

END OF YEAR 1 REPORT - JULY 2017 TO JUNE 2018
(IMPLEMENTATION PHASE)

PUNJAB EDUCATION AND ENGLISH LANGUAGE INITIATIVE

GLOSSARY

ABLE	Activity Based Learning in English
CEFR	Common European Framework of Reference for Languages
CELTA	Certificate in English Language Teaching to Adults
CPD	Continuing Professional Development
EES	English for Education Systems
EET	English Expert Trainer
EMI	English Medium Instruction
ET	Expert Trainer
FGD	Focus Group Discussion
GoP	Government of the Punjab
IATEFL	International Association for Teachers of English as a Foreign Language
HT	Head Teacher
KPI	Key Performance Indicator
M&E	Monitoring & Evaluation
MCC	Management Control Check
MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
PEELI	Punjab Education and English Language Initiative
PST	Primary School Teacher
QAED	Quaid-e-Azam Academy for Education Development
SED	School Education Department
SLO	Student Learning Outcome
TC	Training Consultant
TKT	Teaching Knowledge Test
TPV	Third Party Validation

APPENDICES

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- Appendix 2** – Expert Trainer Courses
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Executive Summary

This has been a very good year for PEELI; we have delivered high quality work and despite initial delays to the start to the project, met our targets.

The focus for Year 1 was on the **selection of a cadre of Expert Trainers** and providing them with the understanding and skills to build on their classroom teaching experience to become competent and highly motivated Teacher Educators. This pool of professionals is the basis on which QAED now delivers training to Primary School Teachers across the Punjab.

“If you want good teachers, you need to have good trainers. And for good trainers, this is a very fantastic program I think it should continue and I think it puts us on the very right targets that have been set for this program.” – Qasim Ali (PEELI Expert Trainer)

The focus of the training delivered by Expert Trainers was on **giving Primary School Teachers the necessary skills to deliver child-centred classes, encourage activity-based learning, and to make appropriate choices about the language of instruction.**

“After PEELI training, when I applied activity-based learning in the classroom, I saw that children take more of an interest in the classroom, they do homework properly and they enjoy this kind of learning a lot.” – Nighat Parveen (Primary School Teacher)

The focus of our monitoring and evaluation work has been on **assessing the quality of the training delivered and on establishing a baseline for evaluating the impact of our work on teaching behaviour** and ultimately on the learning experience and attainment of school children in the Punjab.

“The initial reaction of the trainees about the training is positive that reflects that the training was delivered effectively. It is concluded that the training has demonstrated that it is responsive to needs of the PSTs to a large extent, and it has prepared teachers, how to become a reflective and adaptable, practitioner.” - FAME Report

The success of year 1 has been dependent on the **very close working collaboration between QAED and the British Council** – providing an example of best practice for collaborative co-funded projects in Pakistan.



Expert Trainers in action during a group discussion activity during their training session

Cadre of Expert Trainers (ETs)

We ran **assessment centres** across the Punjab and selected 1001 Expert Trainers on the basis of their English language proficiency and pedagogical skills.

We developed and delivered a **15-day training course for all Expert Trainers**, focussing on enhancing their teacher training skills in preparation for the training they would deliver to Primary School Teachers.

We launched a **community of practice on the Edmodo platform** to enable exchange and self-directed professional development.

“I have a better knowledge of who I am as a trainer and which things I need to work on. This understanding would definitely help me to be a better trainer in my sessions.” – Mamoona Javed (PEELI Expert Trainer)

We ran **246 Aptis tests** to select Expert Trainers for further professional development opportunities

We ran 4 internationally accredited **Professional Award in Teacher Development programmes** for 44 ETs to develop participants’ skills in teacher training.

“I have learned a lot of learning strategies along with learning preferences and different theories about how learners learn. Now I am capable of using these strategies in my own training and classroom environment.” – Sahar Saleem (PEELI Expert Trainer)

We supported 6 Expert Trainers to take the internationally recognised **CELTA course** at International House Chiang Mai from April 23 – May 18, 2018 – with 100% successful pass rate.

“It was an exciting and challenging opportunity for me being a public school English language teacher. The whole stay at IH was full of learning. Planning, teaching, feedback and input sessions by the trainers gave me new dimensions to reflect on my own teaching. The interaction with the teachers from all over the world introduced me new teaching techniques being practiced in different countries. CELTA was a dream to me that came true with the auspice of British Council Pakistan.” – Muhazir Ghallab Hashmi (PEELI Expert Trainer)

We supported 27 Expert Trainers to follow the internationally recognised **Teaching Knowledge Test course**.

Cadre of English Expert Trainers (EETs)

We **developed and ran a 12-day language teaching course** to establish a cadre of 76 specialist English language teachers to enable them to deliver extensive language training courses to selected Primary School Teachers across Punjab.

Primary School Teachers (PSTs)

QAED organized

- 3-day training course for 60,000 PSTs in various batches from August 1 to September 25, 2017
- 5-day training course for 31, 500 designated Head Teachers from 26 - 30 December, 2018
- 3-day training course for 10,706 PSTs from 26 - 28 March, 2018

Institutional Capacity Building

We ran two one-week **workshops for QAED colleagues** to help them develop materials development skills from March 3-16, 2018.

Third Party Validation (TPV)

To ensure transparency in project evaluation, we commissioned an **external consultancy** (FAME Education) who carried out the following monitoring and evaluation interventions:

- 1- Observation of ETs delivering training to PSTs
- 2- Focus group discussions with ETs, EETs and PSTs
- 3- Feedback collection from PSTs & ETs through questionnaires
- 4- Observation of PSTs in action

We collaboratively developed an observation framework, focussing on general pedagogical skills (for both trainers and teachers) and assessment of child-centred approach, activity-based approach and appropriate choice of language of instruction

Internal M&E

We developed **project specific observation tools and feedback** instruments to meet the M&E goals. Using these tools, we carried out 112 observations of ETs delivering training to PSTs and gathered feedback from 962 ETs and more than 3000 PSTs through written feedback responses.

Research

We organised a **panel discussion** of leading educationalists to launch our research areas and commissioned **three Punjab specific research assignments** in the following areas:

- Progress on the introduction of EMI
- IT access and literacy for CPD for Primary School Teachers
- The feasibility and modalities of school-based CPD

*British Council,
English for
Education
Systems (EES)
Pakistan*



Year 1: PEELI in figures



Project description

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



Training (Component-1)

1001 Expert Trainers (ETs)
Selected and trained for 15 days



100,000 Primary School Teachers (PSTs) trained
by 1,001 Expert Trainers for 3 days



Research and Policy (Component-6)

Research commissioned in the following areas:



Progress by the Govt of Punjab in **English-Medium Instruction (EMI)**



School-based **Continuing Professional Development (CPD)** in Punjab



IT Literacy and Digital Access of teachers in Punjab

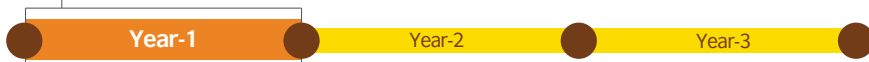
Policy Dialogue held at the British Council on **“Perspectives on Continuing Professional Development (CPD) for Teachers”**



Licencing (Component-2)

10 day professional award course delivered to 100 ETs

12 day training delivered to 76 English Expert Trainers (EETs)



06 ETs sponsored for the CELTA course in Chiang Mai, Thailand

30 ETs Prepared and took the Teaching Knowledge Test (TKT)

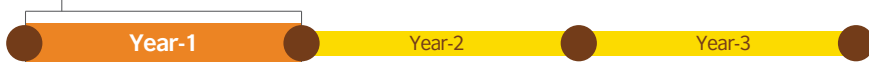


Monitoring and Evaluation (Component-5)

PEELI Internal

Feedback gathered from more than **900** ETs

Feedback gathered from more than **2500** PSTs

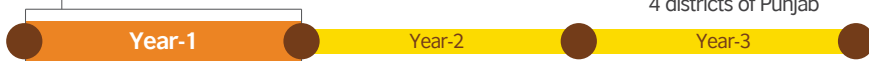


112 ETs observed in 10 districts of Punjab while delivering training to PSTs

Third party validation- FAME

209 ETs observed in 25 districts of Punjab while delivering training to PSTs

07 Focus Group Discussions conducted with 45 ETs in 4 districts of Punjab



PSTs Feedback gathered from more than **5700** **65** Focus Group Discussions conducted with 486 PSTs in 25 districts of Punjab



Institutional Capacity Building (Component-4)

16 QAED staff members attended 5-day materials development

workshop delivered by an International Consultant



Materials (Component-3)

- ✓ Developed **15-day training material for ETs**
- ✓ Developed **20-day training material for EETs**
- ✓ Developed **6-day training material for PSTs**
- ✓ Developed **3-day training material for Head Teachers (HTs)**

YEAR 1: PEELI IN DETAIL

1.1 Ambition

Activity under PEELI has been running since 2013. In February 2017 a new co-funded contract was signed between SED and the British Council signalling a step change in SED's ambition. Activity under this new contract began in the summer of 2017 and Year 1 is now complete. PEELI is set to complete its current project life cycle by June 2020.

The Punjab Education and English Language Initiative (PEELI) is part of the Chief Minister's roadmap for educational reform in Punjab. By enhancing the quality of classroom teaching at the primary level, its aim is to contribute to improved student learning outcomes. By June 2020 PEELI will have helped an estimated 250,000 Primary School Teachers (teachers of grades 1-5), teacher trainers and head teachers to develop their knowledge and skills to significantly enrich the educational experience and attainment of primary school children across Punjab.

