



APRIL 2015- MARCH 2016
**END OF YEAR
REPORT**

GLOSSARY

ABLE	Activity Based Learning in English
CELTA	Certificate in Teaching English to Speakers of Other Languages
CPD	Continuous Professional Development
DSD	Directorate of Staff Development
DTE	District Teacher Educator
ELT	English Language Teaching
EMI	English Medium Instruction
ESIA	Equality Screening and Impact Assessment
GoP	Government of Punjab
MOOCs	Massive Open Online Courses
MOU	Memorandum of Understanding
PCTB	Punjab Curriculum and Textbook Board
PEC	Punjab Examinations Commission
PEELI	Punjab Education and English Language Initiative
PD	Professional Development
PST	Primary School Teachers
SLO	Student Learning Outcome
SPELT	Society of Pakistan English Language Teachers

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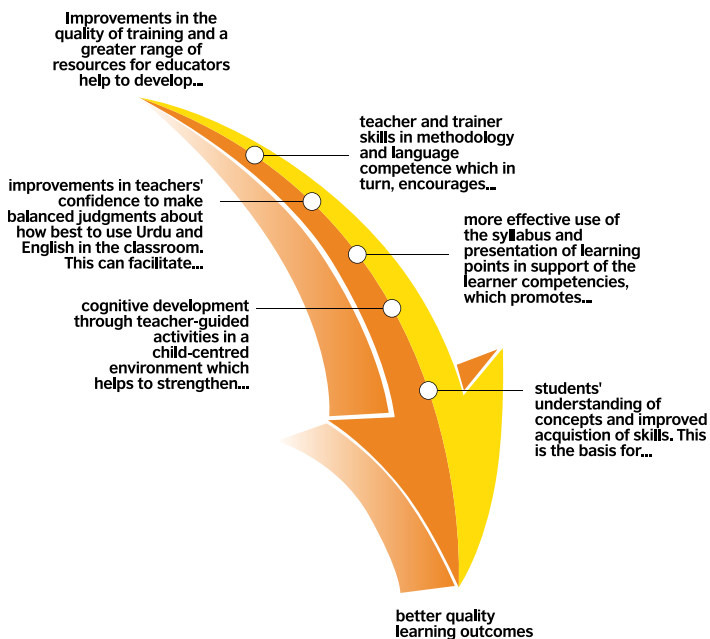
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PUNJAB EDUCATION AND ENGLISH LANGUAGE INITIATIVE (PEELI)

Established in 2013, British Council's Punjab Education and English Language Initiative (PEELI) is working in close coordination with the Directorate of Staff Development (DSD)¹ to improve English language skills, teaching methodology and school leadership to support the Chief Minister's Roadmap for quality education.

PEELI uses a holistic and experiential approach towards teacher education by providing face-to-face training, online learning and self-access platforms based on world-class teaching resources to government education managers, teacher educators and teachers.

PEELI's philosophy is best understood through its theory of change:



PEELI aims to enable every single teacher in Punjab to achieve excellence in learning and teaching which ultimately translates to better quality learning outcomes.

PEELI's contribution is targeted at providing training, resources and self-directed learning platforms for not only teachers and teacher educators but also district officials and head teachers. PEELI's training is embedded into Government of Punjab's (GoP's) annual training calendar for educators and is integrated into all promotion-linked, induction and professional development training carried out by DSD. PEELI also collaborates with development partners and other stakeholders to ensure that the project is aligned with on-going systemic reform initiatives and contributes strategically to the government's ambitions for improving the quality of education in Punjab.

In December 2015, PEELI signed a formal MOU with the Government of Punjab to significantly upscale the scope of its work over the next 3 years. As per this new ambition, by 2019 PEELI will help more than 300,000 primary and middle school teachers of English, Math and Science, in delivering high quality, activity-based, child-centred lessons to nearly 10 million children across Punjab. This is also an excellent opportunity for PEELI to help teachers, teacher educators and educational leaders in primary and middle government schools across Punjab to reach their full potential in terms of professionalism and expertise in order to maximise the quality of teaching and Student Learning Outcomes (SLOs).

