachers' efforts to engage them in activities and playful learning, to enable teachers to revisit their ideas about activity based lesson planning and classroom management and revise lessons and teaching strategies accordingly and to help teachers acknowledge and realize importance of

‘learners reflections’ as a potential tool for their professional development. Moreover, to indigenize lessons learnt in PEELI training to their maximum for students’ understanding. A guiding tool for learners’ feedback is attached in Appendix 12.

3.6.3.2 Research team meetings

During this quarter research team meetings were held to deliberate and discuss the following:

- a. Future strategy to interact with participants
- b. Progress of participants in quarter 4
- c. Progress and concerns in acquiring ‘learner feedback’
- d. Reflective writings (self, peer observation & learner feedback) of the study participants
- e. Workshop about reflective writings (self, peer observation and learner feedback) for all the study participants to reiterate cohesion between and among various tools to seek guidance for professional growth and development.

3.6.3.3 Workshop for study participants

In this quarter of longitudinal study, the participants were engaged in gathering learners’ feedback in addition to peer observation and reflecting upon their teaching on regular basis. They were to gather feedback from learners to identify their needs and to address those needs by changing their teaching methodology thereby developing their planning and teaching skills. They observed their fellow teachers and were being observed simultaneously. As a consequence they were to change or improve their planning and teaching methodologies by borrowing after observing other teachers’ lessons or by incorporating constructive feedback (given by their colleagues about their teaching) about areas which needed improvement.

Keeping in view quality and frequency of reflective writings of LS participants need for a second one day workshop was felt strongly. The purpose of the workshop was to:

1. Revisit the purpose of LS; reflective practices and peer observation
2. Introduction to the purpose of learners’ feedback – potential tool for professional growth
3. Possible on the job support for professional development
4. Questions/concerns/discussions

Longitudinal study foci i.e. reflective writings, peer observation and learners feedback was discussed in detail to demystify ambiguities and confusions of participants and to keep them on track of their professional growth while gaining help from above mentioned exercises. Although, they were/ are keeping records of their reflective writings and observing their peers but they were/ are in need of consistent guidance and polite reminders.

Therefore, workshops (one day) were held in their home towns (Lahore & Kasur) by inviting them under one roof in contravention of original commitment, that is, not to dislocate the participants. However, realizing the sensitivity of the issue it was vital to expose them with uniform instructions to generate common understanding of the exercise and provide a forum to exchange their views and learn from each other’s experiences. Furthermore, activities of longitudinal study from September 2018 to third quarter were discussed in succession for better understanding of the study participants.

Despite teething problems, the participants demonstrated positive attitude regarding their involvement in longitudinal study, *“though it is demanding and difficult to keep record of reflections about our own performance in the class and observations of classroom teaching of our colleagues but we are experiencing something very new and have started to enjoy*

the exercise". Now, they are prone to grow professionally as looking inwards is always challenging specially in a situation when they are about to take a plunge into a new way of learning, they get engaged in tasks other than teaching in their schools.

Issues highlighted were:

1. Involvement in administrative tasks instead of teaching (in case of designated head).
2. Teaching time is consumed in LND and updating of school data for M& E officers' visits
3. Shortage of classroom, shared classrooms (students of 2 different grade levels sit in one room)
4. The enigma of medium of instruction (English or Urdu) and text books
5. Shortage of classroom furniture due to redefinition of 'classroom furniture' (chairs with support are removed from classrooms as per new directive of SED) as a result students could not engage in group activities

3.6.3.4 Interaction with the study participants

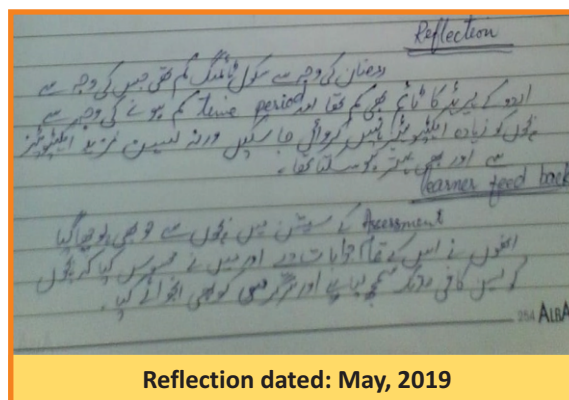
It was planned that all the (8) study participants will be contacted fortnightly. Apart from informal interactions and follow-ups, they were contacted 12 times in trimester. The purpose of increased frequency of interactions was to keep them focused and to help them gauge their professional growth by analyzing their reflections and to provide them frequent feedback.

The reflections submitted by participants were analyzed and feedback was provided both verbally and in black and white. The detail of LS participants' interactions and feedback given to the participants can be seen in appendix 13.

3.6.4 Analysis of participants reflections

KREW-1

She has started to experience peer observation and struggling to modify her teaching methodologies according to learnt points from peers. Although, she is obtaining feedback from learners to incorporate in her teaching to attain desirable outcomes but it can be observed from reflections that participant is not much expressive as she has to be while reflecting on peer observation and learner' feedback. If critically analysis the reflections, it is evident that:

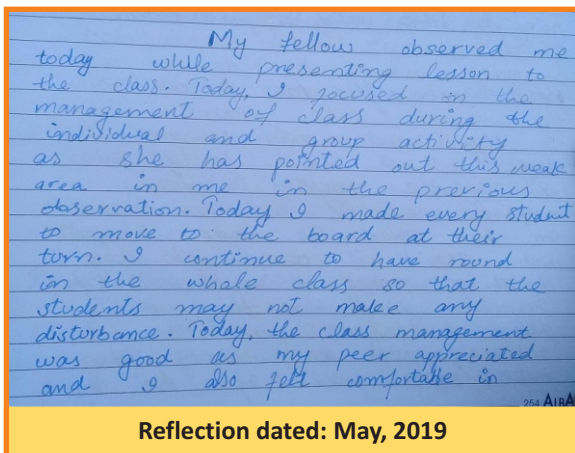


1. She has developed a considerable ability to resolve classroom management issues while splitting students in small groups
2. She made successful attempts to used, 'Activity Based Teaching' and realized its effectiveness by witnesses students involvement and learning. Now Activity Based Teaching – Student Centred Teaching has become backbone of her teaching practice
3. She needs consistent effort to develop her abilities to grow professionally as per classroom, lesson and self-management, questioning in class and seeking students' feedback.

She tried to seek learners' feedback after teaching in her class, but somehow she inquired about the content that was taught. In her words, "questions were asked in assessment session and students responded well which was an indication of students' good understanding".

KRNWT-2

Ms. Hafsa observed her peers and was being observed by her peers many times in this trimester. Although her observations were not focused and tried to observe all aspects at the same time but she tried and put in effort to borrow effective teaching techniques and ideas from her peers and incorporated in her own lesson planning.



Reflection dated: May, 2019

According to her, “when I observed lesson of my fellow teacher, I noticed that students learn better when they are engaged in activities which are drawn from real life situations”. She further added, “when my colleague observed my class, she appreciated my teaching but identified certain areas of my teaching that needed attention. According to her (colleague), “conducting assessment activity to measure students’ understanding was highly a very good idea; however, it disturbed discipline of the class because each and every student wanted to respond which led to disturbance. Therefore, before engaging students in such activities you need to define rules for participation of students and follow them firmlyin short you need to pay attention on classroom management”.