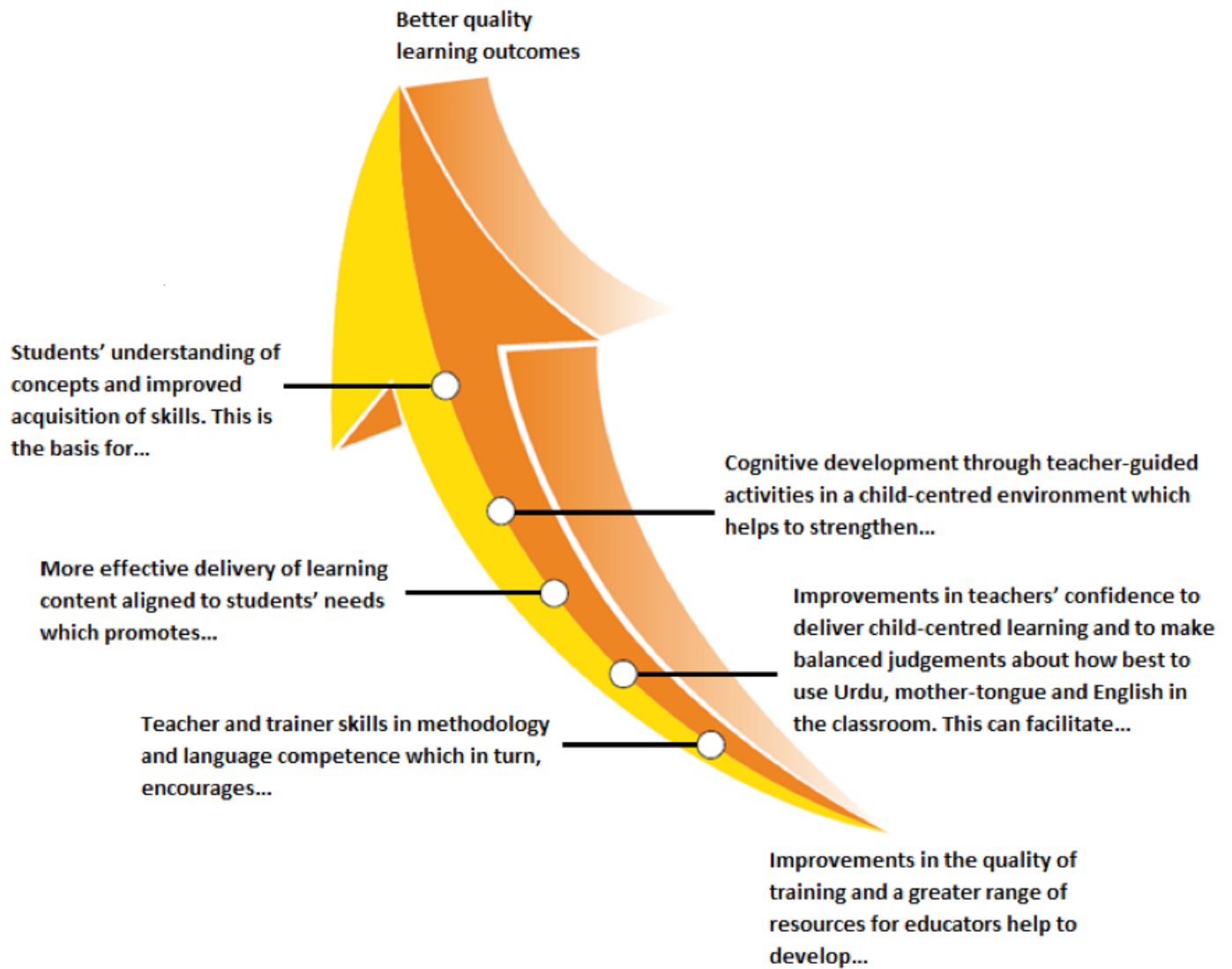
As well as providing professional development opportunities for teachers and teacher trainers, PEELI supports the long-term goal of establishing QAED as a centre of excellence for in-service teacher development in Punjab - and an example of institutional best practice for Pakistan as a whole. Through PEELI, we aim to contribute to strengthening QAED's capacity in materials development, monitoring and evaluation, quality assurance and building up the research base that informs QAED's policy and practice.

1.2 Project Design

PEELI's main objective in achieving its overall purpose of contributing to stronger learning outcomes for primary school children, a pre-requisite for better life chances, is improving the quality of teaching at the primary level. It seeks to do this by equipping teachers with the skills, knowledge and confidence they need to teach more effectively, to adopt a child-centred, activity-based classroom approach as well as enabling them to make appropriate choices about the language of classroom instruction (Urdu/ mother tongue and English).

PEELI uses a cascade training model in order to reach large audience numbers. At the top of this cascade model are freelance Training Consultants who are managed by British Council. These training consultants train, mentor and support Expert Trainers who in turn, train and support teachers and head teachers.

PEELI Theory of Change



1.3 Approach to Continuing Professional Development: CPD frameworks for Teachers and Teacher Educators

The British Council’s continuing professional development (CPD) frameworks for Teachers and Teacher Educators inform the work that we do; from designing courses to evaluating Expert Trainer competence and selecting appropriate self-directed professional development opportunities for teachers.

1.3.1 CPD Framework for Teachers

The British Council’s CPD framework for Teachers enables teachers of all subjects to understand and plan their own professional development.

This CPD framework has:

A. Four stages of development

1. **Awareness:** you have heard of this professional practice
2. **Understanding:** you know what the professional practice means and why it’s important
3. **Engagement:** you demonstrate competency in this professional practice at work
4. **Integration:** you demonstrate a high level of competency in this professional practice and this consistently informs what you do at work.

B. 12 professional practices and the elements which describe each professional practice.



For further details, please visit CPD Framework for Teachers at <https://www.teachingenglish.org.uk/article/british-council-cpd-framework>

1.3.2 CPD Framework for Teacher Educators

The British Council’s CPD framework for Teacher Educators is a guide to the professional development of all those involved in the education and training of teachers.

This framework has:

A. Four stages of development

- **Foundation:** you have the foundation of teaching skills and knowledge on which to build your role as a teacher educator
- **Engagement:** you have developed your skills and knowledge as a teacher educator through practical experience and professional learning
- **Integration:** you have achieved a high level of competence as a

teacher educator

- **Specialisation:** you act as a point of reference as a teacher educator

B. Seven enabling skills

- Communicating effectively
- Teamworking skills
- Thinking critically
- Building relationships
- Effective organisational skills
- Increasing motivation
- Leadership/supervisory skills

C. Five self-awareness features

- Openness
- Conscientiousness
- Interactivity
- Empathy
- Resilience

D. Ten professional practices



For further details about CPD Framework for Teacher Educators, please visit

<https://www.teachingenglish.org.uk/article/cpd-framework-teacher-educators>

1.4 Child-centred teaching, activity-based approach, appropriate choices about the language of classroom instruction

Child-centredness: Teaching in line with the interests and needs of children.

The features of a child-centred classroom include the following types of teacher behaviour:

- The teacher provides feedback on performance and progress in line with a child's emotional development
- Routines and positive discipline are a feature of lessons
- The teacher routinely checks instructions and concepts
- The teacher accommodates different learner styles and preferences
- The teacher plans his/her lesson taking into account an understanding of how children learn
- The teacher selects learning outcomes that are not overly complex or too many in number
- The teacher plans sufficient time for recycling
- The teacher selects materials which are of interest to children and are of a length and complexity that reflect a child's attention span and stage of cognitive development
- The teacher selects tasks that are not overly complex or too many in number
- The teacher selects tasks that are informed by a 'learning is fun' approach, such as games etc.
- The teacher selects tasks that reflect real world tasks undertaken by children
- The teacher plans interaction types that focus more on learners talking than on the teacher talking; pair work is a feature of the lesson
- The teacher plans for sufficient changes of focus and opportunities to move around
- The teacher offers opportunities for children to exercise some choice over their learning
- Information/explanations are presented in line with a child's world view and a child's cognitive stage of development

Activity-based learning: Teaching requires learners to think, reflect, analyse, generalise etc. (active learning) and not simply to memorise and recite (passive learning).

The features of an activity-based approach include the following types of teacher behaviour:

- The teacher selects tasks which favour discovery learning rather than rote learning
- The teacher encourages the learners to develop their own learning strategies (e.g. recording vocabulary, using dictionaries)
- The teacher monitors and helps learners to stay on task

- The teacher creates opportunities for every student to engage with the learning process
- For the subject classroom, teacher gives tasks that facilitate understanding of prescribed materials in English

Appropriate choices about the language of classroom instruction: The teacher uses the appropriate local language as a medium of instruction to promote effective learning and deliberately chooses to use English as the medium of instruction when this does not hinder effective learning.

The features of a classroom where the teacher makes appropriate choices about the language of instruction include the following types of teacher behaviour:

- The teacher selects learning outcomes for the subject classroom that focus on the subject, not on English. i.e. Maths lessons are about learning Maths not learning English
- In the subject classroom, the teacher deliberately chooses to use English as the medium of instruction when this does not hinder learning
- In the subject classroom, the teacher encourages learners to demonstrate understanding or competence in relation to subject content not their English ability
- In the subject classroom, the teacher assesses learners on their understanding or competence in relation to subject content not on their English ability
- The teacher grades his/her language to promote effective communication and learning, especially if he/she chooses EMI
- Examples of English classroom language are in evidence

1.5 Project Scope

PEELI is a three-year project terminating in June 2020, delivered in partnership by British Council and QAED under the auspices of the School Education Department, Punjab.

The project focuses on education at the primary level (Grades 1-5, teachers of all subject areas) across the 36 districts of Punjab.

PEELI has six key components:



Component 1 - Training

Improve the quality of teaching by giving teachers, teacher educators, and school leaders the knowledge and skills they need to improve teaching quality in schools across the Punjab.



Component 2: Licensing

Introduce internationally recognized courses and qualifications for teachers and teacher educators. Establish and maintain new benchmarks for performance against standards to ensure quality teaching.



Component 3: Content & Materials

Develop the content and materials for all formalized training courses and self-access resources for school-based CPD (online and broadcast).



Component 4: Institutional Capacity Building

Promote sustainability by enabling QAED to become a centre of excellence and able to deploy world class resources.