1. DSD is the apex institution for capacity development of educators in Punjab

PEELI ACTIVITIES

Face to Face Training

During the past year, the PEELI team delivered **31** face-to-face training sessions to a total of **3,510** participants including teachers, teacher educators and education managers. Three different training courses were delivered during this time. 'Teaching English for the Subject Classroom' was delivered to **1237** newly inducted Educators and 'Leadership in English Medium Instruction' was delivered to **1748** Head Teachers. Moreover, **105** Primary school teachers (PSTs) were also trained on the 'ABLE Primary English' course.

Master Trainer Orientation

PEELI continued to strengthen its partnerships within the education sector and support the Chief Minister's Quality Drive. In collaboration with the Roadmap team, PEELI Training Consultants oriented **420** Master Trainers (MTs) on the newly integrated teacher guides for grade 1, 2 and 3 for English, Urdu and Mathematics in October 2015 and March 2016. The training focused on introducing the microteaching technique which allows teachers and teacher educators to practise their teaching and training skills during the training.

The MTs went on to cascade this training to approximately **4,000** District Teacher Educators (DTEs) who then oriented nearly **185,000** primary school teachers in all **36** districts of Punjab. In addition to that, PEELI also provided input on the training content and will be working closely with the Roadmap

team in the coming months to increase the project's outreach and impact in order to make significant contributions to improving quality of classroom teaching in Punjab.

British Council Resource Centres

Late last year, DSD, in consultation with the PEELI team, appointed 18 members of their staff to act as Resource Centre coordinators (three at each of the six Resource Centres).

Two training events were organized in Lahore and Faisalabad to orient all 18 of these new coordinators on PEELI's philosophy, how to engage target audiences and effective usage of the resources available at the Resource Centres. The Resource Centre coordinators are now working on a six month activity plan for each centre.

Moreover, since September 2015, PEELI has delivered the 'Online Mentoring Skills in English' course to **700** DTEs through its Resource Centres in Lahore, Bahawalpur, Sahiwal, Multan, Faisalabad and Gujranwala. The course includes activities for DTEs to practise supportive mentoring techniques and discussion activities to share teaching tips for the following month's SLOs.

With the continued support of DSD, the aim is to make 'Online Mentoring Skills in English' an established component of DTEs' Professional Development days. The sessions have received encouraging feedback from the DTEs who are now able to build on their expertise to mentor and monitor teachers.



UNICEF Training

In December 2015, PEELI collaborated with UNICEF Punjab to deliver a 4-day training event on the 'Teaching English for the Subject Classroom' course to **54** MTs in district Rahim Yar Khan (RYK). These MTs will cascade the training course to subject specialists and teacher educators in the district. This was the first time the PEELI team was able to directly deliver a training in RYK through its Training Consultants and we aim to deliver more training events in under-served districts in the coming months.

APTIS Tests

From the 26 – 28 of January 2016, as many as **377** DTEs, MTs and primary school teachers were tested on the Listening, Reading and Writing components of British Council's APTIS test. The tests were conducted at British Council Resource Centres and their results are being used by the PEELI team to design course materials and tailor training delivery to the English language requirements and abilities of its training audiences.

Teacher Training Videos

PEELI has filmed and produced nine English medium lessons taught in Lahore government schools. Comprising of nine lessons and four subject areas (English, Maths, Science and Computer Science), the videos feature child-centred, interactive methodology being delivered by teachers in actual classrooms.

The videos have been used to create observation tasks for the 'Leading in English Medium Instruction (EMI)' course as well as a set of mini workshops for DTEs and PSTs adding to PEELI's repertoire of self-access resources.

In the coming months, PEELI will be developing a full video teacher training course that is organised into modules and made available as a DVD with an accompanying workbook.

