



PEELI: Punjab Education and English Language Initiative

One Year On Report



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ABOUT THE BRITISH COUNCIL

The British Council is the UK's international organisation for educational opportunities and cultural relations. We create international opportunities for the people of the UK and other countries and build trust between them worldwide.

In Pakistan, we have been working since 1948 in the areas of arts, education and English in all four provinces as well as in Pakistan Administered Kashmir, Gilgit-Baltistan and FATA through our offices in Karachi, Lahore and Islamabad.

Our programmes in Pakistan are mainly focussed on young people from the ages of 12 to 30. With the aim of building positive engagement within Pakistan and with the UK, we work toward improving educational opportunities, building the capacity of educators, giving a voice to young people, developing employability and strengthening links between universities in Pakistan and the UK. Underpinning all this is the English language as a vehicle for international understanding and for educational opportunity.

We have provided training to over 25,000 government teachers in the last three years under our English Programme, while since 2009, more than 40,000 young people have been mobilised for community development under the Active Citizens Programme.

We also bring UK qualifications in Pakistan and over the last three years we have seen steady growth in the delivery of UK exams, which now stand around 420,000 per annum.

LIST OF ABBREVIATIONS

GoP	Government of Punjab
EMI	English Medium Instruction
SAHE	Society for Advancement of Education
PEELI	Punjab Education and English Language Initiative
DSD	Directorate of Staff Development
ABLE	Activity Based Learning in English
TiSELT	Training in Secondary English Language Teaching

ENGLISH MEDIUM INSTRUCTION IN PUNJAB

In March 2009, the Government of Punjab (GoP) announced a move to introduce English Medium Instruction (EMI) in public schools starting from Grade 1. What this meant in practice was that English would become the principal medium of instruction for Maths, Science and Computer Science. The policy was subsequently amended in February 2014 when Urdu was reinstated as the medium of instruction for Grades 1-3 with EMI starting from Grade 4.

The shift to EMI was primarily based on the desire to maximise the potential of young people, helping them develop their skills and knowledge in an increasingly competitive globalised economy. Research studies in many countries have indicated that a high level of

English language skills can lead to an increase in economic opportunities and income levels.

GoP's argument in support of the EMI policy is founded on the assumption that teaching students in English from the primary level will facilitate a smoother transition to secondary schooling, leading to higher levels of comprehension and 'use' of subject knowledge. The teaching and mastery of Urdu (as well as Punjabi, and other vernacular languages) is of great importance, but at the same time it is also clear that English is needed to enable young people to develop the kind of skills which can open up opportunities to them for further study and for work.

The educational and economic arguments for investing in English are clear in this context, though contested by some commentators who tend to view the GoP's focus on EMI as meeting the needs solely of middle class elites. To some extent this is a reductive position and underplays two important issues: firstly, the potential for innovation in English pedagogy to enhance the teaching and learning of other subjects (principally Maths, Science and Computer Science); and secondly, that providing access to English opens up opportunities for the poorest and most marginalised of students, rather than serving to exclude them.

“English is important for competition in a globalized (sic) world order’ (para 21). The challenge is that a child is able to carry forward their cultural assets and, at the same time, be able to compete nationally and internationally.”

- 2009 National Education Policy

In 2013, British Council Pakistan administered the Aptis English test to 2,008 primary and middle school teachers in public and private schools in Punjab and found that:

- 62% of private school teachers and 56% of government school teachers registered the lowest possible scores, meaning they lack basic English knowledge and skills, and most of the remaining teachers had only a beginners' level of English.
- Research conducted by the Society for Advancement of Education (SAHE) (2013)¹, in which 126 lessons of Maths, Science and English in government schools were observed, also indicated that teachers' English competence is a major concern, notably in Maths and Science lessons.
- Powell-Davies and Khalid (2012)² also found that English, Maths and Science teachers are using,

“...a teaching model based on rote learning with little emphasis on communication, understanding or child-centred approaches.”