Component 5: Monitoring & Evaluation

By gathering and analysing full range of qualitative and quantitative data provide key stakeholders with reliable and impartial information about the performance and impact of the project



Component 6: Policy & Research

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

1.6 - Year 1 Achievements at a glance

Component 1: Training

- 1001 ETs recruited
- 15 days of ET training completed
- 76 EETs recruited
- 12 days of EET training completed
- 3-5 days training for approximately 70,000 PSTs completed
- 3-5 days training for approximately 30,000 primary school HTs completed

Component 2: Licensing

- 6 ETs completed CELTA
- 44 ETs completed the Professional Award in Teacher Development
- 27 ETs completed Teaching Knowledge Test Module 1
- 246 ETs completed an APTIS test
- 200 ETs followed a MOOC

Component 3: Content & materials

- 15 days training material designed for ET Training
- 12 days training material designed for EET training
- 5 days training material designed for PST training
- 5 days training material designed for HT training

Component 4: Institutional capacity building

- 2 one-week materials development workshops delivered by an international training consultant in March 2018

Component 5: Monitoring & Evaluation (M&E)

External M&E. FAME Education consultants contracted for third party validation carried out 6 interventions across the 36 districts of the Punjab:

- 209 ETs observed
- 486 PSTs engaged in Focus Group Discussions
- 5739 PSTs provided feedback on training

Internal M&E

- 112 ETs observed by TCs
- 962 scorecards collected from ETs
- 3000+ scorecards collected from PSTs & HTs

Component 6: Research

- Panel discussion on “Promoting Quality in the Classroom” organized at the British Council
- 3 research assignments commissioned:
 1. *Progress of the introduction of EMI in Punjab public sector schools (by SAHE Consultants)*
 2. *Digital accessibility and IT literacy among school teachers in Punjab (by DevTrio Consultants)*
 3. *Continuing professional development options for PSTs at school and local level (by DevTrio Consultants)*

1.7 Activities

1.7.1 Expert Trainer assessment centres:

Assessment centres were run in Faisalabad, Islamabad, Lahore and Multan in July and October 2017 to recruit 900 ETs. British Council training consultants assessed candidates' English proficiency and teaching skills through microteaching. QAED and British Council collaborated closely on these assessment centres to ensure diversity across selected candidates in terms of gender and geographical location. In total, 1001 candidates were recruited as ETs (629 males / 372 females) covering all 36 districts of Punjab.

1.7.2 Training courses for Expert Trainers:

Two training courses were developed for ETs totalling 15 days. The first 10-day course, *'Trainer Development Course'* focused on providing the basic skills to ETs to allow them to effectively deliver teacher training. Key areas covered in this course included: understanding how teachers learn; issues and challenges of delivering teacher training, making training effective; planning, designing and delivering teacher training. The subsequent 5-day course; *'Professional Development – What's in it for me?'* focused on developing ETs' understanding of and engagement with continuing professional development. Key areas covered in this course included: understanding PEELI and EMI; British Council's CPD framework for Teacher Educators; engaging with professional development; understanding online learning platforms; how to support teachers' CPD.

British Council training consultants delivered these courses to Expert Trainers in Faisalabad, Islamabad, Lahore and Multan in July and October 2017

(*Trainer Development Course*) and February and April 2018 (*Professional Development – What's in it for me?*).

See Appendix 2 – “Expert Trainer Courses”.

1.7.3 Training courses for Primary School Teachers:

British Council developed one 6-day training course for PSTs; *'Teaching English for the Subject Classroom'*. Our baseline study informed the content of this course material which focused on developing teachers' functional classroom English and pedagogy skills. The course included: presenting lesson content; giving instructions; checking understanding; classroom management; encouraging and correcting learners; using mother-tongue in the classroom; pronunciation; developing confidence. This course was delivered to over 100,000 PSTs by ETs in all 36 districts of Punjab.

See Appendix 3 – “Primary School Teacher Courses”.

“This training was very helpful in my speaking skills. It's my suggestion that this sort of training must be held once a month. It develops my speaking abilities. Now I feel English speaking is not as tough as it seems.” - Sana Kanwal (Primary School Teacher)

1.7.4 Training courses for English Expert Trainers:

Based on Microtraining and Aptis results, 76 ETs were selected from the cohort of 1001 to be trained as English Expert Trainers (EETs). These EETs will go on to deliver extensive English training to 1200 English teachers, in years 2 and 3 of the project. EETs were recruited provided their training was of a sufficient

level and their English was B2 or higher. A 20-day training course was developed and delivered by British Council with 12 days being delivered in June 2018 and the remaining 8 days to be delivered in August 2018. The course focused on developing participants' skills in teaching English skills (speaking, listening, writing and reading) through communicative learning.

See Appendix 1 – “English Expert Trainer Courses”.

“Such an amazing training event. Within 12 days hundreds of aspects are covered – from English language knowledge to teaching skills. The trainer was superb.” – Fatima Shahid (English Expert Trainer)

1.7.5 Edmodo:

Edmodo is a large social learning platform with over 65 million users worldwide. The site, accessible by computer or smartphone, is aimed at both educators and students with the key focus being on learning and development. Once users are connected in the safe social environment, they

can collaborate; access shared digital content; attend webinars; access learning tasks; engage in meaningful discussions with other educators and keep up-to-date with different professional development opportunities. A closed group has been created for ETs with over 800 having joined and taking part - accessing learning content and exchanging ideas on good [teaching and training] practice.

1.7.6 APTIS:

Aptis is a modern and flexible English language proficiency test designed to provide reliable, accurate results on candidates' English language skills. 246 ETs were selected for Aptis based on their attendance at training and quality of microtraining, with tests being conducted in December 2017 and January 2018 in Faisalabad, Islamabad, Lahore and Multan. ETs with the best levels of English were then selected for Professional Award in Teacher Development, CELTA, TKT and EET programmes.



Edmodo screenshot

Professional
Award in
Teacher
Education,
March 2018,
QAED Punjab,
Lahore.



1.7.7 Professional Award in Teacher Education:

The aim of this intensive 10-day programme is to provide status for and recognition of teacher development expertise. The award defines professional standards for measuring candidate knowledge and skills in teacher development and aims to develop skills, knowledge and strategies in effective teacher training. The programme is internationally recognised and certified by Trinity. British Council training consultants delivered four programmes in Lahore between February and June 2018 which were attended by 44 ETs.

“As a teacher trainer, this programme will help me to solve the challenges and issues of teachers and enable me to develop their skills effectively.” – Natasha (PEELI Expert Trainer)

See Appendix 6 – “Professional Award for Teacher Development Report” and Appendix 5 – “Licensing Report” for further details.

1.7.8 Certificate in English Language Teaching to Adults (CELTA):

CELTA is an internationally recognised course certified by Cambridge. The one-month intensive programme aims

to build up knowledge and strategies of effective English teaching allowing participants to apply this in a real teaching context. British Council has partnered with International House, Thailand to offer this programme and 6 ETs were selected based on their English proficiency, attendance at PEELI training

“I would like to express my gratitude to QAED LAHORE and British Council for giving us the opportunity to do CELTA course. Thank you for all the efforts you made to help us. It was a wonderful learning experience, a chance to meet people from different countries and getting to know the international standards of teaching was really amazing. We got feedback from our tutors which were quite useful. We learnt to take and give constructive criticism, self-evaluation which was again very beneficial. Seeing ourselves improving day by day gave us a sense of achievement and motivation.” – Jamila Mushtaq (PEELI Expert Trainer)

and quality of microtraining delivered. All six participants successfully completed the programme in April 2018 and will go on to support EETs in delivering English language training to English teachers.

See Appendix 5 – “Licensing Report” for further details.

1.7.9 Teaching Knowledge Test (TKT) course:

TKT is a flexible series of internationally recognised modular teaching qualifications, certified by Cambridge which test candidates' knowledge in specific areas of English language teaching. Module 1 covers describing language and language skills, and background to language learning and teaching. British Council developed a 10-day preparation programme to prepare 27 candidates selected to take the examination in April 2018.

See Appendix 5 – “Licensing Report” for further details.

“I liked the activities conducted here and I will adopt and adapt them as well. I will acquire multiple ways of enhancing the language skills of trainees/students. New detailed concepts of grammar will surely help me to teach effectively.”
– Shamaila Naz (PEELI Expert Trainer)



TKT module 1 preparation programme, April 2018, QAED Punjab, Lahore.

1.7.10 Materials development workshop:

In order to develop the capacity of QAED's materials development wing, British Council engaged an international expert familiar with the Punjab context and PEELI. Mike McRory came to Lahore to deliver two one-week workshops, based on an extensive needs analysis, in March 2018.

Key skills addressed in the workshop included:

- Designing and conducting training needs analyses (TNA)
- Writing TNA reports
- Developing training materials based on evidence from TNA, using

live examples of materials under development

“It's something different than the previous workshops I have been attending before this. This training was very much related to the life skills, and especially about the chunks – how to convert your material in chunks, how to adapt it and how to use it for the students.”
– Naveeda Zia (Senior Subject Specialist, QAED)

See Appendix 5 – “QAED Capacity Building Report” for further details.

1.8 Quality Assurance

Quality assurance is at the heart of PEELI.

1.8.1 Training Consultants

The British Council employs 60 training consultants who ensure the quality of training delivery in the field, both at QAED Punjab and district QAEDs. They not only deliver quality training for the British Council but also observe ETs delivering training in the field, against agreed standards.

Training Consultant Recruitment Drive – 19th & 21st April, 2018

PEELI held a recruitment drive in March 2018 to increase the existing pool of freelance training consultants (TCs) and develop overall capacity. Candidates went through a structured and rigorous selection process. The objective of this process was to hire trainers who could deliver required quality standards of the project. More than 150 applications were received from all parts of Pakistan. 33 applicants were shortlisted and invited to the next stage of recruitment in which they delivered face-to-face microtraining sessions. We organised two such sessions on 19th of April in Islamabad and on 21st April in Lahore. Each microtraining session was observed and assessed by Senior Academic Managers of the British Council against required quality standards.

Five candidates were selected to join the existing pool of freelance training consultants for PEELI. With 60 training

consultants, we are well positioned to deliver the planned interventions for years 2 and 3 of PEELI.

Training Consultants Conference - April 30th to May 2, 2018



PEELI Training Consultants and EES Team, Training Consultant Conference, March 2018, Lahore.