Communications

The PEELI team has been actively disseminating quarterly newsletters to internal and external audiences in order to keep them updated on our progress. The project's two-years-on video has also been recently launched.

CONTINUOUS PROFESSIONAL DEVELOPMENT

We are committed to providing our Training Consultants with opportunities to expand their knowledge, understanding and skills because this makes them even better trainers.

This year we have grown our pool of Training Consultants from 30 to 45, bringing in additional members of the team with subject knowledge and experience of teaching Math and Science as well as English.

CELTA

This is a prestigious, internationally-recognized qualification awarded by the University of Cambridge that requires the successful completion of an intensive, four-week course with both theoretical and practical components. This year 11 Training Consultants successfully completed the course and 45% of PEELI Training Consultants are now CELTA-qualified further strengthening PEELI's endeavors to bring world class teacher training to Punjab.

SPELT Conference

In November 2015, the PEELI team successfully delivered two workshops at SPELT's (The Society of Pakistan English Language Teachers) thirty-first annual English Language Teaching (ELT) conference in Lahore. The conference's theme was ELT traditions and innovations. The team utilized this opportunity to introduce the British Council's new Continuous Professional Development (CPD) Framework – Teaching for Success – and the accompanying high quality, free material on the Teaching English website. The team also familiarized the participants to various online forums (web conferencing, video, online forums, online surveys, MOOCs and webinars) used by teachers and teacher educators in Pakistan. Overall, it was a strong turnout from the PEELI team at a well-established, prestigious conference.



E Moderation

More than 50% of PEELI's Training Consultants have successfully completed British Council's E-moderation course and are now qualified to deliver trainer lead online training. The 4 week course taught them effective ways to deliver British Council online training content using state-of-the-art video-conferencing technology.

Training Consultants Conference 2016

This year, the PEELI team also organised the first Annual Training Consultants Conference which allowed our Training Consultants to get to know newly recruited Training Consultants. It was also an opportunity for the PEELI team to celebrate the project's achievements during the past year and to discuss the project's plans going forward.



EQUALITY, DIVERSITY & INCLUSION



As the UK's principal cultural relations organization the British Council is strongly committed to Equality, Diversity and Inclusion. Our work is centered on building meaningful, enduring and respectful relationships across different cultures. We cannot do this if we do not have a commitment to equality, inclusion and valuing diversity.

Our Equality policy and our Equality, Diversity and Inclusion Strategy set out how we approach the challenges of mainstreaming Equality, Diversity and Inclusion internationally. This means we try to make it a part of everything we do. We have developed a range of tools and initiatives to help us build diversity into our work. One of these is our "Equality Screening and Impact Assessment" (ESIA). It is the process through which the British Council considers the

effect of its policies and practices on different people with the aim of minimizing negative impact and potential discrimination as well as promoting opportunities to advance equality, inclusion and good relations between different groups of people.

PEELI carried out its first ESIA panel during the month of December, 2015. Including representation from the PEELI team, Training Consultants and colleagues from other project teams, the panel explored the ways in which PEELI's existing policies and processes relate to the overall professional development and wellbeing of its Training Consultants. The main issues discussed were provision of adequate safety arrangements for Training Consultants while traveling within the districts, creating flexible work opportunities and ensuring their

professional development through mentoring and on-going support, trainer training and funding to complete professional qualifications such as the CELTA.

As part of the process, the PEELI team has

developed an action plan to monitor progress around these areas and has also developed a human resource policy manual along with a performance review system to highlight key processes and procedures for our Training Consultants.

INSTITUTIONAL CAPACITY DEVELOPMENT OF DSD

PEELI is committed to *institutional* – as well as *individual* - capacity development because it is key to ensuring long-term sustainability. It helps to embed continuous quality improvement and to ensure that the institutions have the capacity and resources to support and maintain advances in quality and teaching excellence.