CHALLENGES OF ADOPTING ENGLISH MEDIUM INSTRUCTION (EMI)

Against this general socio-economic background, the teaching and learning of English in government schools in Punjab faces many challenges. Several studies have shown that it is characterised by a lack of adequate training opportunities and support system for teachers; a weak long-term framework for teacher development; little linkage between curricula and textbooks; and a teaching model based on rote learning with insufficient emphasis on the acquisition of communication skills through activity-based, child-centred approaches. Learning outcomes in English (as well as Maths and Science) are low and this is evident in both urban and rural schools across the province. This picture is further complicated when we consider that for a successful

transition to EMI, the curriculum, syllabus and textbooks should be revised and aligned for all the key subjects affected, so that the benefits of good quality teacher training and support are consolidated.

Moving towards EMI creates a risk that learning outcomes could actually fall, as children and teachers struggle to engage with lesson content delivered in a language that they may not be familiar with or confident in using. Therefore, to implement EMI effectively there is a dual need to improve the overall quality of teaching to facilitate better learning, and to improve levels of English competence and confidence among teachers so that they can deliver content in Maths, Science and other subjects effectively.

Research carried out in over 50 countries by the British Council and the University of Oxford's Department of

Education indicates that the interest in implementing English Medium education in many countries is often attributed to the perception of English as an 'international' language, which brings access to better opportunities for more people. However, the contention that EMI delivers such benefits is challenged by many commentators, “...in the 55 countries included in the research, opinions are divided on whether this (EMI) is a positive development.”

1 Rashid, Muzaffar & Butt. 2013. Policy and Practice: Teaching and Learning in English in Punjab Schools. Society for Advancement of Education and Open Society Institute.

2 Powell-Davies & Khalid. 2012. Transforming the Teaching of English in Punjab – Scoping Study Final Report. British Council Pakistan



THE PUNJAB EDUCATION AND ENGLISH LANGUAGE INITIATIVE (PEELI)

In response to these needs, the British Council launched the Punjab Education and English Language Initiative (PEELI) in 2013 in conjunction with the Directorate of Staff Development.



PEELI is a five-year project running to 2018 that aims to train 180,000 primary and middle school teachers who teach English, Maths, Science and Computer Science to 15 million children aged 5-14 in over 56,000 schools across Punjab. Overall, PEELI will be helping 300,000 teachers across Punjab improve their English language and pedagogical skills. 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. The project is working to improve the ability of primary and middle school teachers to teach English as a subject, and to strengthen the ability of middle school teachers of Maths, Science and Computer Science to teach their subjects through the medium of English.

PEELI complements other education initiatives in Punjab and works closely with the GoP and in particular the Directorate of Staff Development, which is the apex institution for the