She kept a regular log of reflections, analysis of which led to following:

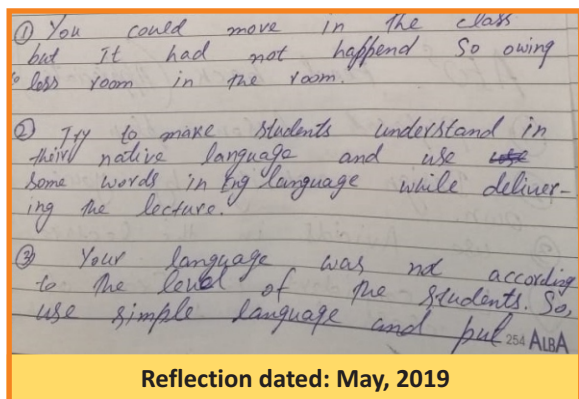
1. Active use of warmers is adding to her abilities to gain students attention and engage them in active learning (activity based) and developing rapport with her students

2. Activity based and child centered planning and teaching is helpful in sustaining students’ interest in learning.
3. The focus on “classroom management” needs to be improved as the subject has realized its importance. Therefore states, *‘for effective delivery of lesson and maintaining student engagement classroom chores are to be managed smartly.’*
4. She is making successful attempts to use everyday examples in her lessons and teaching internalizing that it enhances students’ interest and engagement in learning new concepts and ideas and strengthens their link with their immediate environment. For example, they had fun while learning concepts in mathematics by use coins, currency notes and stationery for, earning functions, i.e., addition, subtraction, multiplication and division.
5. Made frequent reference to PEELI training and activities in the workshops thereby signifying usefulness of the exposure and its applicability in real classroom teaching.

Participant tried to obtain learners’ feedback but it was more about what they learnt rather what was there for teacher to learn for planning and teaching in future. She obtained feedback from learners and 75 percent were satisfied and rest of them needed revision of the concepts taught. Besides addressing academic requirement of students the participant felt that to help them grow and develop as civilized persons of a society civic and moral wellbeing should be taken care of vigilantly. She said: *“In the beginning of my lesson I try to make a reference to any of the moral value, like to be considerate towards each other, sharing things and respecting each other’s ideas. Students as well as I (teacher) enjoy a lot because it is satisfying because teaching is not only about bookish knowledge but also learning about moral values”.*

KUNMT-3

The participant is used to mention learning objectives prior to start writing reflection which helps in understanding reflection in a better way.



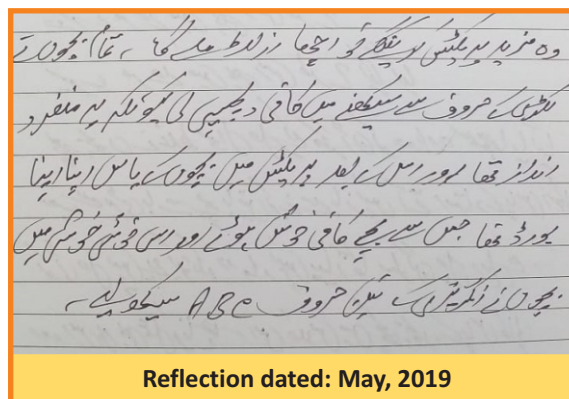
He tries to design and modify activities according to situation and students' needs as well as assess students. Though, he did not experience peer observation but identified following areas to be improved for himself:

1. The use of language as per understanding of students for effective teaching because many times students do not comprehend even Urdu. Therefore, teacher needs to switch to Punjabi but then the same instruction in Urdu, the participant has to practice switching to languages as and when needed
2. Classroom management must be focused when delivering or conducting activity.
3. Learn to assess needs of students, for example, their prior knowledge and level of understanding

The Participant needs guidance and support to discriminate between the learners' feedback for identifying areas which teacher needs to improve in his planning and teaching (a source of professional development) and students learning outcomes.

KUEMH-4

The participant made successful attempts to reflect upon his teaching and managed to make classroom observations of a fellow colleague. The

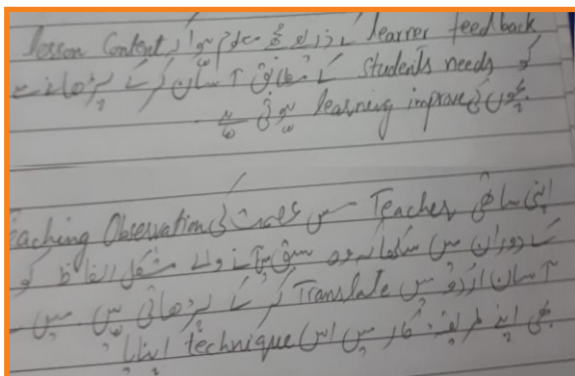


reflective writings were more of classroom proceedings, neither an account of students' learning nor the areas that he needed as areas for his own teaching practices. There were certain scattered evidences of his interest in involving students in activity based teaching and learning and gain students attention by using teaching aids. For example, he used letter of English language alphabets made out of wood to engage students in learning. He is beginning to internalize that 'drill and practice' helps students to learn quickly.

He needs extra attention and guidance to learn to reflect upon his teaching in the class against a number of variables, like; introduction of topic, instruction of activities for students, questioning, managing lesson, students and self simultaneously and of course assessing students learning by the end of the class. In addition, to observe a peer's classroom teaching and identify the practices that he can be used in his lesson planning and teaching to improve him as a teacher. At the same time invite an observer in his class and seek guidance about the areas which needed to be addressed. In short, the person needs to learn how to critically analyze ones' act of teaching and peer's feedback after observation and learners' feedback and treat/use these as potential tools for professional growth and development.

LRNWT-5

The analysis of reflections of this participant revealed her frequent engagement in peer observation. She has realized the usefulness of



Reflection dated: May, 2019

observing a peer as a learning tool to improve one professionally as it always focuses on entertaining students' learning needs. According to her, *"it is imperative to treat students as per their needs because some of them are active than the others, therefore, the quiet ones are be taken care of vigilantly. Most of the time students' involvement is directly linked with teacher's teaching methodology and persuasiveness. A technique may turn out to be effective for some students but not for all, hence, teacher needs to be able to persuade students' activity and involve them in learning."*

Observing a colleague while in action, is helping her to adopt peers' teaching techniques her classroom for better learning of students. The lessons she learnt out of peer observation and learners' feedback are:

1. Time management is crucial for lesson management as well as for better execution of any topic or activity.
2. Child-centered classrooms are best places for students leaning where teacher always respects students' opinion and provide them space for exploring and learning.
3. Activity based leaning not only engages students in active learning but also ingrained concepts for a long time.

4. Use of AV aids is an effective way for better understanding of topic/content.
5. The activities designed for the students must be appropriate to age and stage of development of students.
6. Topic must be divided into small and simple parts and teacher must avoid teaching lengthy and difficult topics in one go.

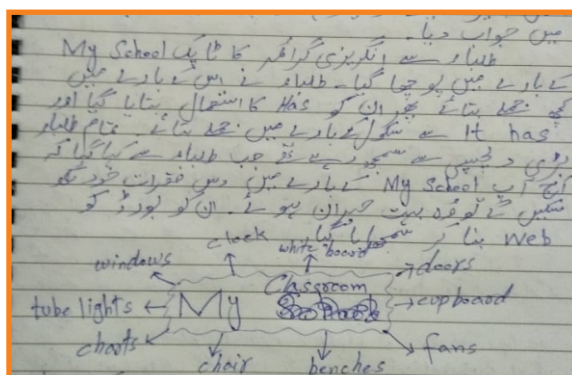
In her words, *"my students felt difficulty in understanding difficult words and methodology I used did not work for them. When I observed my peer, she explained topic by using simple language and refrained from using difficult words, for better understanding. This is what, I adopted and implemented in my own class"*.

7. For summing up the lesson it is essential to revise all the main points of the topic.
8. Assessment must be conducted rather students have understand the topic or not.

LREMT-6

The participant submitted reflective account thrice a week which were a mix of proceedings and review and analysis of his struggle as a teacher. He is struggling to modify his teaching methodologies by reflecting upon his own classroom practices, feedback provided by the colleague after his class observation and lessons (he) learnt from peer's classroom observations.