This year PEELI continued its long-term programme with the Materials Development Wing at DSD. The initiative is designed to embed the skills and knowledge within DSD to produce

training materials that meet international standards and maximize the success of training interventions. Over multiple years the initiative is exploring the “chain” of materials that started with students’ materials’, then moving on to teachers’ materials before finally addressing teacher trainers’ materials. This year the focus was on the middle step, teachers’ resources and at the end of the workshop participants successfully developed teacher support materials for sections from new Government of Punjab textbooks.

STRONGER PROJECT MANAGEMENT OF PEELI

To position PEELI even better for the up scaling planned for its next phase we have worked with an external consultant to apply scrutiny to various aspects of our technical project management and to test the robustness of our strategy. We have streamlined our planning and monitoring & evaluation (M&E) processes, updated the project log frame, reformulated the academic plan, and renewed the Resource Centre strategy and the M&E Framework.

PEELI also went through the British Council’s own thorough project quality review process, PQAF (Project Quality Assurance Framework) which resulted in an agreed action plan that helped us enhance the quality of several aspects of our work.

Key outputs were:

1. A long-term academic plan and strategy for the next three years
2. A streamlined process for generating quarterly project reports on progress made



PROGRESS SUMMARY

Teachers

Indicator	Baseline*	PEELI Impact	
		2014-2015**	2015-2016
Communicating with learners	11% of teachers across Punjab could communicate orally with learners using a good balance of English/Urdu/local language	55% of teachers trained by PEELI are able to effectively switch between Urdu and English while communicating with learners	70% of teachers trained by PEELI are able to make a judicious use of English, Urdu and local language of students while delivering lessons
Understanding needs of learners	9 % teachers displayed a level of English appropriate to the needs of the learners	75% of teachers trained by PEELI demonstrate a good understanding of learner needs	80% of teachers trained by PEELI are able to engage students and adapt teaching methodology according to the needs of learners
Providing learners opportunities to practice English	9 % provided frequent opportunities for learners to practise English	60% of teachers trained by PEELI provide frequent opportunities for learners to practise English	65% of teachers trained by PEELI encourage their students to speak in English when asking questions and interacting with peers

Education Managers

Indicator	Baseline*	PEELI Impact	
		2014-2015**	2015-2016
Knowledge and skills gained during PEELI training	80% education managers trained by PEELI reported gaining new knowledge and skills after attending PEELI's leadership training	100% education managers trained by PEELI felt that they positively benefitted from the training and gained an improved understanding of activity based, child-centred teaching and learning practices	
Development of action plans	60% of education managers trained by PEELI were able to develop an effective action plan for their schools	75% of education managers trained by PEELI were able to construct realistic and achievable action plans for their schools	

Teacher Educators

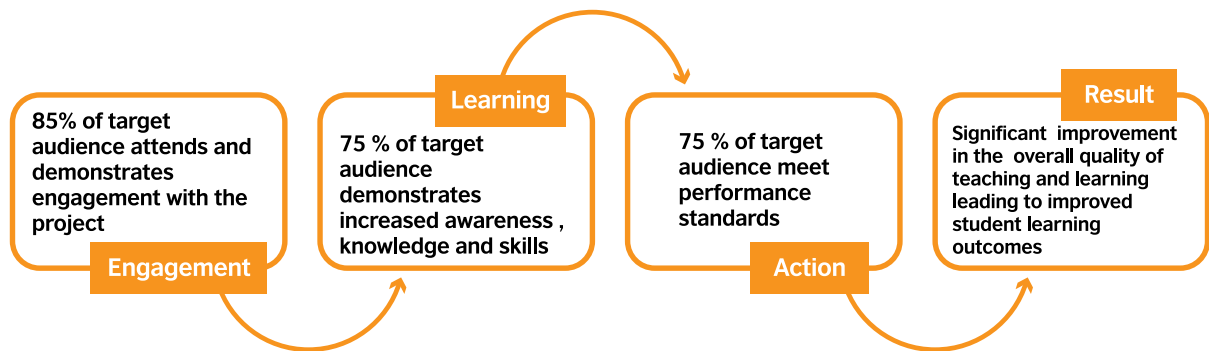
Indicator	Baseline*	PEELI Impact	
		2014-2015**	2015-2016
Using an activity based approach	60% teacher educators trained by PEELI are able to engage participants	75% teacher educators trained by PEELI are able to involve participants in group work and use demonstration activities effectively	
Training delivery	60% of teacher educators trained by PEELI report feeling more confident about delivering trainings	85% of teacher educators trained by PEELI feel more confident about using English while delivering trainings	