British Council held a three-day conference for its freelance training consultants with a core theme of continuing professional development. A needs analysis was conducted in advance, and training consultants were consulted to identify content and workshops for the event.

Conference programme summary

Presentations from EES team

- Becoming, Being, Staying a Good Trainer
- Demonstrating Effective Training Behaviour
- Professional Development Opportunities
- TC Champions
- Equality, Diversity & Inclusion (EDI) session

Presentations from international speakers

- Materials development with a focus on e-materials & apps - Gavin Dudeney
- Non-formal professional development - Scott Thornbury

Participant workshops

- School-based CPD, lessons from IATEFL - Samia Naz and Aafia Qureshi
- Creating culturally competent students - Abdur Rehman
- Creativity, learner autonomy, engagement & involvement - Asma Sheikh
- Observations as a CPD tool - Samia Tufail
- Globalisation & Its Impact on Language Learning- Eiman Jamil
- Speaking & listening - Haseeb Jan

Training Consultants: Observations and Standards

We have instituted new policies designed to ensure our training consultants consistently deliver to the highest possible standards and to motivate them to further develop their skills. We introduced our new performance management system at the training consultant conference from April 30th - May 2, 2018. Every TC will be observed at least once per year and

their performance evaluated using the British Council CPD framework for Teacher Educators. As a starting point, we expect all TCs to perform to at least the Foundation level with expectations of performance to higher levels as the project develops.

Training Consultant Champions

To improve the quality of our training consultant team even further, and to involve TCs in project specific activities beyond training, the British Council has created “champion” roles. We have selected six TCs to take on tasks related to the following areas of our work:

1. Training Resources management/e-learning
2. Communications
3. Integrating Technology
4. Mentoring/Coaching
5. Research
6. Performance management coordination

Learning and Development for TCs

We have prioritised the learning and development of our training consultants to ensure an effective delivery platform for the training and support they provide to Expert Trainers. Each training consultant is encouraged to reflect on their learning and development using the British Council’s CPD framework for Teacher Educators, and design a learning pathway accordingly. We have also provided opportunities to training consultants to participate in a number of training programmes aligned to PEELI’s outputs to further strengthen British Council’s capacity.

TCs watching Q &A session with Gavin Dudeney and Scott Thornbury



1.8.2 Internal Quality Assurance

British Council has robust systems in place to quality assure its work on the project.

Project Quality Assurance Framework (PQAF)

The Project Quality Assurance Framework (PQAF) has two functions. Firstly, it is a learning and development tool designed to help British Council staff across major projects identify lessons learned, areas of strength, and scope for improvement in programme and project management. Secondly, it is a tool against which we can formally review the quality of the design and delivery of British Council projects.

PEELI had a PQAF review visit in February 2018 by three senior British Council colleagues, two from British Council India and one from British Council headquarters in the UK. The PQAF team reviewed PEELI for three days during which they met Secretary School Education, Government of the Punjab, Dr. Allah Bakhsh Malik, Additional Director General Quaid-e-Azam Academy for Educational Development (QAED) Syed Mubashar Hussain, Dr. Samia Naz, PEELI focal person at QAED as well as a cross section of ETs TCs and PSTs. In addition to meetings with stakeholders and beneficiaries, the PQAF team reviewed systems, processes and documents in use under PEELI, before compiling their final report.

PQAF concluding statement:

“Overall the project is being delivered as per the project plan with excellent relationships developed with the project partners and client. The project is largely on track to meet its KPIs despite an initial set back with project start date.”

Evident strengths and points of excellence

1. High profile project with large reach with significant potential for achieving impact in the medium and long term
2. Excellent relationships developed with QAED, pool of Training Consultants and Expert Trainers
3. Scale up from pilot to large-scale project has happened successfully
4. Plans being developed for additional components which will significantly strengthen the impact of the project
5. On track in terms of delivery of key outputs for Year 1 / targets are met
6. Integration of the Teaching for Success approach, framework with development of professional materials
7. Approach to monitoring and evaluation of impact has been carefully considered, including commissioning an agency to deliver third party evaluation
8. Innovations: Iris Connect; scaling up of PATD; use of Edmodo; PRP; champions developed from TC network; assessment centres / procedures for trainer selection
9. Effective navigation of a complex political environment with regard to EMI, while remaining in line with British Council policy
10. Well-functioning team with diverse skills and a strong sense of accountability to achieve project objectives
11. Training Consultant network is a point of excellence, providing a pool of highly motivated, qualified and competent trainers
12. Compliance to corporate standards in relation to child protection, security and HR processes
13. Significant progress made in monitoring and reporting of finance and budgeting
14. Communications strategy and plan has been developed
15. Accurate self-assessment of areas for development by the project team

Management Control Check (MCC)

The EES team carries out monthly internal management control checks to assess project performance. The MCC is an online 'health check' covering key aspects of project delivery and is run alongside risk management and financial controls to identify and respond to issues at project level that are barriers to delivery. The following project areas are assessed through the MCC:

- Contract Management
- Procurement Management
- Project Governance
- Financial Management
- Project Delivery
- Resourcing
- Stakeholder Management
- Risk & Issue Management
- Information Management
- Monitoring & Evaluation

1.9 Learning and development for English for Education Systems (EES) Team

Advanced Project Management Training

As part of learning and development, the EES team completed an in-house 'Advanced Project Management' course in March 2018.

This course was designed to provide face to face training support to British Council staff in the application of project management best practice, the British Council project management framework and British Council processes to the management of PEELI.

Outcomes

- Increased knowledge, skills and confidence to deliver high quality projects and programmes, which meet British Council global standards and stakeholder expectations.
- A deeper understanding of the five phases of the project lifecycle, and the activities associated with each phase.
- The ability to create an effective project management plan, to drive implementation, business assurance and reporting
- Increased confidence to proactively manage programmes and projects in line with standards set in 12 core areas.

1.10 Project Governance

Steering committee

The steering committee, which meets quarterly, comprises:

- Ms. Ambreen Raza, Secretary School Education Department
- Iqbal Hussain, Director General QAED
- John Shackleton, Director EES, British Council Pakistan
- Dr Samia Naz, Course Coordinator, QAED

Working group

The working group, which meets monthly, comprises:

- Dr Samia Naz, Course Coordinator, QAED
- John Shackleton, Director EES, British Council Pakistan
- Arslan Tariq, Project Manager, EES
- Aqsa Rehan, Subject Specialist, QAED

EES Pakistan board

The British Council EES Pakistan board, which meets monthly, comprises:

- Rosemary Hilhorst, Director British Council Pakistan
- John Shackleton, Director EES, British Council Pakistan
- Duncan Wilson, Director Education, British Council India
- Helga Stellmacher, Director English, South Asia
- Tim Phillips, Head, Teacher Development, British Council UK

1.11 Research

Panel discussion- “Promoting Quality in the Classroom”

To launch the research component of PEELI, British Council organised a panel discussion on 15 March 2018 on the theme of promoting quality in the classroom. The event was opened by Secretary School Education Dr Allah Bakhsh Malik and the panel participants were John Shackleton (Director EES, British Council), Abbas Rashid (Director, SAHE), Khalid Mahmoud (Director FAME Education), Dr Samia Naz (Course Coordinator, QAED), Dr Steve Reissig (consultant with McKinsey) and Qamar Ul Islam Raja (Member Punjab Assembly and Chairman Standing Committee on Education, Punjab).

The discussion addressed the following questions:

- What’s changing and how do teachers need to adapt?
- What’s your idea of good teaching and how do you evaluate this?
- How do you encourage teachers to develop professionally?
- What role do school leaders have in encouraging CPD for teachers?
- How can technology help teachers access learning opportunities?



Dr. Allah Bakhsh Malik, Secretary School Education, Punjab delivering opening remarks at PEELI panel discussion on "Promoting quality in the classroom" March 15, 2018.



John Shackleton, Director EES explaining PEELI - Circle of responsibility at PEELI panel discussion on "Promoting quality in the classroom" March 15, 2018.



John Shackleton, Director EES, Dr. Khalid Mahmood, Director FAME, and Abbas Rashid, Director SAHE speaking at PEELI panel discussion on "Promoting quality in the classroom," March 15, 2018.

The event was opened with a speech by Dr Allah Bakhsh Malik. 50 guests attended the event which was also live-streamed over Facebook and tweeted in real time. On Facebook, the event reached 10,349 people and attracted 214 engagements and on Twitter 12,574 impressions and 268 engagements.

Research areas

We have commissioned SAHE to research what progress has been made against the Government of Punjab's ambition of converting to English as a Medium of Instruction (EMI) in public sector schools.

We have also commissioned another partner, DevTrio, to conduct research into two key areas which will inform the future direction that QAED adopt in teacher development. The two areas of research are:

- *IT access and literacy for CPD for Primary School Teachers*
- *The feasibility and modalities of school-based CPD*

The results of these 3 research assignments will be discussed at a policy dialogue event in Lahore on 8th Nov 2018 and it is hoped that these discussions will lead to an evidence-based examination of policy on the language of instruction used in public sector schools; reformulation of CPD policies and practice; a new approach which will offer alternatives to formalized face-to-face training interventions and empower individual teachers to take responsibility for their own CPD.

1.12 Monitoring & Evaluation

Purpose of M&E

Monitoring & Evaluation is critical in assessing the progress of any project against its pre-defined targets. Data collected through M&E gives key stakeholders reliable and impartial information about performance against these targets. It also helps in understanding if the project is on-track to enable continuous quality improvements that maximise project impact and reach.

The data collected in relation to PEELI therefore allows us to:

- A. evaluate changes in teaching behaviour in the classroom
- B. assess the quality of the training delivered by TCs and ETs
- C. report on our progress against project outputs
- D. learn from the experiences of our target audience in the Punjab and offer appropriate paths to learning and improvement
- E. retain and develop the British Council and QAED's experience in delivering similar projects

How we collect data

Under PEELI, M&E is done in two-ways, internally and externally.