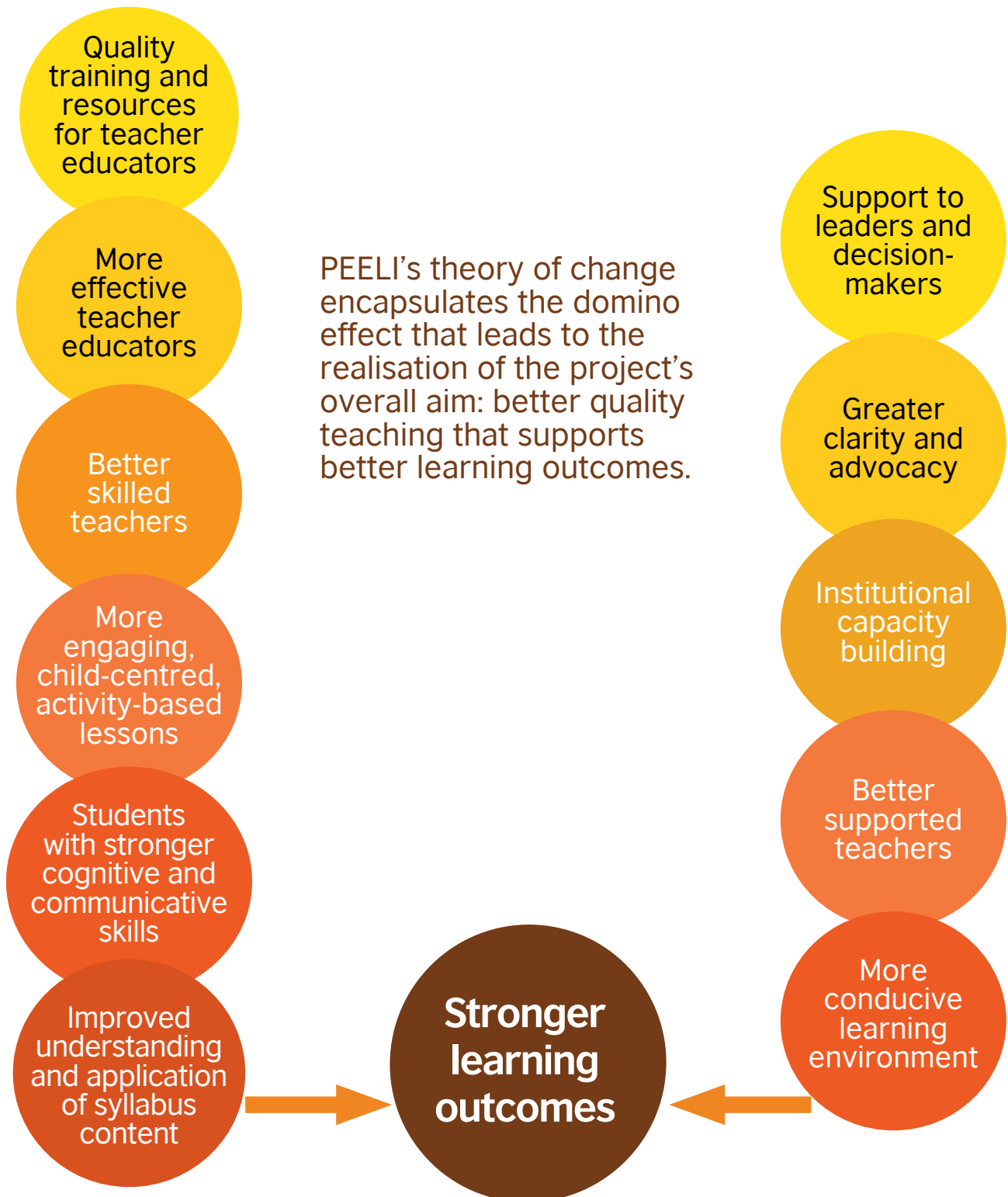
capacity development of educators across the province. PEELI's training is embedded in DSD's annual training calendar and is integrated into all promotion-linked, induction and professional development training carried out by DSD. PEELI collaborates with development partners and other stakeholders to ensure that the project is integrated with on-going reform initiatives and contributes strategically to the GoP's ambitions for the general improvement of education in Punjab.



Directorate of Staff Development
Wahdat Colony Lahore

The Directorate of Staff Development (DSD) is the overarching government training institution which oversees all pre-service training of prospective teachers, induction training of teachers and education managers, in-service teacher training and professional development of education managers and the Continuous Professional Development (CPD) framework for primary and elementary school teachers across all 36 districts of Punjab.