His experience of modifying teaching



Reflection dated: May, 2019

methodology is, “infront of class, I announced ‘My School’ as topic and asked students to make sentences using these words and just few students were able to do so. Just then it occurred to draw a mind map or web on board with relevant words and asked them to make ten sentences using these words and majority of the students successfully completed the task. So teacher can modify teaching methodology in accordance with students’ ability”.

A valuable addition of ‘learners’ feedback’ as a potential teacher development tool is introduced to identify areas of teaching that can be improved. According to the participant, “after teaching lesson I inquired students about their experience of learning and involvement in activities. Almost of them enjoyed hands-on tasks and learnt concepts quickly. They liked working in small groups as it allowed them to interact with each other comfortably and learn better.”

The focus of learners’ feedback somehow was restricted to “how well students learnt” rather, “reflecting upon teacher’s method of teaching”. It seems the participant need assistance to learn the purpose of gathering ‘learners’ feedback’.

The lessons this participant has learnt as a result of reflecting upon his growth as a teacher are given below.

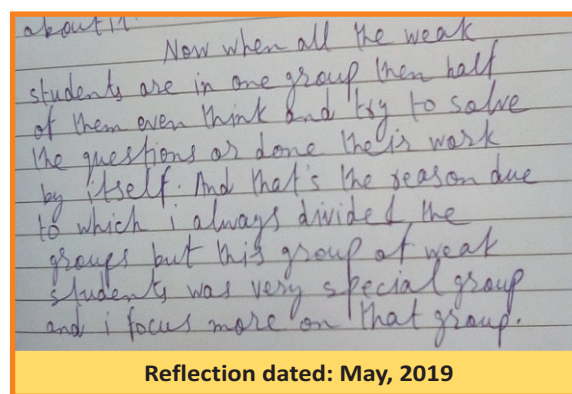
1. Brain storming is the best technique to get to know about students’ previous knowledge, arouse their curiosity about the topic at hand.
2. It is essential to engage all students in activities so that no student is ignored or left behind in the process of learning.
3. Teacher needs to be vigilant while teaching so that students sitting in the back of the class are well taken care of.
4. Activities ought to be conducted in small groups due to two reasons; one it is convenient to manage students, two, it is easy to engage students in competition which improves their skills and attitude towards each other.

5. Appreciation and constructive feedback enhances students’ confidence and learning thereby helping teacher to develop rapport with the class.

He is making attempts of obtaining of learners’ feedback and trying to change his ways of instruction accordingly, however, needs assistance to practice it objectively.

LUNMT-7

The participant used to write reflection twice or thrice a week and struggled hard to learn out of peer observations. He encountered a tough and challenging situation in his school as colleagues were neither willing to observe nor wanted to be



observed by someone. Consistent pursuance enabled him to come to an agreement of making mutual classroom observations and seek each guidance to improve his teaching practice. Besides teaching, upon the direction of designated school Head he performs additional tasks that are administrative in nature, for example, online data entry and compilation and maintenance of NSB record. He prepares students to appear in LND test that is given to students for their evaluation.

A review of his reflective journals revealed the lessons he learnt from peer observation which he incorporated in his teaching:

1. Before teaching a new lesson, the previous must be reviewed with the help of students. In case of related topics new lessons should be linked with the one taught previously.
2. Group work could be used as a strategy

to resolve management issues in large class size.

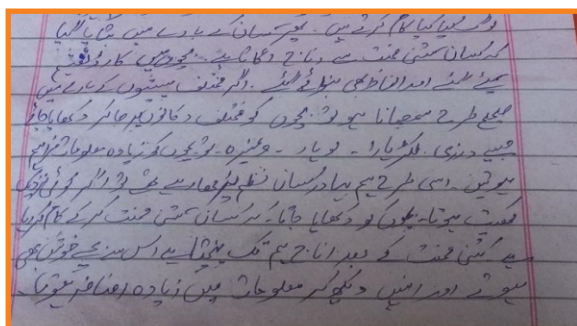
3. Groups should be made keeping in view students' abilities, i.e., mixed ability.

According to the participant, "I requested my peer to permit me to observe her class to which she very kindly agreed. In the class the teacher divided students in two groups; one group consisted of active and sharp students and other of weak students. It was quite surprising for me upon inquiring the teacher explained that when intelligent and weak students work in the same group, there are chances to participate for weak ones are meager because intelligent one dominate and perform the tasks. That is why, I kept them in separate groups and I pay more attention on weak students".

4. At the end of the lesson it is important to gather students' feedback, whether or not they learnt the topic under discussion
5. Teacher must focus on lesson and avoid to repeat words and sentences while teaching in the class.

LUEWH-8

The participant has started to get help from her self-reflections and peer observation. She has demonstrated enthusiasm towards activities of longitudinal study right from the beginning. She introduced active learning in her classroom teaching but as designated head she is overwhelmed with administrative responsibilities. Therefore, there is a lack of continuity in her initiative towards uplift of her teaching practice. The analysis of her reflective



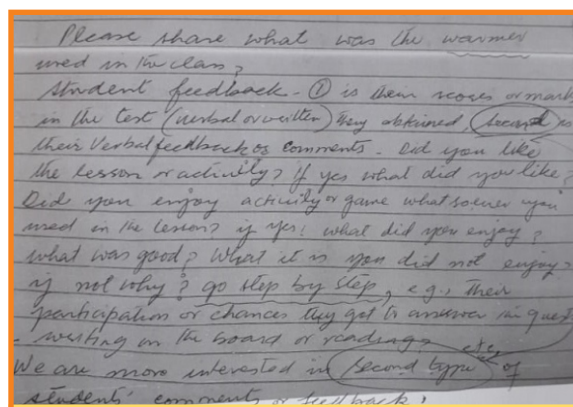
Reflection dated: May, 2019

writings revealed following about her understanding:

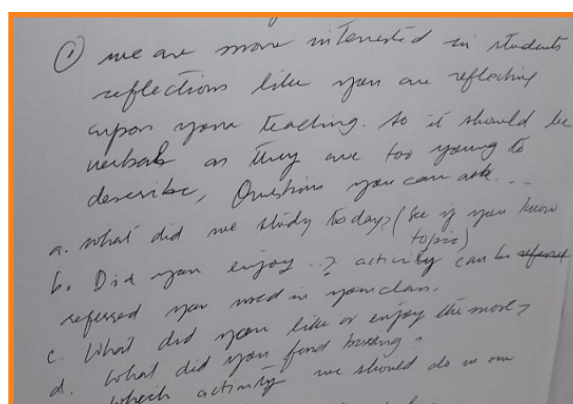
1. Use of everyday life examples and experiences while classroom teaching improves students' attention and accelerates learning.
2. Before going to class teacher must have enriched knowledge related specific topic equipped with appropriate examples.

3.6.5 Written feedback provided to LS participants by Team Lead

LS team lead provides feedback to LS participants. Below are couple specimens.



Feedback provided to KUNMT-3, dated May, 2019



Feedback provided to KRNWT-2, dated May, 2019

4. Conclusion and way forward

FAME Education as a third party, used standardised set of mutually agreed instruments, protocols and procedures for monitoring and assessing quality of PEELI interventions and validating the initiative's outputs, along with establishing baseline for its impact assessment. The data gathered through quantitative tools were augmented by qualitative information/ input collected through the focus groups, semi-structured interviews, and informal discussions with the primary beneficiaries (trainees) of the professional development opportunities organized under the initiative. The secondary sources for the data were The British Council and QAED data-bases.

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

4.1 Key findings

About The PEELI academic plan

PEELI team has produced an Academic Plan for the initiative that delineates well, mode of the interventions – school based, face to face, on-line professional development opportunities certification and conferences, etc. – for all stakeholders including in-and out-side school staff. The plan also informs about the content of professional development interventions vis-à-vis intended outcomes that brings clarity for all implementing partners.