Internal M&E

British Council Training Consultants (TCs) conduct the following M&E activities to gather data in line with the objectives outlined above:

1. Feedback collection through questionnaires
2. Interviews
3. Focus group discussions
4. Observations of ETs delivering training to PSTs

External M&E is essential in:

- **Building credibility:** Getting an external and independent inspection team having expertise to monitor development projects gives the progress/impact of our work more credibility.
- **Impartial view:** It helps the stakeholders in identifying problems, their cause and possible solutions
- **Increase Project Capacity:** It increases the project's capacity to monitor a larger number of training events/participants.
- **Strengths and Weaknesses:** It keeps the project on track by independently identifying any areas where the impact is not achieved and providing possible solutions.

1.12.1 Internal M&E in detail

And according to results:

1.12.1.1 Primary School Teachers

Training Events Conducted:

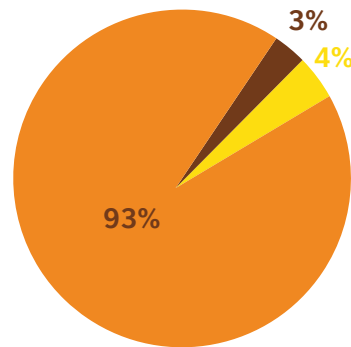
- 3-days PEELI training of 60,000 PSTs in various batches from August 1-September 25,2017
- 5-days PEELI training of 31,500 designated PST Head Teachers – December 26-30, 2018
- 3-days PEELI training of 10, 706 PSTs from March 26-28, 2018

Feedback Questionnaire

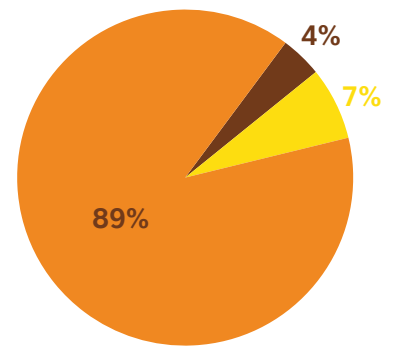
During these 3 interventions, 3000+ PSTs were approached to get feedback on:

1. Did the training meet your expectations?
2. Overall the training was a high-quality event?
3. Did you learn new knowledge and skills from the training?
4. Will the training help you teach better?
5. Do you feel more confident in using English in the classroom because of this training?
6. Would you like to attend similar training events in the future?
7. How likely is it that you would recommend British Council to a friend or colleague?

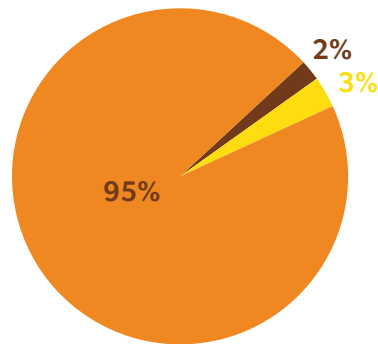
1. Did the training meet your expectations?



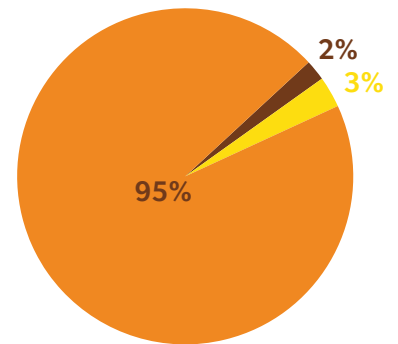
2. Overall the training was a high quality event?



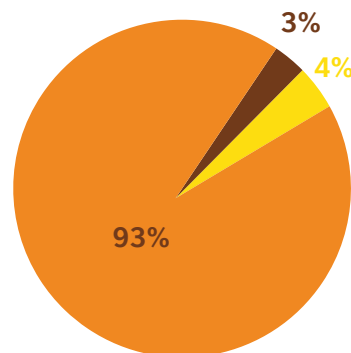
3. Did you learn new skills and knowledge from the training?



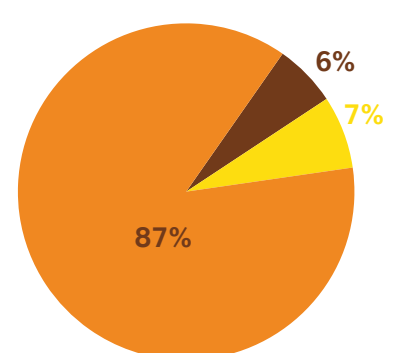
4. Will the training help you teach better?



5. Do you feel more confident in using English in the classroom after this training?



6. Would you like to attend similar training in the future?

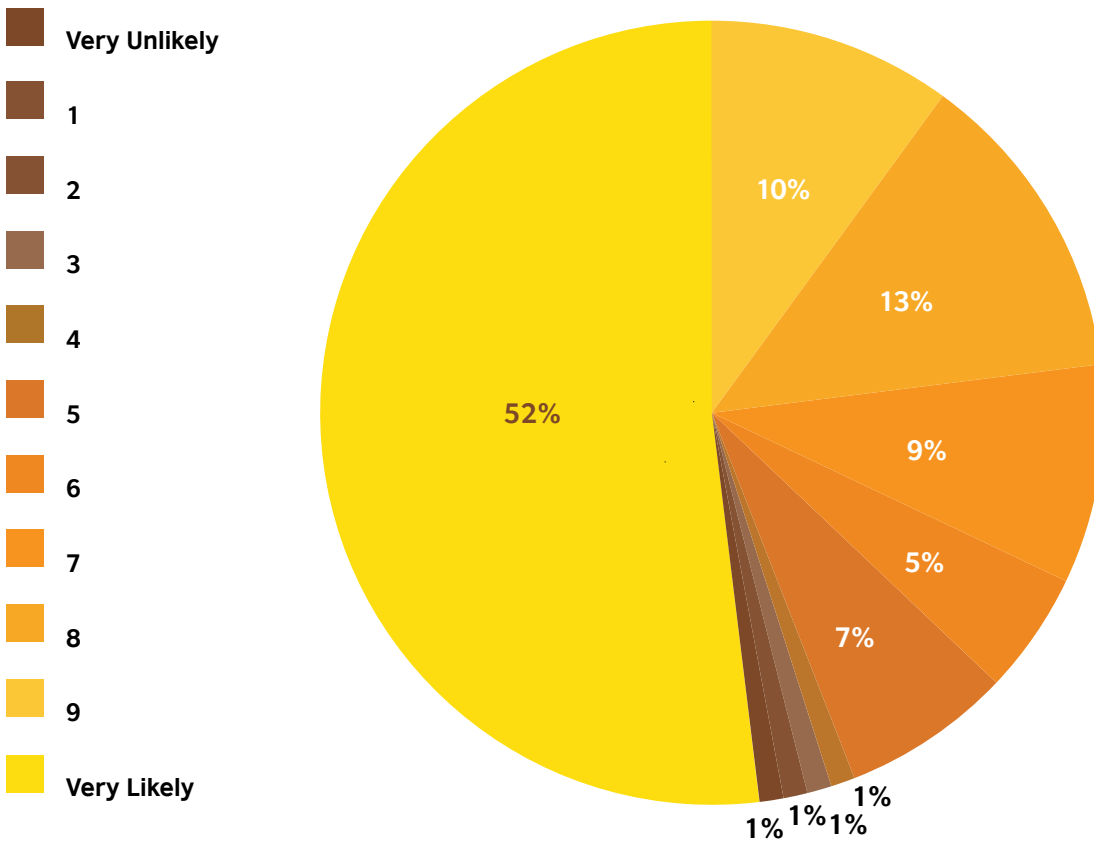


Strongly Agree

Disagree

Neither Agree Nor Disagree

7. How likely is it that you would recommend British Council to a friend or colleague?



Conclusions:

Training is focused on developing stronger pedagogical skills and in particular on the promotion of child-centred teaching, activity-based learning and introducing the considered use of English language in the classroom. This change in teaching behaviour is promoted in each training and teachers are responding to this very positively. The above results clearly indicate that PEELI is being successful in providing highly valued training to PSTs. Nearly all (93%) of them agreed that the training met their expectations and PSTs are therefore well placed to improve their classroom practice. This is further confirmed by 95% of teachers saying they acquired new knowledge and skills. Teachers find themselves more confident (93%) after training in the use of English

in their classroom teaching by applying new knowledge and skills learnt here, which is ultimately going to impact the overall quality of their teaching. 89% of the teachers say that they are going to recommend British Council training programmes to their fellow teachers and colleagues – a very strong indication of the overall quality of training and a good platform to provide other kinds of training for this audience in general.

1.12.1.2 Expert Trainers (ETs)

Selection and Assessment

British Council ran a series of assessment centres to recruit more than 900 Expert Trainers. These recruitment drives took place as per following schedule:

- Recruitment Drive 1: July 13-19, 2017
- Recruitment Drive 2: October 3-7, 2017

Teachers from across Punjab were invited to these recruitment drives in Lahore, Faisalabad, Multan and Islamabad and assessed according to their English language and classroom pedagogy skills, while delivering micro training sessions. As a result, 1001 teachers were selected.

Expert Trainers by District

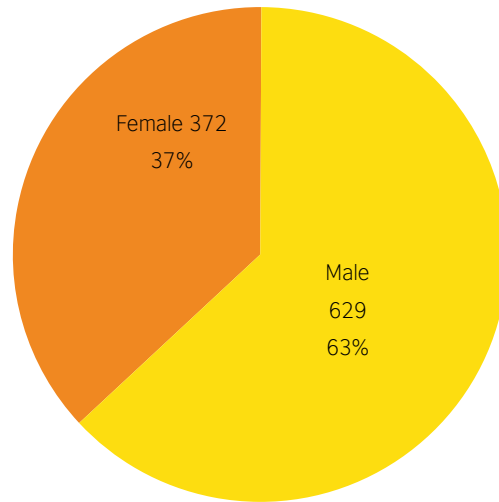
District	Total ETs	Male ETs	Female ETs
Attock	30	23	7
Bahawalnagar	39	29	10
Bahawalpur	36	19	17
Bhakkar	34	27	7
Chakwal	29	9	20
Chiniot	23	17	6
Dera Ghazi Khan	31	24	7
Faisalabad	40	22	18
Gujranwala	32	21	11
Gujrat	27	18	9
Hafizabad	14	8	6
Jhang	35	25	10
Jhelum	24	17	7
Kasur	24	11	13
Khanewal	42	36	6
Khushab	21	13	8
Lahore	26	14	12
Layyah	33	16	17
Lodhran	20	13	7
Mandi Bahauddin	12	10	2
Mianwali	25	10	15
Multan	19	9	10
Muzaffargarh	36	29	7
Nankana Sahib	10	6	4
Narowal	27	9	18
Okara	33	16	17
Pakpattan	21	17	4
Rahim Yar Khan	59	26	33
Rajanpur	35	28	7
Rawalpindi	28	17	11
Sahiwal	24	15	9
Sargodha	21	13	8
Sheikhupura	18	11	7
Sialkot	18	15	3
Toba Tek Singh	26	15	11
Vehari	29	21	8
	1001	629	372

Conclusions

In terms of geographical spread, this configuration provides us with sufficient capacity to deliver formalised large-scale training interventions in each district, as well as more localised CPD and extensive language improvement classes for PSTs in the future.