PEELI'S THEORY OF CHANGE



PEELI ACTIVITIES

The purpose of PEELI is to achieve better quality teaching and learning through strengthened EMI implementation in primary and middle schools in Punjab, and it works toward achieving this through the following areas of focus:

TEACHER TRAINING & TRAINER TRAINING

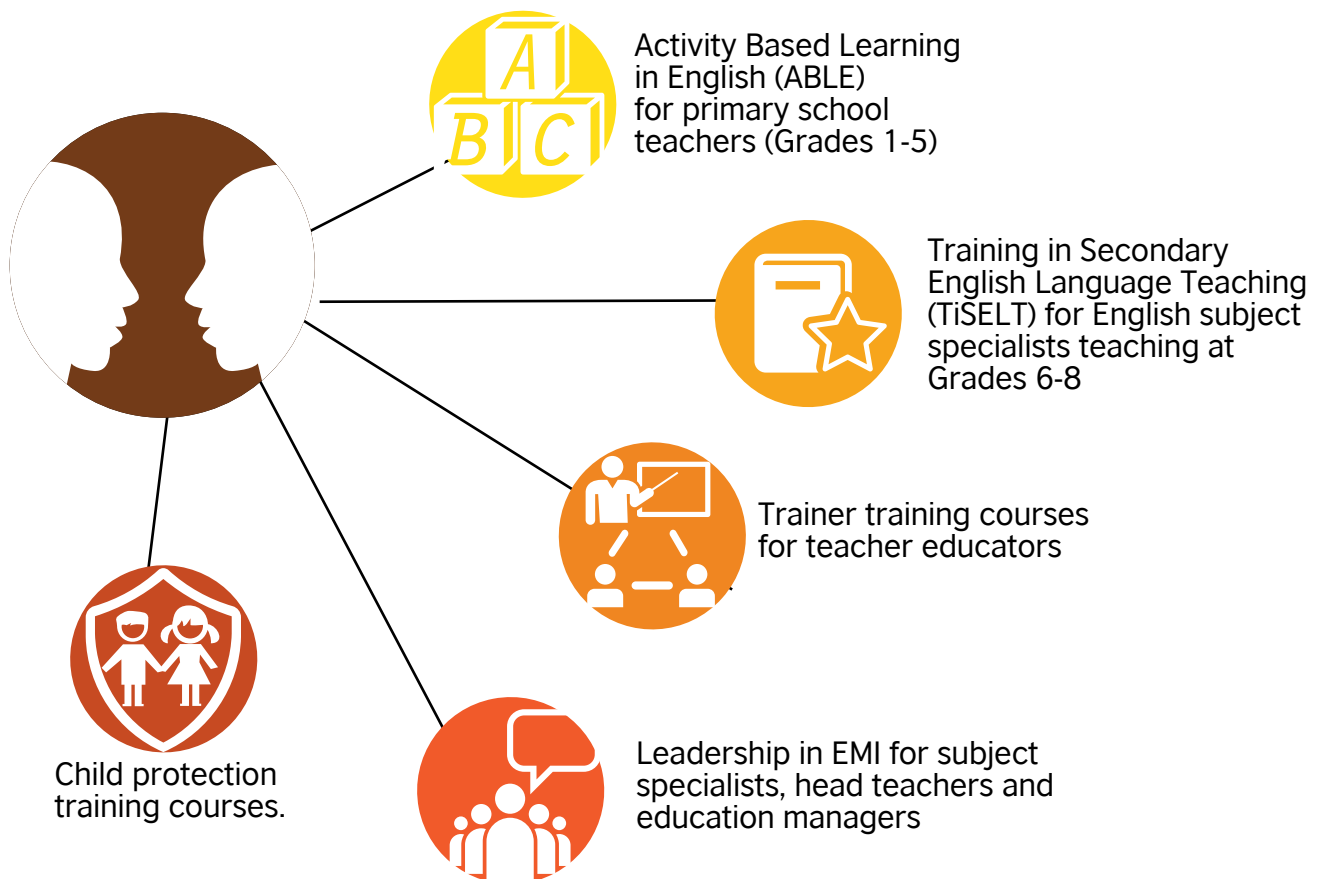
Teacher training & development

Face-to-face training is one of the fundamental components of PEELI and the project is

implementing a wide range of initiatives to enable government school teachers to deliver high quality lessons in the classroom using EMI and for teacher educators to train and provide on-going support to those teachers.