About PSTs' training

1. Almost all PSTs (93 percent) expressed their satisfaction towards the training.

"We all teachers are highly qualified and have been to higher education institutes before joining as teachers, this training is helping us to learn to make our classrooms child-centered". Another participant added, "besides this training is helping us to understand child psychology in a better way". (FGD, QAED Kot Addu).

2. Majority of PSTs (92 percent) rated that the training was useful for them.
3. 97 percent trainees (PSTs) agreed that ETs were competent to deliver the training.
4. 86 percent responded that the training material was of quality.
5. Only 54 percent agreed that the training venues were comfortable.
6. The training has created positive image of British Council efforts, as more than 73.6 percent of PSTs agreed to recommend 'British Council to friends or colleagues'.
7. PSTs in FGDs mentioned that their knowledge and skills improved in lesson planning and assessment techniques. They are gaining more understanding of child psychology which would help them in promoting child centered teaching in classrooms.
8. Trends in qualitative data show that the PSTs were satisfied with the ETs who boosted their confidence as a teacher to replace conventional teaching strategies with strategies that can cater the students' needs and interest for effective learning.
9. A comparison of current state of professional expertise of the participants with that of baseline, revealed a positive change and improvement. The exposure of first training, active learning, and appropriate use of language and introduction to classroom management, which was a 'forgotten story' gained life as soon as they started 'reflecting upon their classroom teaching'. Although the pace was extremely slow, there was a sense of realization and consciousness. They started looking back, talked to colleagues and revisited their method of teaching. As a result, they started planning before teaching, defining objectives, looking for activities and involving students in active learning.

About ETs' professional development

10. Majority (67 percent) of the ETs have achieved the 'Engagement Level' – trainer has developed her/his skills and knowledge as teacher educator through practical experience and professional learning –which is 2nd last highest level among their professional development stages hierarchy 33 percent ETs were at foundation level.
11. A small proportion (2.6 percent) men were still at Induction level in planning lesson and managing learning i.e., "the trainer has completed her/his initial training but has not yet acquired the foundation of teaching skills and knowledge on which to build her/his role as a teacher educator.

Considering achievements of PEELI as mentioned above and in the subsequent section of the report, inputs vis-à-vis outputs, in terms of their quality may safely be rated as 'satisfactory'. Two-third of the ETs have achieved the 'Engagement Level'. Over 90% PSTs are satisfied with ETs' competence delivering training to them, the training itself, and its usefulness. PSTs have started planning before teaching, focusing on SLOs and activities for active learning. Certain numerical targets to be attained by PEELI are overdue, e.g., number of trained PSTs, due to following challenges.

Challenges to PEELI

12. A significant number of ETs have also been engaged by other donors for their project activities apart from the SED/DEAs activities besides teaching in a school.
13. There were a few occasions when either those ETs were deployed who were not prepared for the particular training; and/or even in some cases other than ETs (Non-PEELI trainer) were also deployed for imparting training to PSTs in the field.
14. The **issue of communication and coordination** between SED and DEA cropped

up again and again. PSTs were concerned about the situation, as they were not confirmed about training batch. Sometimes they had to contact DEA to dig out notification for their nomination, collect it and submit to their school authority "head teacher" or "principal."

15. The **quality of printing, presentation and distribution** of training materials were of great concerns. The material provided to trainees (PSTs), was "photocopied in black & white", which was last updated in 2015.
16. **Follow-up support** after attending training was/ is almost missing both for ETs and PSTs.

4.2 Way Forward

PEELI trainings were found to be responsive to the training needs of ETs to a large extent. These trainings are developing ETs as reflective practitioners who are ready to adapt to situations and training needs of PSTs. Certain aspects related to training like revisiting of training contents and materials and managerial bottlenecks or holdups are to be addressed carefully (details given in section 3 of this report). Keeping in mind that dynamics of process of education and professional development, it makes sense that not all issues/ difficulties can always be addressed simultaneously yet a few. Following aspects were identified for prompt attention before the next round of trainings under PEELI.

4.2.1 Concerning to the training of ETs

1. **Selection of ETs:** Generally all the ETs are enthusiastic, motivated and passionate persons who have energy that is contagious during the training sessions. It is good for PEELI project, but at the same time it has become one of the obstacles for ETs for participating in all PEELI activities. The major reason is either these people (ETs) are engaged by almost every other donor working with SED or are assigned duties by SED itself or its allied institution to complete

other administrative/academic task. There is a dire need to negotiate with DEAs through SED that ETs should only be engaged in out of school activities which are assigned by PEELI.

2. **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. In almost every discussion, ETs were of the opinion that they are neither evaluated nor followed-up after the training. They had the same observation for their trainees i.e. PSTs.

3. **Confidence building of DEAs and PMIU:**

The QAED Punjab with support of SED, should engage PMIU and DEAs for stimulating their confidence on the training by making them realised that the CPD is an effective contributor for overall quality of education and ultimate improvement in SLO achievements among the students. Furthermore communication between: SED and DEA; DEA and school Heads; and School Heads and teachers should be exemplary. In addition to this, orientation workshops for DEA, DEOs, AEOs and MEAs, and other school personnel including school Heads/ Principals, should also be organized.

4. **Policy decision by the SED on time**

allocation for CPD and release of trainees:

There is a dire need to decide at policy level that this much number of hours are mandatory for the teachers to participate in CPD activities. Furthermore, a policy level decision is required on the release of trainers and teachers to participate in the training programmes.

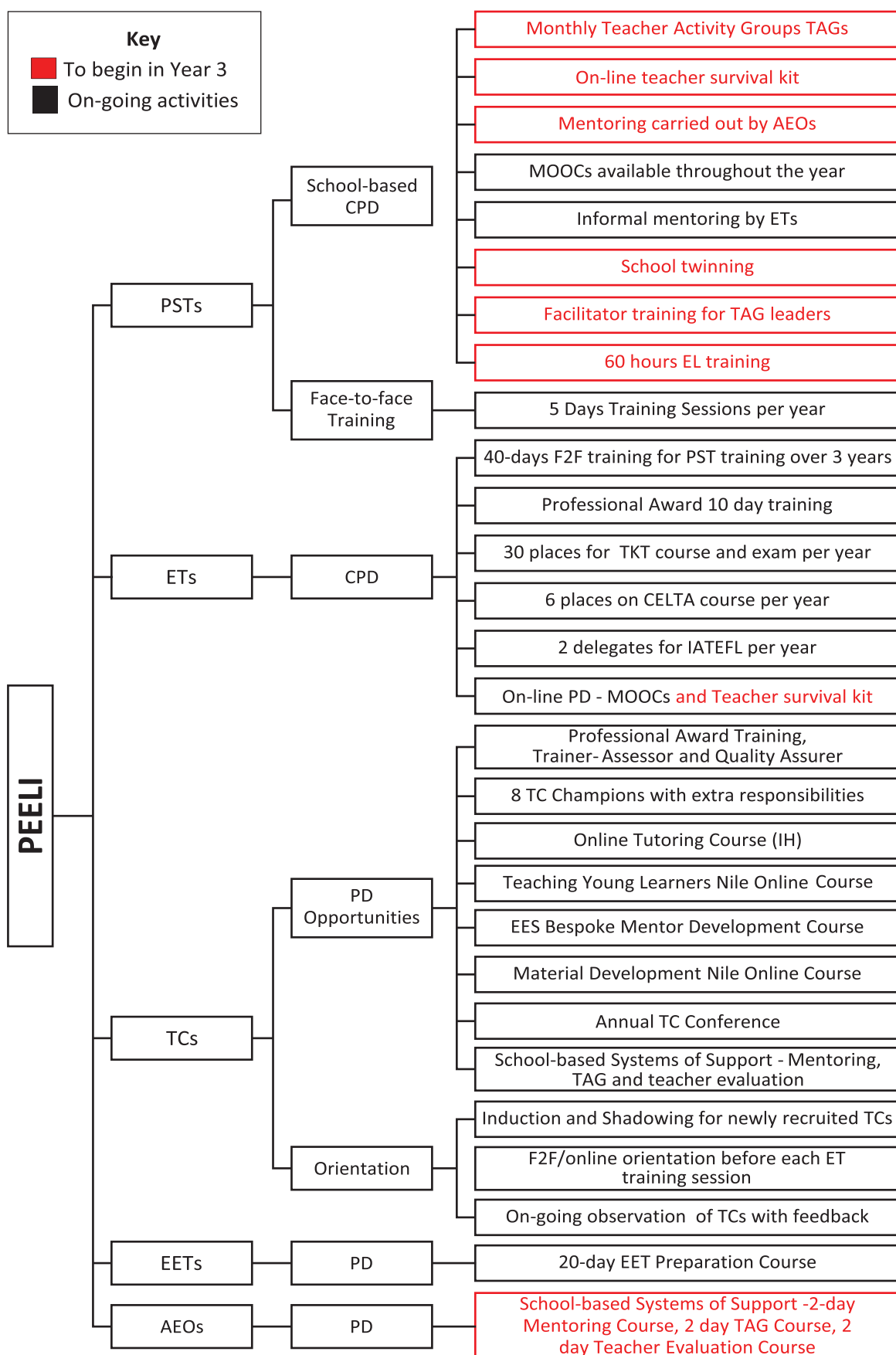
4.2.2 **Concerning to the deployment of ETs for PSTs**