Expert Trainers by gender

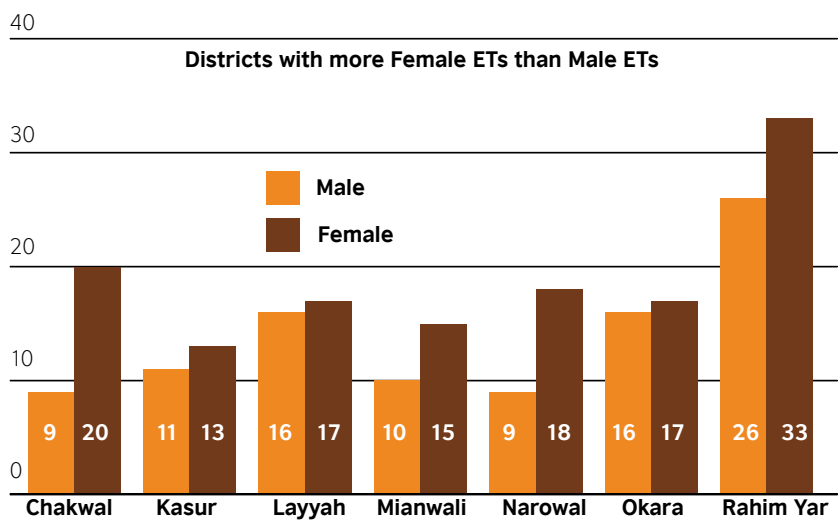
Male/Female ET Ratio: From both the recruitment drives, 1001 expert trainers were hired. Out of these 1001 ETs, only 372 ETs are female as compared to 629 Male ETs. Out of 36 districts of Punjab, in 30 districts the number of female ETs is less than male ETs. Thus, in future, we may need to recruit more female ETs to keep the gender balance.



Expert Trainer training

After recruitment, all 1001 ETs underwent 15 days of intensive trainer training, delivered in three phases:

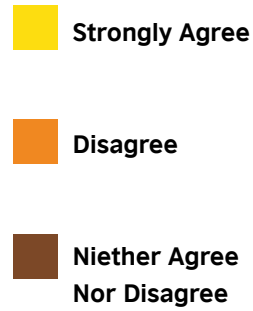
- Phase 1: July 24 -August 4, 2017 (10 days)
- Phase 2, Batch 1: October 16-27, 2017 (10 days)
- Phase 2, Batch 2: October 30th – November 11, 2017 (10 days)
- Phase 3, Batch 1: February 26 – March 2, 2018 (5 days)
- Phase 3, Batch 2: April 3-7, 2018 (5 days)



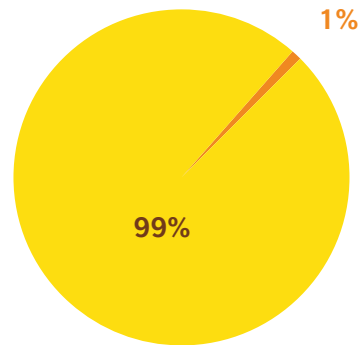
Feedback Questionnaire

Questions asked during the feedback sessions were:

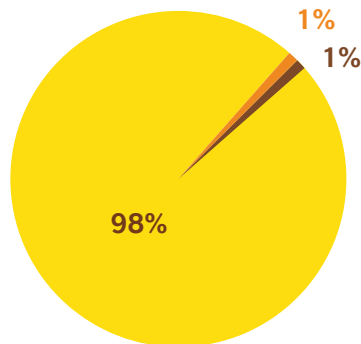
1. Did the training meet your expectations?
2. Overall the training was a high-quality event?
3. Did you learn new knowledge and skills from the training?
4. Will the training help you train PSTs better?
5. Do you feel more confident in using English when you train PSTs?
6. How likely is it that you would recommend British Council to a friend or colleague?



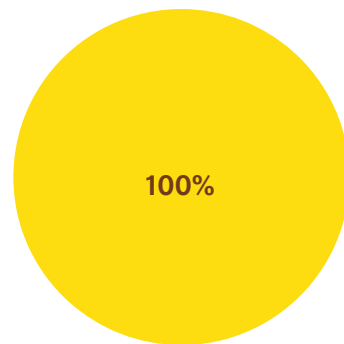
3. Did you learn new knowledge and skills from the training?



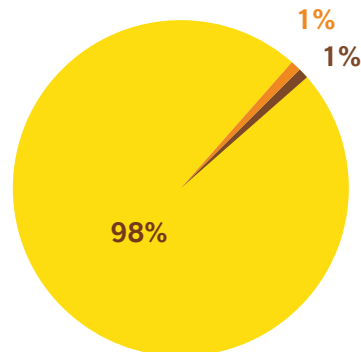
1. Did the training meet your expectations?



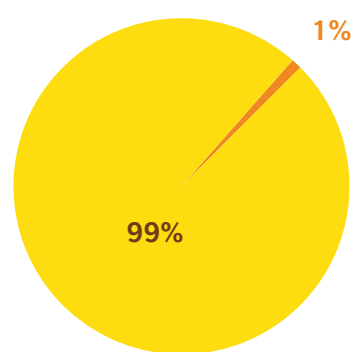
4. Will the training help you train PSTs better?



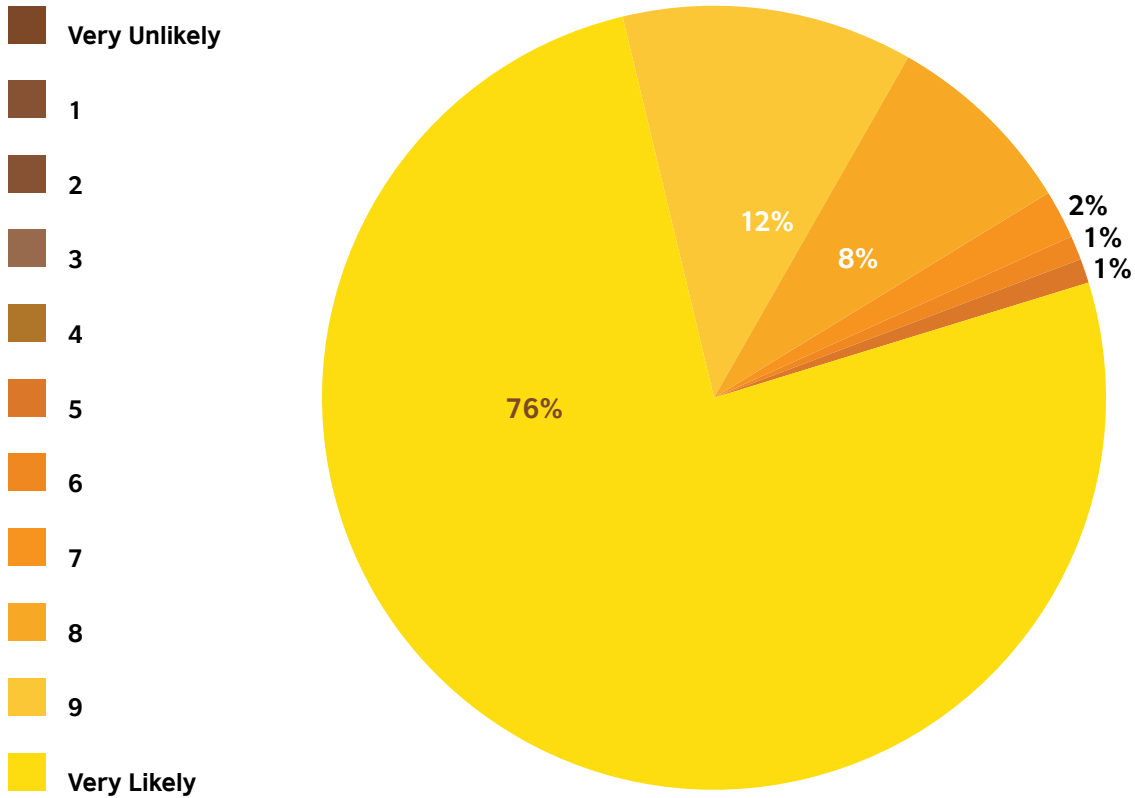
2. Overall the training was a high-quality event?



5. Do you feel more confident in using English when you train PSTs?



6. How likely is it that you would recommend British Council to a friend or colleague?



Conclusions:

98% of ETs found our training events to be of high quality; 99% of ETs say they have learned new skills for delivering training and 100% feel more confident to apply these skills in the training room; 99% of ETs feel more confident in delivering training through English.

These results demonstrate that ET training is very highly valued and perceived as being highly relevant and useful – particularly important as ETs are fundamental to the large-scale cascade model of the project.