The training courses are delivered by a team of highly trained PEELI Training Consultants. Extracts from the Government of Punjab's official textbooks are embedded in PEELI training materials as source material, and the training

FACE-TO-FACE TRAINING MODULES





courses engage participants in micro-teaching to develop their confidence levels and enable them to apply the skills and knowledge gained during the training in their classrooms.

Successful implementation of EMI requires the buy-in and support of head teachers and education managers. PEELI has developed a specific module on leadership in EMI to enable head teachers and education managers to understand the importance and benefits of EMI

and support the teachers in their schools in its implementation.

By the end of the project, PEELI will have trained at least 80% of all head teachers and education managers on leadership in EMI and this will be tracked through training reports from GoP.



Directorat



1038

District
Teacher
Educators



579

Head
Teachers



62,280

Teachers



3,3

93



DSD

Directorate of Staff Development

PEELI

Punjab Education and English Language Initiative

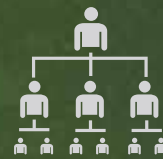
925

Subject
Specialists



400

Master Trainers



16,709

Primary School Teachers



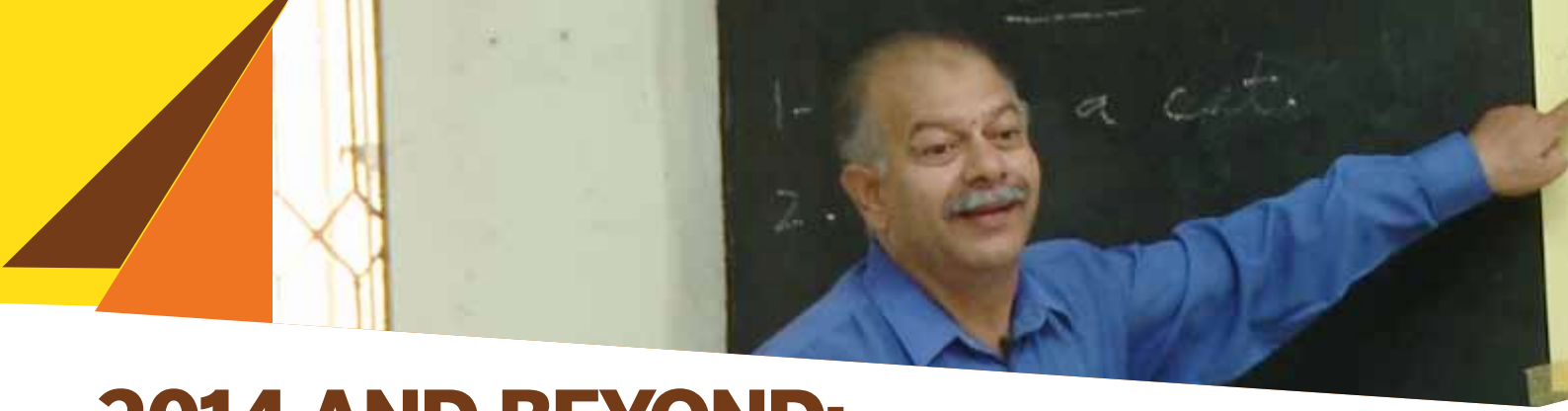
3,80,583

School Children

3,933

Teachers





2014 AND BEYOND: THE WAY FORWARD

PEELI has demonstrated that it can be responsive to changing circumstances, reflective and adaptable, open-minded and a trustworthy reliable partner. We have built a strong relationship between the British Council and the Government of Punjab's Department for Staff Development and we have begun to see the results of such a constructive and proactive collaboration.

This collaboration has delivered encouraging Year 1 results which set the benchmark for future growth and expansion.