- 5 **Re-evaluation of ETs:** About 2 years before ETs were selected on the basis of some predefined parameters. There is a need to revisit this selection by re-evaluate of ETs on the basis of their participation in their own trainings, as well as their performance while imparting trainings in the field. For this purpose, British Council can use feedback of QAED Punjab and/or FAME data.
- 6 **Selection of ETs for every upcoming training:** Generally all the ETs are appointed by the district QAED. This practice is better to save the time and ensuring ETs availability for PSTs trainings in the field. However, the District QAED heads should be directed to select ETs only from the list approved by the British Council/QAED Punjab. For this purpose, after re-valuation of ETs, district-wise list of ETs should be handed over the concerned District QAED head.
- 7 **Deployment of ETs for an upcoming training:** District QAED should be advised to share the final list of selected ETs for an upcoming training with the British Council/QAED Punjab, for its validation. This step will ensure that all the deployed ETs have the pre-requisite training for the particular training, if any.

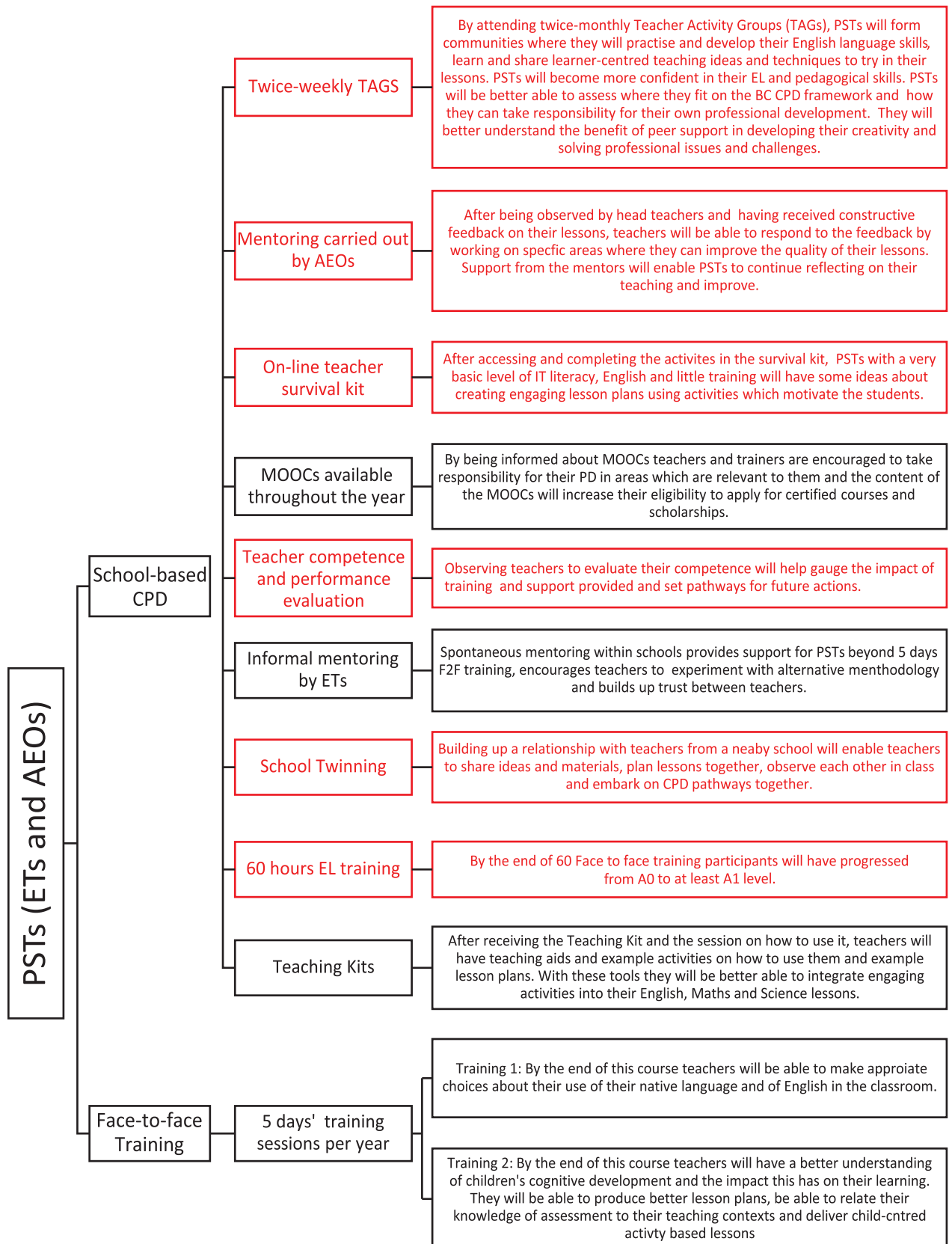


APPENDICES

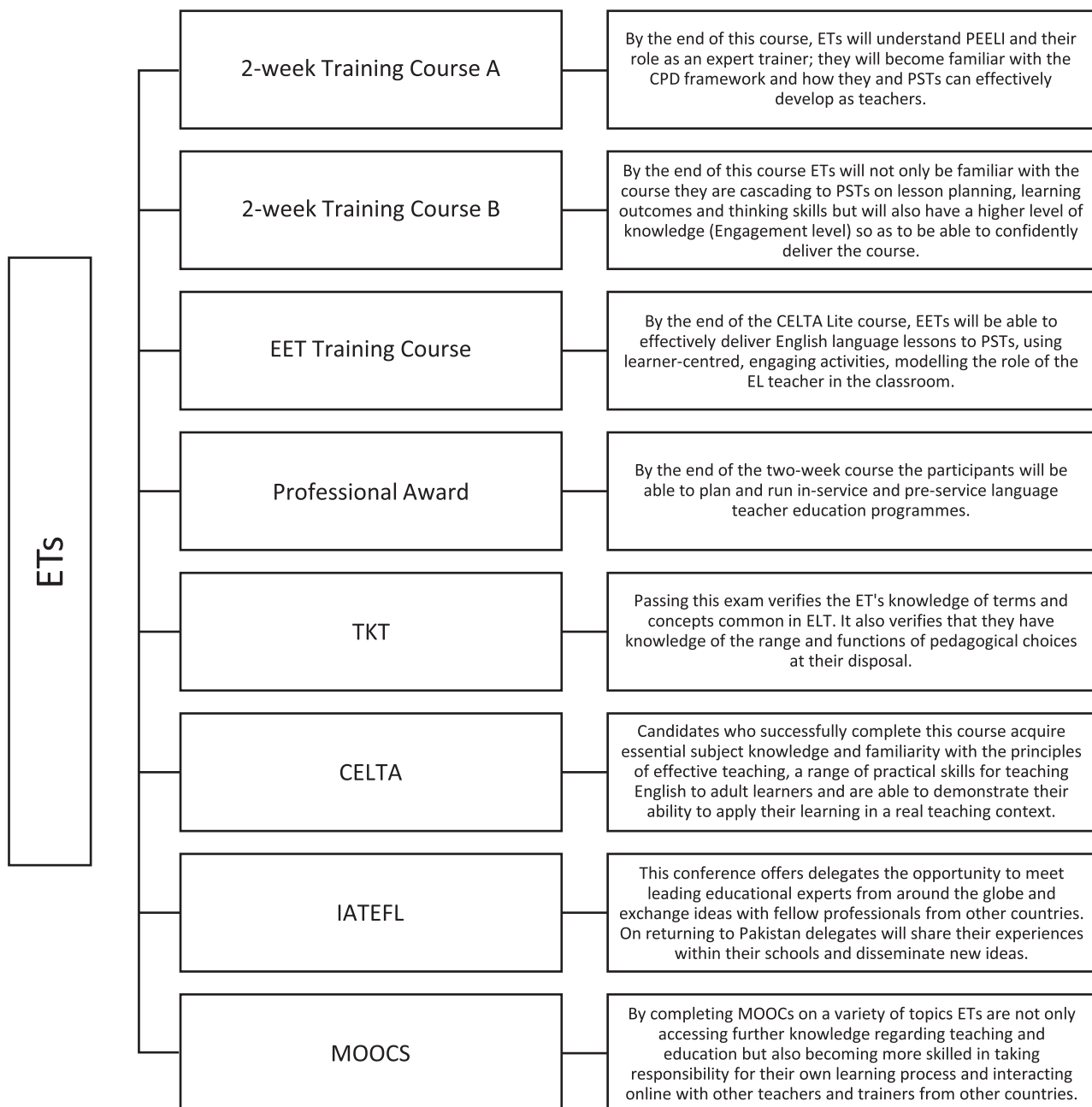
Appendix 1. PEELI Academic Plan



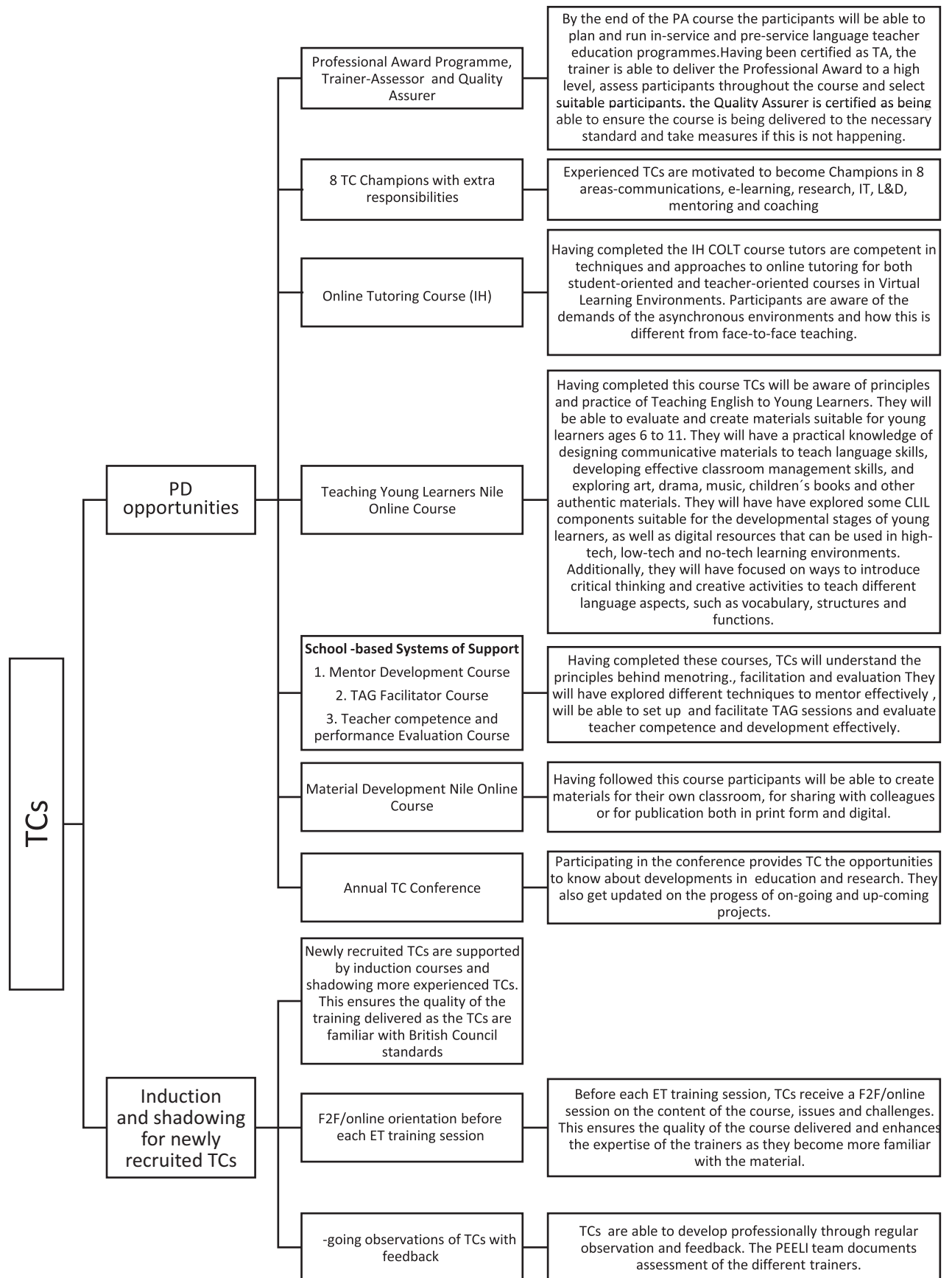
Appendix 2. Activities for PSTs Professional Development



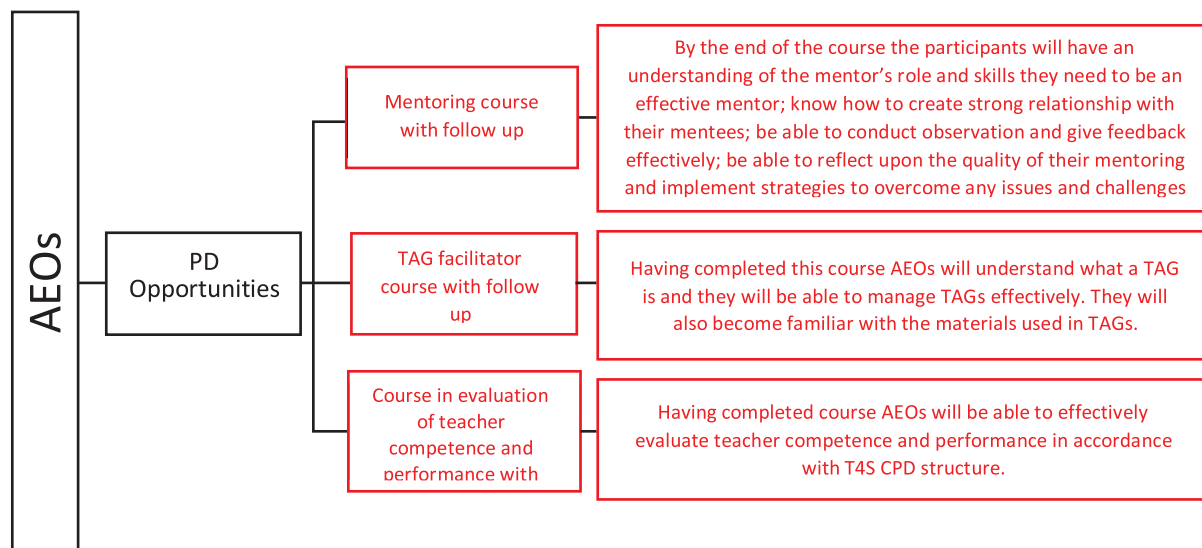
Appendix 3. Activities for ETs Professional Development



Appendix 4. Activities for TCs Professional Development



Appendix 5. Activities for AEOs Professional Development



Appendix 6. PSTs 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 its 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. Key learnings from the training

9. I have a better understanding of how children learn.
10. Based on my better understanding of how children learn I can plan more effective lessons.
11. I can identify the main elements of a lesson plan
12. I can identify the main stages of a lesson plan
13. I can include assessment of learning in my lesson planning

III. ETs' competence

14. The trainer has knowledge of the subject matter.
15. The trainer has ability to explain and illustrate concepts.
16. The trainer answered questions completely.