Expert Trainer Observations by TCs

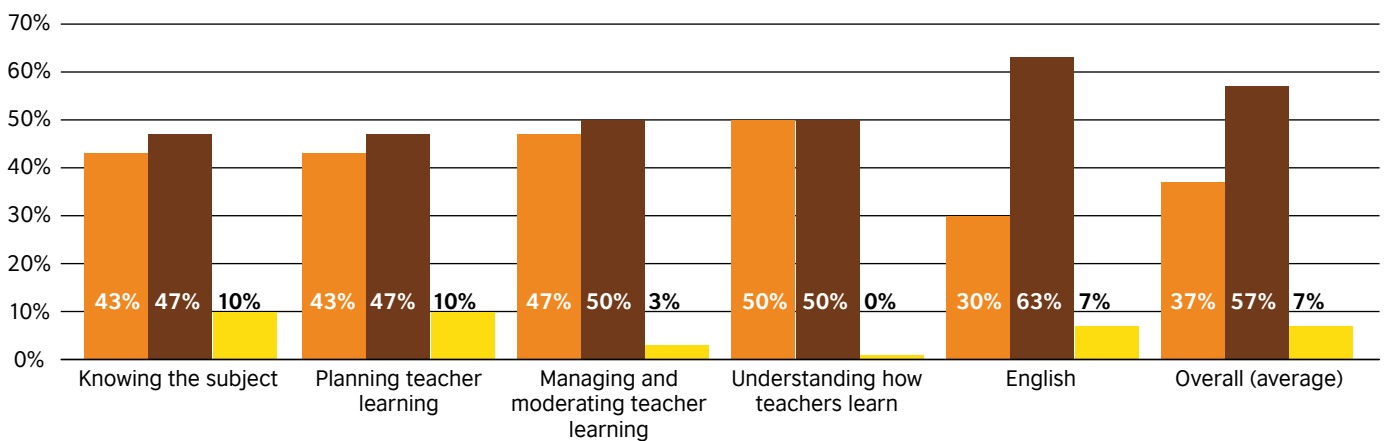
Approach

British Council training consultants observed 112 ETs delivering training to PSTs to assess their performance against the following professional practices:

- knowing the subject
- planning teacher learning
- managing and moderating teacher learning
- understanding how teachers learn
- English

See Appendix 10: “Teacher Educator Assessment Tool” further explanation of these professional practices.

Results



Conclusion

With very few exceptions, ETs have the basic competence on which they are building their roles as teacher educators. 90% or above scored 1 or 2 against each professional practice. We consider this to be comparatively very high for this stage of the project.

scored 1 against knowing the subject and planning teacher learning and we could usefully provide more input in these two areas in future training.

Looking across the professional practices, the lowest score was against English proficiency (30 % of ETs scored a 3). We could usefully therefore devote more attention to this in our future training.

The percentage spread for ETs scoring 3 against the other professional practices is small (43-50%); however, 10% of ETs

Change in competence over time - gender comparison

During recruitment, there was not much difference between male and female ETs' average score. But this difference grew more during training.

During training, female ETs average score rose from 2.27 to 2.63 as compared to male score improvement of 2.27 to 2.39. That could mean that we need to provide more intensive and focussed training to male ETs to bring them to the same level as female ETs.



1.12.2 Third-party M&E

For external M&E, FAME Education Consultants (Pvt.) Limited was chosen as third party validator, extending our M&E reach across the Punjab and ensuring the independence of data collected and analysis provided.

They have submitted two reports; First report covers the period from June 2017 – March 2018 and the second report covered the period from April 2018 – June 2018.

Training event	Dates	Activity	Number of districts	Number of participants
PST training	26 – 30 December 2017	Observations of ETs Focus group discussions Feedback from PSTs	25	103 268 2855
PST training	26 – 28 March 2018	Observations of ETs Focus group discussions Feedback from PSTs	15	106 218 2884
ET training	3 – 7 April 2018	Focus group discussions	6	47
ET training (TKT)	16 – 28 April 2018	Focus group discussions	1	8
PSTs in action	12 – 16 May 2018	Observations of PSTs	4	52
EET training	28 May – 8 June 2018	Focus group discussions	2	18

Highlights from FAME Education's report 1 (June 2017 – March 2018)

Assessment of ETs competence, based on their training delivery:

- *All the ETs have the foundation of teaching skills and knowledge on which to build her/his role as a teacher educator, which is second tier among the four levels of competences, as the observed overall mean score is 2.09 at the scale of 1 to 4.*
- *ETs knew the content well, they were delivering in the training sessions (mean score 2.16 out of 4), and had well planned and managed their training sessions in order to ensure PSTs' learning from the sessions (mean score 2.19 out of 4).*
- *Female ETs' performed better (as their mean score is higher) than their male counterparts on the five (out of six) performance indicators: i) understand how teachers learn, ii) plan and manage teacher learning, iii) support and mentor teachers, iv) monitor teacher performance, and v) take responsibility for his/her own professional learning.*
- *PSTs who attended female ETs' training sessions, were more positive towards the training (as their mean score is higher) in comparison to those who attended male ETs' training sessions.*

Highlights from FAME Education's report 2 (April 2018 – June 2018)

Quality of PSTs training

ETs delivered training for newly inducted PSTs in 2018, from 26th to 28th March 2018. Assessment of quality of the training was based on ETs performance during the training, feedback from PSTs, and group discussion with them. The data yielded following key results:

- *All the ETs have started developing their skills and knowledge as a teacher educator through practical experience and professional learning, as the observed overall mean score is 2.5 at the scale of 1 to 4; i.e. ETs have just started touching the Engagement Level in their professional development.*
- *ETs knew the content well, they were delivering it in the training sessions aptly (mean score 2.7 out of 4), and understood how teachers learn to ensure PSTs' learning from the sessions (mean score 2.6 out of 4).*
- *Women ETs' performed better, as their mean score is higher than men ETs on the four (out of five) performance indicators:*
 - a) Understand how teachers learn,*
 - b) Know well the subject;*
 - c) Support and mentor teachers, and*
 - d) Monitor teacher performance.*
- *PSTs who attended female ETs' training sessions, were more positive towards the training, as their mean score is higher in comparison to those who attended male ETs' training sessions.*
- *The training was responsive to the needs of the PSTs as majority (more than 91 percent) of the respondents was satisfied with the usefulness of the training and ETs' competence.*
- *The PSTs in focused groups shared their key learnings: a) Active learning strategies; b) Impact of teacher motivation; and c) Use of proper communication on student learning.*
- *Attendance rate in the training across Punjab province was a matter of concern – only 53.5 percent of the expected number of PSTs: i.e. 10,706 attended the training.*

1.13 Conclusions, lessons learned and Year 2 focus

Progress against outputs

Overall

Year 1 has been a successful year for PEELI. We have made good progress in four of the six components (Training; Licensing; M&E; Research). With the delayed start to the project, the two other components (QAED Capacity Building; Content and Materials) have not seen as much progress as we would have liked but we have taken steps to ensure that this is rectified in Year 2.

Component 1 - Training

Expert Trainer and English Expert Trainer selection and training

The recruitment of Expert Trainers and their subsequent training has been very good. This cadre, which serves as the principle resource that enables QAED to deliver its in-service development programme for existing and newly-inducted teachers as well as for school leaders demonstrates a level of competence that has exceeded our expectations for this stage of the project. As evidenced in both internal M&E and TPV reports, feedback from PSTs on the performance of their trainers has been very positive – an opinion borne out by the results of observation.

ET participation in additional training through the licensing component has been very positive, as has their engagement with the community of practice platform Edmodo. Their motivation is similarly high and we can look forward to further strong quality in the training they deliver in Year 2. This is very encouraging as the impact

on teacher classroom behaviour is dependent to some large degree on the competence, motivation and continuing professional growth of this group of trainers.

We need to ensure in year 2 that the well-received and relevant training provided to the recently formed cadre of English Expert Trainers is put into practice and that the planned extensive language improvement courses for PSTs have an impact on their proficiency. EETs will need the further support and training planned for Year 2 and QAED will need to ensure the selection, participation and engagement of the PSTs who will take part in the programme.

British Council Training Consultants

ETs and EETs have been very well supported by the pool of Training Consultants in Year 1, both in terms of new skills and knowledge acquired and feedback on the quality of training received. We will continue to provide professional development opportunities for TCs in year 2, encourage a greater autonomy in terms of progression pathways and involve selected TCs in project outputs beyond trainer-training through the champions initiative.

Primary School Teachers and Head Teachers

Primary School Teachers and Head Teachers are at the beginning of their PEELI journey. In Year 2 we need to build on the high quality training they have received in Year 1 to ensure that the desired improvements in teaching behaviour are achieved. We need to make sure that the training provided really is encouraging child-centred teaching, activity based learning and the ability to make appropriate choices about the language of instruction in the classroom. As well as providing further

formalised training interventions in line with Year 2 targets, we need to support school-based CPD. We need to build engagement with the value of school-based CPD, introduce sustainable systems to support it and, through component 3, develop and provide access to the relevant self-directed content. This content needs to reinforce and extend the learning outcomes of our face-to-face interventions to date and be available on platforms that are accessible to PSTs and HTs across Punjab.

Component 2 - Licensing

As mentioned above the additional training for ETs has been a very successful part of Year 1 and has given QAED a sense of which internationally recognised programmes and qualifications will best meet their needs. These programmes need to be embedded in QAED's overall in-service provision and integrated into a clear framework of standards for teachers, school leaders and teachers. This framework needs to be used to provide meaningful recognition, set realistic career pathways and inform beneficiaries of the professional development opportunities available. We have prepared the ground for this through initial discussions with QAED, but we need to prioritise this outcome for Year 2 in order to maximise the benefit of our work in Year 1.

Component 3 - Content and Materials

We can be satisfied with the materials produced for the formal training interventions in year 1. They have been very well received. The materials produced for ETs in particular have provided an excellent platform for their subsequent training of PSTs. We need to continue with this level of quality and we need to ensure that we

are integrating the results of our M&E work into content and materials revision. However, the main focus for Year 2 in this component, as detailed above, is to develop self-directed resources – delivered through radio and online platforms.

Component 4 - Capacity development for QAED

Although initial activity under this component has taken place this must be a priority for Year 2 if we are to support QAED in its ambition to become a centre of excellence. So far activity has been ad hoc with insufficient attention paid to an understanding of needs, to follow-up and to longer term objectives. We need to work with QAED to understand more fully their vision and to establish a more detailed analysis of needs across its different departments. We need to prioritise these needs and develop and deliver learning opportunities that will help the acquisition of the necessary skills and knowledge base. We need to ensure that learning is applied and have M&E systems in place that assess the impact of learning opportunities provided.