*Baseline data collected by DSD

** Based on data collected by Society for Advancement of Education, Roadmap team and PEELI. Indicative sample used

MONITORING IMPACT 2015-2016

PEELI's monitoring and evaluation (M&E) data is assembled in a chain of impact that follows the logic model given below and highlights the way in which targeted audiences engage with and participate in the project activities.



ENGAGEMENT

The first level looks at engagement levels of target audiences. PEELI measures progress at this level through two main tools; feedback questionnaires and training reports submitted by Training Consultants. The feedback questionnaires ask participants to reflect on their professional needs and report on the relevance of the PEELI interventions to their work while the training reports provide useful information on the training conditions and the receptiveness of participants to the training material and delivery. This data enables the

project to understand if its philosophy is in line with the needs of the target audiences and if there are any gaps that need to be addressed.

Feedback Questionnaires

The following table shows the satisfaction levels of PEELI's training participants on the quality of its interventions, acquisition of new knowledge and skills and relevance of the training. The feedback questionnaires were administered to **2,682** participants.

Audience	No. of participants	PEELI training was of high quality (% agreed)	I acquired new knowledge and skills as a result of participating in PEELI training (% agreed)	The PEELI training will help me do my job better/was relevant to my professional development needs (% agreed)
Education managers	1687	96	98	97
Subject specialists	610	97	99	98
Teacher educators	331	83	88	89

Training Reports

A majority of Training Consultants reported that training participants either had a sufficient understanding of English language to follow the training material and that their confidence level to speak in English increased over the course of the training. Participants were also quite receptive to the teaching methodologies and techniques covered in the training courses and showed an eagerness to implement them.

Several Training Consultants felt that the duration of the training events should be increased so that participants have more time to grasp and apply concepts and practise their speaking skills in English. Similar suggestions were made by training participants in the feedback questionnaires.

LEARNING

The second link in the chain of impact focuses on collecting evidence of changes in knowledge, skills and attitudes of the target audiences. The project interventions should ideally have a positive impact on the knowledge, skills and awareness levels of the target audiences and this is measured through assessments built into the training courses, interviews and focus group discussions. The resulting evidence also helps in focusing attention on key deficiencies and devoting more time and effort towards putting them right.

Summative Assessments

PEELI currently has summative assessments embedded in the following training courses:

1. 'Teaching English for the Subject Classroom' (multiple choice test assessing methodology and language skills)
 - o The test was administered to 429 newly inducted educators (subject specialists of Maths, Science, English and Arts) during training courses conducted in Lahore. On average, participants received a score of 8 out of 10 which shows that they were able to grasp key concepts taught during the training. Less than 3% of the participants received a score below 5.
2. 'Leading in English Medium Instruction' (action plans developed by training participants are assessed on how realistic and achievable they are and whether they follow a well-thought out schedule)
 - o 701 education managers completed the action plans during promotion linked trainings held in Lahore, Sargodha, D.G.

Khan, Muzaffargarh, Sheikhpura, Sahiwal, Gujranwala, Multan, Vehari, Faisalabad, Toba Tek Singh, Rawalpindi, Gujrat, Layyah, Jhelum and Rahim Yar Khan.