IV. Quality of training material

17. The training material is appropriate to my level of understanding.
18. I can use the provided material in my teaching easily.
19. The printing quality of material is good.

V. Training venue comfortability

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

Appendix 7. Key questions to guide FGDs with PSTs on their training

1. **Think back to your training (during year 1 of PEELI), what difference did you feel in the current training?**
2. **What did you most like about the training?** (What drove the positive/negative reaction? If negative, how could it be rectified?)
3. **What are your key learnings from the training?** What do you think about the aims of attending the training? (Improving lesson planning, developing activities to support enacted curriculum SLOs (subject math, science, English etc. may be referred), assessment of learning, lesson delivery)? Do you think the training has improve your above-mentioned skills? If not, why not?
4. **What are your thoughts on the material/content used in the training?** *Is there anything that needs to come off? Is there anything you feel should be on and is not? Was the language easy to understand?*
5. **Specifically what did the trainer do well?** *As to share the best behaviour of /methods used by the trainer from which you learn better*
6. **What recommendations do you have for the trainer to improve?**
7. **What can be improved with regard to the structure and format of the training, and/or materials used in it?**



Appendix 8. ET's observation schedule (Delivering training to PSTs)

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

Appendix 9. 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. Attock	9	0	9
2. Bahawalpur	4	4	0
3. Faisalabad	6	4	2
4. Gujrat	6	1	5
5. Hafizabad	7	3	4
6. Lahore	13	6	7
7. Muzaffargarh	12	4	8
8. Rawalpindi	6	4	2
9. Sheikhpora	1	0	1
Total	64	26	38

Number of PSTs included in the feedback session by district

District	Total	Women	Men
1. Attock	277	209	68
2. Bahawalpur	103	75	28
3. Faisalabad	212	186	22
4. Gujrat	333	271	57
5. Hafizabad	258	126	132
6. Lahore	616	469	147
7. Muzaffargarh	387	189	198
8. Rawalpindi	216	172	43
9. Sheikhpora	26	20	6
Total	2428	1717	711



Appendix 10. Number of training participants (PSTs) by batch and district

District	Batch ²² III			Batch IV		
	Expected number	Actual number	Participation rate (%)	Expected number	Actual number	Participation rate (%)
Attock	352	350	99	470	470	100
Bahawalnagar	1050	1040	99	160	156	98
Bahawalpur	701	527	75	542	523	96
Bhakkar	343	243	71	263	257	98
Chakwal	454	447	98	377	361	96
Chiniot	415	407	98	24	24	100
Dera Ghazi Khan	650	593	91	551	512	93
Faisalabad	750	722	96	484	454	94
Gujranwala	770	770	100	729	729	100
Gujrat	790	790	100	600	600	100
Hafizabad	302	302	100	491	491	100
Jhang	420	386	92	254	254	100
Jhelum	261	236	90	421	413	98
Kasur	650	621	96	600	592	99
Khanewal	425	353	83	335	322	96
Khushab	211	211	100	192	192	100
Lahore	700	677	97	700	700	100
Layyah	608	547	90	475	473	100
Lodhran	288	284	99	-	-	-
MB Din*	315	315	100	315	315	100
Mianwali	315	284	90	170	166	98
Multan	595	540	91	425	420	99
Muzaffargarh	1085	1085	100	604	604	100
Nankana Sahib	210	210	100	210	210	100
Narowal	681	645	95	559	481	86
Okara	630	507	80	846	825	98
Pakpattan	259	254	98	286	286	100
Rahim Yar Khan	820	816	100	830	820	99
Rajanpur	632	423	67	-	-	-
Rawalpindi	875	740	85	980	1019	104
Sahiwal	378	313	83	298	297	100
Sargodha	938	938	100	701	701	100
Sheikhupura	507	502	99	567	561	99
Sialkot	315	315	100	315	315	100
Toba Tek Singh	270	259	96	303	303	100
Vehari	630	534	85	226	226	100
Total	19595	18193	93	15303	15069	98

²² Batch I and II completed their training during last quarter

Appendix 11. Comparative analysis of ETs' performance

	1 st Observation (Dec 2017)		2 nd Observation (Mar 2018)		3 rd Observation (June, July and September 2018)		4 th Observation (March, 2019)		5 th Observation (April, 2019)	
	N=101		N=106		N=99		N=113		N=64	
Attributes and indicators	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
How well does the trainer know his/her subject?										
1. Accuracy of information presented	2.44	.654	2.69	.523	2.77	.470	2.92	.446	2.97	.470
2. Clarity in communicating information	2.44	.654	2.71	.568	2.75	.481	2.91	.454	2.84	.479
3. Relevance of supporting examples with the presented information.	2.18	.727	2.57	.569	2.41	.623	2.91	.576	2.66	.623
4. Use of research for drawing supporting examples	1.80	.762	2.10	.584	2.17	.623	2.86	.515	2.42	.612
5. Correct use of terminology	2.24	.698	2.73	.544	2.65	.521	2.80	.569	2.86	.467
How well does the trainer understand how teachers learn?										
6. A wide range of appropriate pedagogical strategies used to meet the needs of individual teachers and the group as a whole	2.20	.667	2.57	.569	2.45	.558	2.77	.613	2.83	.490
7. Use of research-based strategies for adult learning	1.72	.709	2.30	.604	2.26	.664	2.72	.574	2.44	.687
8. Broad range and appropriate strategies used to motivate the learners	2.18	.687	2.57	.552	2.36	.562	2.71	.529	2.69	.531
How well does the trainer plan and manage teacher learning?										
9. Clarity in stating appropriate learning outcomes	2.23	.676	2.42	.689	2.10	.802	2.68	.522	2.36	.743
10. Quality of plan to guide the session	2.19	.703	2.21	.700	2.10	.721	2.68	.555	2.48	.666
11. Effectiveness of learning environment in relation to learners, resources, space and time.	2.14	.766	2.56	.618	2.34	.641	2.64	.669	2.75	.591
12. Regularity in employing appropriate supplementary materials	2.16	.662	2.53	.636	2.21	.674	2.64	.552	2.70	.634
13. Effectiveness of assessment used for achievement of the learning outcomes	2.20	.667	2.46	.538	2.35	.594	2.61	.525	2.69	.560
How well does the trainer support and mentor teachers?										
14. Appropriateness of provided advice that extends the learning to the teachers' own teaching environment	2.15	.642	2.46	.520	2.42	.517	2.60	.543	2.69	.531
15. Provision of opportunities to teachers to reflect on the application of new knowledge and skills	2.10	.595	2.60	.596	2.53	.522	2.58	.678	2.75	.504
16. Activeness in encouraging teachers to take responsibility for their professional learning	2.28	.683	2.58	.599	2.51	.503	2.57	.549	2.70	.582
How well does the trainer monitor teacher performance?										
17. Wideness in range of using appropriate pedagogical strategies to monitor teacher performance	2.10	.647	2.36	.501	2.31	.508	2.43	.680	2.59	.555
18. Level of coherence and appropriateness of frame of reference for evaluating teacher performance	1.89	.680	2.29	.457	2.25	.578	2.42	.637	2.61	.581
19. Consistency in recording evaluation for provision of feedback to teachers	1.92	.761	2.25	.531	2.32	.568	2.34	.663	2.66	.570