We have broad ambitions for how we build on Year 1:

- For those we have already reached, we want to provide opportunities to consolidate and build upon the professional development they have undertaken with or through PEELI.
- We want to reach those educators who have so far had no more than a minimal exposure to what PEELI offers.

- For all educators, we want to help create the kind of rich Continuous Professional Development (CPD) environment that is necessary to ensure that changes in classroom behaviour lead to long-lasting improvements.
- To deliver maximum benefit with finite resources, we want to continue to learn, engage and forge new partnerships with other stakeholders committed to improving educational opportunities and outcomes in Punjab.

To tackle these challenges, PEELI is gearing up for a new phase. This new phase of the project will be characterised by a greater number of channels of delivery including:

- Further face-to-face training across Punjab
- Resource Centres to support EMI implementation and language development

- Audio-visual technology for delivering CPD opportunities to educators

PEELI's **face-to-face** training is now embedded in DSD's training calendar and we will continue to deliver existing and new courses. New courses and workshops will include "*Teaching English for the Subject Classroom*" and follow up subject-specific EMI teacher training courses for Maths, Science and Computer Science.

By March 2015 we will have opened our first five pilot multimedia **resource centres** for teachers and teacher educators across the province. These offer printed materials for teaching methodology as well as language improvement and touch-screen computers with internet connectivity to access the British Council's extensive range of resources for teachers and learners. They also provide video-conferencing facilities which will be used for online tutor groups across multiple sites; for short-segment PEELI



contributions to other training initiatives; and for distance learning provision.

We are in the post-production stage of an **audio-visual** project that will provide a series of teacher training videos using authentic footage from real classrooms in Punjab. They are designed to support subject specialists and teacher educators and address issues such as using EMI in the subject classroom; teaching methodology; learner-centred, activity-based lessons; and classroom management. These video resources will be distributed in a variety of formats using different technologies and platforms. We also plan to deliver radio programmes for both teachers and learners and to seek other appropriate technology-based

solutions to deliver English language learning opportunities to our audiences.

Alongside this, we also aim to engage more with the wider education sector “community of interest”. In order to disseminate learning and encourage knowledge sharing and stronger collaboration amongst all stakeholders. We will seek to work with other interested parties to design and deliver a series of networking events to debate and consider some of the challenges and opportunities in education and EMI in Punjab.



IN CONCLUSION

After its first full year of implementation, PEELI's commitment to supporting the Government of Punjab's EMI policy is already starting to show results.

In its first year PEELI has demonstrated its ability to deliver impact at the "chalkface" by engaging directly with some 3,000 educators on the ground in 22 of Punjab's 36 provinces and – through these educators – indirectly reaching almost 100,000 teachers and 3.5 million school children.

We are very proud of these results ... but we cannot be complacent because much greater challenges lie ahead.

Whilst addressing the various challenges inherent in scaling up and diversifying our activity to increase the project's impact and sustainability we must also remain alert to the constraints posed by our finite financial resources. These will require us to operate with increased levels of pragmatism and to keep an ever-watchful eye on the critical balance between the breadth and depth of our engagement with educators, i.e. between

the number of educators we reach and the extent of the CPD opportunity they each receive.

To minimise the risk that this clearly entails, PEELI already has a number of partnerships in place - big and small - and is now looking for new partners interested in contributing to the design, delivery and/or funding of the project.

We look forward to reporting on our progress against all of these objectives at the end of Year 2, and in the meantime we welcome feedback, comments and questions.





THE PEELI TEAM

PEELI's Training Consultants represent a major resource for PEELI. They deliver training and help to develop materials for our courses. They also model the principles of child-centred, activity-based teaching and learning at the heart of what is

essentially an extended cascade approach to rolling out training.

PEELI's pool of 30 Training Consultants come from different parts of Pakistan and have extensive teaching and training experience both within the private and public sector.

A majority of them possess an academic background in English language and linguistics and are pursuing or interested in pursuing further education in the field of education and English language teaching.

PERMANENT STAFF

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