- o 24% participants achieved a score of 1 (completed ALL sections of the plan. All the information was realistic and achievable, and followed a well thought out schedule. The selected evidences were credible.
 - o 44% participants received a score of 2 (completed ALL sections of the plan. However some of the time schedules and evidences needed more thought).
3. 'Online Mentoring Skills in English' (multiple choice test assessing the knowledge and skills gained)
 - o The test was administered to 525 DTEs during the Online Mentoring Skills in English course sessions delivered at Professional Development days.
 - o The district wise average scores are given in the following table:

District	No. of Participants	Average score
Faisalabad	115	6.08
Gujranwala	121	5.74
Sahiwal	117	5.47
Bahawalpur	104	5.92
Multan	24	6.41
Lahore	44	6.06



Interviews

PEELI's Training Consultants also carried out 32 interviews with education managers who participated in the 'Leading in EMI' course. One of the objectives of conducting the interviews was to gain an understanding of the knowledge and skills gained by the participants.

The interviews were carried out in 10 districts of Punjab (Faisalabad, Sahiwal, Kasur, Multan, Gujranwala, Rawalpindi, Sheikhpura, Sargodha,

Okara, Bahawalpur) to ensure a sound geographical representation.

A majority of the interviewees were head teachers and subject specialists with administrative responsibilities at the school level. They possessed varying levels of teaching experience. As they had been recently promoted, they did not have prior experience of working as education managers.

A majority of interviewees reported that they learnt the following skills and knowledge as a result of participating in PEELI's leadership training:

- o Activity-based teaching and learning techniques including cline, board race, throw the ball, storytelling, role plays, onion ring, gallery walk and inclusive teaching methods such as spider web and slap the board
- o Classroom management and establishing classroom rules and procedures; effective use of blackboard; teaching qualities such as how to maintain pitch and merging co-curricular and academic activities
- o Understanding the physical and emotional needs of children in their schools and creating a child-safe learning environment

Focus Group Discussions

To corroborate the findings from the interviews, PEELI's project management team carried out 3 focus group discussions with education managers during training events. A total of 30 education managers (head teachers, subject specialists, Executive District Officers, District Education Officers and Deputy District Education Officers) participated in the focus group discussions, representing districts across Punjab.

In terms of learning, the findings from the focus group discussions were similar to the interviews.

Participants said that they had a better understanding of activity-based and child-centred teaching and learning techniques and issues related to child-protection. They also felt that their problem solving, time management and presentation skills have improved as a result of participating in the training.

ACTION

Application of the skills, knowledge and awareness gained as a result of participating in PEELI's interventions is the third link in the chain of impact and often the most difficult to achieve. Beyond the training room, there are several realities which affect the way teachers behave in their classrooms and they may not be able to fully apply the concepts learnt during training.

Classroom Observations of Subject Specialists

To understand what works and what is not working, PEELI carries out classroom and training observations of the teachers and teacher educators it trains. The data collected from these observations helps PEELI understand the challenges that teachers, teacher educators and education managers face while performing their work and this is fed back into the training content and delivery.

The tool used has been developed by the PEELI team and is based on the National Professional Standards for Teachers in Pakistan and focuses on a) knowledge (what the teacher/teacher educator knows), b) disposition (the teacher/teacher educator's behaviour, attitude and values) and c) performance (what the teacher/teacher educator can do and should be able to do). Teachers and teacher educators were assigned ratings according to the evidence demonstrated on each of the nine indicators

included in the tool and a cumulative score was calculated to assess performance. The maximum score a teacher/teacher educator could attain was 27.

Category	Score
Strong evidence	22-27
Some evidence	15-21
No evidence	9-14

During 2015, PEELI carried out 30 classroom observations of subject specialists (grades 7-10) and 1 classroom observation of a Primary School Teacher (grade 2), 25 training observations of District Teacher Educators (DTEs) and 6 training observations of MTs. The subject specialists had all received training on PEELI's 'Teaching English for the Subject Classroom course' while the DTEs and MTs had received an orientation on the new grade 3 teacher guides delivered by PEELI Training Consultants. The DTEs and MTs were observed while delivering the cascade to PSTs and DTEs respectively.