During winter break training (2017), induction training (March 2018), remaining part of induction trainings (June, July & September 2018), and 2nd round of training (March, 2019), and (April 2019)

Appendix 12. Learners Feedback-A guiding tool

Feedback is information provided by an agent (e.g., teacher, peer, book, parent, student, experience) regarding aspects of one's performance or understanding. It occurs typically after instruction that seeks to provide knowledge and skills or to develop attitudes. If feedback is gathered for the purpose of improvement in teaching and learning, it focuses on these three aspects:

1. What I am doing? Why I am doing (what I am doing? As a teacher - Where I am going? is it related with learning objectives?)
2. How am I going?- it focus on teaching methodologies of teacher (instruction and attainment of intended goals)
3. Where is next?- it informs the teacher about improvements in teaching and teaching methodology and future goals

Teachers seek learners ideas about the lesson she taught in her class, ask for their comments and suggestion, for example, what they think could/ should be:

- changed
- included
- improved

To make learning fruitful and fun for them. In these suggestions are hidden the 'areas' a teacher needs to change or improve.

As she/her reflects, if "it was difficult for kids", what it is I have to change, how I can give instruction or make instructions easy to understand (for students), follow the activity step by step, repeat instructions, set a time for completing the activity, ensure all are participating etc.

Effective and easy questions **(to seek students' reflection about their learning, teachers' approach to teaching and handling students)** of teachers in the class help them with opportunity to identify and correct misperceptions. This kind of questioning gives teachers an opportunity to revisit their planning, select appropriate activities and assess students accordingly **(that's how they get to improve their teaching practices)**. Sample questions are given below for your ready reference:

a. What we/you studied today?	<i>Refer to the topic you taught.</i>
b. What did you like most and why?	<i>Ask about the approach you used, activity based, held a whole class discussion or group work</i>
c. Did you enjoy learning/activity?	<i>Give reference of activity being used in the class</i>
d. Who did not speak at all during class and why?	<i>Make eye contact with the most.</i>
e. What was the fun in the activity? Did you laugh and cheered with joy?	<i>If students cannot identify you make a mention of your observations of the class</i>
f. Do you enjoy pair work/group work/individual work?	
g. What was difficult in the lesson? Shall I repeat?	<i>You may draw signs (emoji) on board to know to what extent they have understood.</i>
g. What did you find difficult in lesson/topic and why?	<i>Make reference to stages of topic development introduction to complexity</i>
h. Did you enjoy writing on the board?	<i>Refer to those who did and say rest will get a chance in the next class</i>
i. Was it easy to write answers to questions after discussion?	
j. What do you think shall we do more hands-on activities in class?	
k. Would you want me to teach next lesson in the same way? What should I change?	<i>Make reference to what you did step by step.</i>

After getting feedback analyze how you can change your planning and teaching in the light of what we gathered from students.

Identify step by step changes starting from identifying objectives, activities, materials needed, selection of grouping; large group, small group or peer work; instruction step by step, announcements for the class, time, lesson and self-management, and mode of assessment etc.

It is not necessary you will complete a topic in one period, it should be divided over three periods.

Sources

PEELI Training module



Appendix 13. Brief of other meetings and provided feedback to Longitudinal Study Participants

KREWT-1

The analysis of reflective writing was conducted and in face to face conversation following questions were asked.

1. How often do you plan lessons?
2. Did you plan lesson to teach specific topic only?
3. State the learning objectives which you (in your opinion) achieved? Please write at least two.
4. If you had planned activity for students, what was that activity?
5. Why students were excited because of activity or anything else which made them excited?
6. How did you assess students?
7. What are some strong or weak areas your peer has identified in your teaching?

KRNWT-2

When reflections were analyzed over the period of trimester, following written feedback was provided to study participant:

1. Feedback and assessment in terms of academic achievement. What students learn and understood too.
2. You can gather feedback by asking questions which will help you in understanding your own teaching methodologies.
3. We are more interested in students' reflection as you are reflecting upon your teaching. So it should be verbal as they are too young to describe. You may ask questions like following:
 - a. What we studied today? (see your lesson/topic)
 - b. Did you enjoy today's lesson? (activity can be referred you used in your class)
 - c. What did you like or enjoy the most? Please mention (here you can make a reference to the tasks in which you involved students)
 - d. What did you find boring?
 - e. Which activity we can do/ repeat in our next class?
 - f. Which activity we should do in your next class and why?
 - g. Did you enjoy writing on board and why?

KUNMT-3

He is keen to do start with warmers and designed activities by her own as well as frequently conducted the assessment activity. After analyzing the reflections, feedback was provided to him:

1. If you are using warmers in your class, please share what warmer was used in your class?
2. If you are getting through assessment, what was the method was used either it as verbal or written? They obtained marks/scores as feedback from teacher is your written feedback?
3. Did you like the lesson or activity and what did you like most in activity or lesson?
4. What did you enjoy?
5. What you did not enjoy and why?

It is necessary to go step by step, e.g. their participation or chances they got to answer the questions writing on the board or reading.

We are more interested in students' verbal feedback or comments because they are too young and difficult to describe in writing.

KUEMH-4

The following feedback was provide to participant on the bases of analysed reflections:

1. Have you identified some of your weak areas while reflecting upon your teaching?
2. How many times have you experienced peer observation?
3. What have you learnt out of this experience?
4. If you divide your class in smaller groups of 5 students, what's the reason behind to divide a large class of 51 students in smaller groups?
5. What was the purpose to do that and what are the advantages and disadvantages?
6. If had implemented certain activities in your class, what did you learn out of this?
7. Did you plan lesson?
8. How did you assess your students please describe?

LRNWT-5

She has experienced peer observation and being observed by peer, and tried to obtain learners' feedback but not successfully to add value to her professional growth by modifying teaching methodologies. After analyses of reflections, following feedback was provided to her:

1. What have you learned out of peer observation experience?
2. Which areas did you focus while observing your peer?
3. How did you collected, students' feedback?
4. Did you find anything which informs, students liked the topic?
5. Were they satisfied or not? Ask for reasons.
6. Did they enjoy topic/lesson/activity?

LREMT-6

He made successful attempts to obtain students' feedback and following feedback was sent to him after analyses of reflections:

1. What was questions, did you ask from students as feedback? Give explanation
2. What was the thing which students liked/enjoyed most in activity?
3. What they didn't like in activity?
4. What are benefits in working in groups?

LUNMT

He has made fair attempt for gathering learners' feedback. However, what we want is more than students 'understand' though this is important too. Besides learning concepts and ideas if students learn which having fun will be long lasting. Questioning for getting students feedback should be included. You may ask some easy and simple questions:

1. What we studied today?
2. Was a lesson good or not?
3. If you made groups for activity, ask what was good about it?
4. What did you enjoy most and why?
5. Did you feel bore and what was the reason behind either topic itself or teaching methodology?
6. What do you think, how we can improve this lesson in future?

LUEWH-8

She is trying to reflect upon her teaching along with peer observation. She tried to make successful for getting learners' feedback.

1. Did you plan lesson to deliver lesson to students?
2. Can you fairly report that you have achieved your learning objectives?
3. Did you plan any activity for students, if yes, what was that activity?
4. Did students enjoy lesson and why they enjoyed?
5. Were they fully involved in learning process or not?



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