The observations were carried out by a team of PEELI Training Consultants after receiving extensive training on using the tool. The observations of DTEs and MTs were carried out in Lahore while subject specialists were observed in several districts of Punjab. 32% subject specialists displayed strong evidence on the National Professional Standards while 48% showed some evidence.

Overall strongest performance was shown on the following indicators:

- o Subject matter knowledge i.e. how well was the teacher able to explain concepts using definitions and relevant examples (average score 2.6 out of 3)
- o Effective communication i.e. the judicious usage of a mix of Urdu and English in the classroom (average score 2.4 out of 3). A significant percentage of teachers used English to familiarize students with the



terminology and gave instructions in Urdu.

The weakest indicators were:

- o Instructional planning and strategies i.e. the presence of a written plan and the teacher's ability to follow it (average score 1.7 out of 3). Only 16% of teachers observed had a written lesson plan.
- o Human growth and development i.e. the extent to which the teacher provided opportunities for critical thinking to learners (average score 1.7 out of 3). These trends persisted over the different subjects covered; English, Maths, Science, Computer Studies and Social Studies

Subject specialists with less than 40 learners in their classrooms showed better performance on all indicators as compared to their counterparts leading larger classrooms.

Training Observations of DTEs and MTs

The number of MTs observed was considerably smaller than the number of DTEs observed. However, using weighted averages made it possible to draw a comparison between the performance of different types of teacher educators for the subjects English, math and Urdu.

On average DTEs showed better performance on all indicators as compared to MTs. All DTEs observed demonstrated some or strong evidence on the National Professional Standards. 2 out of 6 of the observed MTs showed strong evidence while a similar number showed some evidence.

DTEs showed strongest performance in Urdu followed by math. MTs were strongest in math followed by Urdu.

Both DTEs and MTs showed strongest performance on the following indicators:

- o Subject matter knowledge (average score of 2.8 out of 3)
- o Instructional planning and strategies, specifically managing resources i.e. usage of visual aids to increase audience engagement (average score of 2.7 out of 3). A majority of DTEs and MTs were found to be using charts and flashcards to explain concepts and engage learners

Effective communication and human growth and development were weak areas for both DTEs and MTs. Additionally, MTs struggled with effectively assessing understanding of learners.

As with subject specialists, DTEs and MTs showed better performance in smaller classrooms.

Interviews with Education Managers

The interview tool also focused on finding out

the relevance of the training to the job roles of education managers and the extent to which they were able to implement the action plans developed during the training.

100% interviewees confirmed that they positively benefited from the training and gained a better understanding of activity based teaching and learning techniques.

A significant percentage reported that they were able to apply the concepts learnt during the PEELI training to improve their teaching methodology and leadership skills.

Interviewees who were able to recall their action plans said they focused on the following areas:

- o Conducting training sessions for primary school teachers and providing them with mentoring by using material and resources from the British Council website
- o Carrying out classroom observations of teachers in their schools
- o Motivating teachers through awards and other forms of recognition

Almost half of the interviewees were unable to completely implement their action plans due to lack of resources and support from senior administration.

Focus Group Discussions

A majority of the participants displayed a good understanding of their roles and responsibilities. They had several ideas on how teachers can be motivated and improving the learning environment in schools.

However, most of them reported that a majority of their time was spent in completing administrative tasks, leaving little time to mentor and support teachers.



They also felt that rigid mind sets of teachers, large student to teacher ratios and lack of support from senior administration prevented them from fully supporting and mentoring teachers.

Most participants felt that the PEELI training enabled them to gain a better understanding of activity-based teaching and learning and enabled them to improve their confidence levels in speaking English.

A few participants pointed out that the training should account for their different roles and that more activities for teachers teaching higher grades should be added to the course.

Result

Due to its large scale nature and relatively long duration, it is very important for PEELI

to identify milestones that indicate progress towards its final impact outcome. These yearly milestones are built into the project's log frame and reviewed on a periodic basis to ensure that the project is on course and likely to meet its desired end result.

PEELI's level 4 impact is more difficult to quantify and measure since it centres on an improvement in the overall quality of teaching and learning in Punjab's classrooms leading to a positive impact on student learning outcomes.

There are several external factors outside of PEELI's locus of control which will influence the outcomes at this level which makes it difficult to isolate the impact of PEELI's interventions. PEELI aims to measure progress at this level by collecting data on the improvement in classroom teaching practices and the extent to which DSD and GoP are able to develop and implement an effective CPD framework for teachers.

MEMORANDUM OF UNDERSTANDING (MOU) AND NEXT STEPS

PEELI prepared and signed three MoUs with GoP in December 2015. The main MOU concerned a new ambition for PEELI to reach audiences of 200,000+ each year for three years. In this MOU the Government of Punjab committed to fund 50% of GBP 3 million spent by the British Council on PEELI over a three year period.

In recognition of the fact that teacher training does not exist in isolation, PEELI also signed two further MOUs designed to promote greater system alignment within the Punjab education sector; one related to supporting the Punjab Curriculum and Textbook Board (PCTB), the other the Punjab Examinations Commission (PEC).

With regard to the PEELI MOU, the follow-up draft of a formal agreement was presented to the GoP in February 2016 after lengthy discussions about activities, plans, logistics and costs. This draft formal agreement is still under discussion at year-end.

In furthering the other two MOUs (through discussions and a needs analysis consultancy), PEELI has identified a logical sequence for

implementation (PEELI first, then PCTB, then PEC) which offers the greatest opportunities for efficiencies of scale and the dovetailing of interventions. In the new year formal agreements will be signed with PCTB and PEC soon after the main PEELI MOU has been signed.

Stakeholder Engagement

Efforts to engage more regularly and systematically with stakeholders have paid dividends and PEELI receives more recognition and interest from a range of key stakeholders.

Of particular note is the increased interest of the Chief Minister, who travelled to British Council's headquarters in London the signing of the MOU, and the Secretary of Schools, who was the driving force in GoP for the MOU.

None of what PEELI does would be possible without ongoing engagement with DSD. This remains positive and now involves a greater number of people from both teams. It has survived the change from one Programme Director to the next with no loss to momentum.

PROJECT **IMPACT**

APRIL 2015-MARCH 2016



**Face-to-face
training**

31

**Total
Training Sessions**

3510

**Total
Participants**

36

**Districts
in Punjab**



audience



1342 Teachers

trained on

Teaching English
for the Subject

Classroom ABL
Primary English



**1748 Education
Managers**

trained on

Leading in English Medium Instruction



**Teacher
Educators**

420
Master
Trainers

4000
DTEs

185000
Primary School
Teachers

trained on

Master Trainer Orientation on Teacher Guides



700 DTEs

trained on

Online Mentoring Skills In English



engagement

>90%

participants agreed that:

- PEELI training was of high quality
- they acquired new knowledge and skills
- the training will help them do their job better

100%

education managers said that:

- they positively benefitted from the training
- they gained a better understanding of activity based teaching and learning techniques



learning & action

Audience



Teachers

- All teachers scored 80% or above on a summative assessment
- Almost 60% of teachers trained were found to be using activity-based; child centred teaching practices in the classroom



Education
Managers

- 88% were able to construct a realistic and achievable action plan for their schools
- 50% of education managers were implementing action plans that focused on mentoring, training and motivating teachers



District Teacher
Educators (DTEs)

- All participants scored 60% and above on a summative assessment
- All DTEs observed were using activity based teaching and training approaches



PEELI

Punjab Education and English Language Initiative



FISH

MAMMALS

REPTILES



H

AMPHIBIANS

Enabling every single teacher in
Punjab to deliver high quality, activity
based, child-centred lessons to over
10 million children across the province

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