Component 5 - M&E

Our M&E work has been well-directed and carried out in line with our M&E framework. It has provided some useful data, analysis and recommendations. The commission of an external consultancy to carry out Third Party Validation has been especially important, bringing both an independent and different perspective on our work. In Year 2 we need to be better informed about the context in which PSTs and HTs work. We need to know more about the nature and quality of QAED's devolved in-service delivery structure in the districts of Punjab. We need more detailed information about the success

or otherwise of our training programmes so that we can make adjustments to outcomes, content and delivery approaches. We need to establish a solid baseline against we can measure the impact of our training on classroom behaviour. We need to develop a reliable approach to investigating the impact of changes in teaching behaviour on learner experience and attainment. We need to ensure all of our evolving M&E work continues to be aligned with the overall project objectives and performance indicators.

Component 6 - Research

In Year 1 we established 3 areas of research for the project and began work on the first of these:

- Progress on the introduction of EMI into the public sector schools
- IT access and literacy for CPD for Primary School Teachers
- The feasibility and modalities of School-based CPD

We have commissioned a consultancy firm to carry out research in the other two areas and agreed their workplans.

In November of Year 2 we will present the first findings of the three research assignments. We need to ensure that these findings translate into the (re) formulation of educational policy and practice and inform our work on the project. We need to pay special attention to EMI and ensure that QAED and British Council practice remain aligned.

Communication

In addition to the activities outlined under each component, we need to ensure that in Year 2 we are communicating the success of our work to our stakeholders, beneficiaries and

the wider educational community. We need to make sure this communication positions PEELI as a flagship project within education reform in Punjab in general.

Stakeholder engagement and partnership working

Year 1 was witness to a very productive working relationship between QAED, SED and the British Council. Despite changes in personnel we have been able to engage sufficiently to facilitate implementation and reporting. In year 2 we need to work harder to systematise regular meetings of the steering committee and working group that focus on impact, sustainability and project outcomes and not just on activity delivery and financial monitoring and reporting.

Overall, we believe we have established an excellent platform from which we can deliver the targets, impact and legacy of this project. We need to strengthen this platform in year 2 and ensure that together we build sustainable, integrated delivery and assessment systems. Future success, as with Year 1, will depend on the continued engagement and hard work of all those involved in PEELI and a common understanding of what collectively we wish to achieve for the teachers and learners of the Punjab.

Year 2 Targets

Component 1: Training for ETs, EETs, PSTs and HTs

- 5 days PST training - 200,000 (7 x cohorts of 30,000)
- 15 days ET training - 1001 (EETs)
- 5 days HT training - 30,000
- 8 days EET training - 76 (EETs) + 20 days of training for 24 new EETs
- EETs will train 1200 English Language Subject Specialists in the districts

Component 2: Licensing

- 6 ETs - CELTA
- 80 ETs - Professional Award for Teacher Development
- 30 ETs - Teaching Knowledge Test – Module 1
- 1600 APTIS Tests
- 600 ETs - MOOCs

Component 3: Material Design

- 15 days of course for ETs
- 5 days of course for EETs
- 5 days of course for PSTs
- 5 days of course for HTs
- Suite of self-directed resources

Component 4: Institutional Capacity Building

- 2 One-week workshops by International Training Consultants for QAED institutional capacity buildings

Component 5: Monitoring & Evaluation

- 1001 - Scorecard questionnaire collection from ETs
- 100 - Scorecard questionnaire collection from EETs
- 100 ETs Observations delivering training to PSTs
- All training interventions included in TPV assesment
- 200 PSTs observed in the classroom

Component 6: Research

Deliver research findings related to:

- IT access and literacy for CPD for Primary School Teachers – Research completion
- The feasibility and modalities of School-based CPD - Research completion
- Round table event to discuss the findings of the above two research questions

A. PEELI in the news

- 123,000 school teachers given English language training in five years by Arslan Haider, Daily Times, April 3, 2018.
<https://dailytimes.com.pk/223231/123000-school-teachers-given-english-language-training-in-five-years/>
- Over 30,000 teachers to get English training, The Express Tribune, June 16, 2018.
<https://tribune.com.pk/story/1736139/1-30000-teachers-get-english-training/>
- English training of first batch completed, The Express Tribune, June 26, 2018.
<https://tribune.com.pk/story/1742395/1-english-training-first-batch-completed/>
- Beyond the outdated system, The News International, Friday, June 29, 2018.
<https://www.thenews.com.pk/print/334957-beyond-the-outdated-system>

B. PEELI in clips

- Education in Pakistan: Key Issues, Problems and Challenges, PTV World, January 29, 2018
<https://www.youtube.com/watch?v=iHjckkHDubU>
- British Council Pakistan | Punjab Education and English Language Initiative (PEELI) March 2018
<https://www.youtube.com/watch?v=1b3oA3OTsGk&t=14s>

APPENDICES

Appendix 1 – English Expert Trainers Course

English Expert Trainer Course

- Participant Workbook 1
- Participant Workbook 2
- Participant Workbook 3
- Participant Workbook 4

Course Overview

This is a 20-day training course developed and delivered by the British Council for the 'English Expert Trainers' training and comprises of 4 participant workbooks. This course is focused on developing participants skills in teaching English skills (speaking, listening, writing and reading) through communicative learning.

Key components (Workbook 1):

1. Introduction to language awareness
2. Classroom management: Who should do the talking?
3. Lesson types
4. Classroom management: Giving clear instructions
5. Presenting new language: Context
6. Receptive skills: Listening
7. Presenting New Language: Establishing the Meaning with CCQs and Timelines
8. Lexis 1
9. Receptive skills: Reading
10. Modelling and drilling
11. Introduction to phonology
12. Writing a full lesson plan

Key components (Workbook 2):

1. Controlled and freer practice
2. Productive skills: speaking
3. Lesson types: Teaching functional language
4. Language awareness: The past
5. Error correction
6. Phonology: Phonemic script
7. Productive skills: writing

Key components (Workbook 3):

1. Language awareness: The future
2. Lexis 2
3. Lesson types: 'Test Teach Test' and guided discovery
4. Language awareness: Conditionals
5. Phonology in the classroom
6. Games, warmers and fillers

Key components (Workbook 4):

1. Focus on the beginner level
2. Focus on the pre-intermediate level
3. Using songs and videos in the classroom
4. Focus on the intermediate level
5. Consolidation and revision activities
6. Using information technology

Appendix 2 – Expert Trainer Courses



Course overview

The 'Trainer development course' is a 10-day course focused on providing the basic skills to Expert Trainers to allow them to effectively deliver teacher training. The key areas covered in this course include:

1. Understanding how teachers learn
2. Issues and challenges of delivering teacher training
3. Making training effective
4. Planning, designing and delivering teacher training



Course Overview

This is a 5-day course developed for the Expert Trainers and is focused on their understanding of continuing professional development.

The key areas covered in this course include:

1. Understanding PEELI
2. Understanding English as a medium of instruction
3. CPD Framework for Teacher Educators
4. Engaging with professional development
5. Understanding online learning platforms
6. Supporting teachers' CPD

Appendix 3 – Primary School Teacher Course



Course overview

'Teaching English for the subject classroom' is a 6-day course developed for the Primary School Teachers. This course is focused on developing teachers' functional classroom English and pedagogy skills. The key areas covered in this course include:

1. Presenting lesson content
2. Giving instructions
3. Checking understanding
4. Classroom management
5. Encouraging and correcting learners
6. Using mother-tongue in the classroom
7. Pronunciation and developing confidence

Appendix 4 – Licensing Report

COURSE OUTLINES

CELTA (Certificate in Teaching English to Speakers of Other Languages)

Course aim:	To build up subject knowledge and strategies of effective teaching allowing participants to apply this in a real teaching context.
Focus:	<ul style="list-style-type: none"> • Learners & teachers, and the teaching and learning context • Language analysis and awareness • Language skills • Planning and resources for different teaching contexts • Developing teaching skills and professionalism
Delivery mode:	Face-to-face (delivered at International House, Chiang Mai, Thailand)
Assessments:	<ul style="list-style-type: none"> • 4 x written assignments • 6 x assessed teaching hours
Course duration:	1 month (20 working days) - intensive

Professional Award for Teacher Educators

Course aim:	To develop skills, knowledge and strategies in effective teacher training.
Focus:	<ul style="list-style-type: none"> • Training issues + challenges • Rapport building • Supporting trainees • Presenting content • Giving feedback • Evaluating material • Microtraining
Delivery mode:	Face-to-face (delivered in Pakistan)
Assessments:	<ul style="list-style-type: none"> • Writing assignments • Group tasks • Microtraining preparation and delivery
Course duration:	10 days - intensive

TKT (Teaching Knowledge Test) – Module 1

Course aim:	Module One covers describing language and language skills, and background to language learning and teaching.
Focus:	<ul style="list-style-type: none"> • Terms and concepts of English language teaching • Factors underpinning the learning of English • Range of materials, tasks and activities for English language teaching.
Delivery mode:	Face-to-face (delivered in Pakistan)
Assessments:	Formal end-of-course paper-based test
Course duration:	10 days - intensive

ACTIVITY SCHEDULE

	Delivered on:	Selection criteria:	No. participants:	No. passed:
CELTA	23 Apr – 21 May (Thailand)	<ul style="list-style-type: none"> - Training delivery (assessed by British Council through micro-training) - B2+ English (assessed through APTIS) - Knowledge (assessed through interview by IH, Chiang Mai) 	6	6
Professional Award	05 – 16 Feb 12 Mar – 22 Mar (QAED Punjab) 07 May – 18 May (QAED Punjab) 28 May – 13 June (QAED Punjab)	<ul style="list-style-type: none"> - Training delivery (assessed by British Council through micro-training) - B2+ English (assessed through APTIS) - Knowledge (assessed through written application and interview by British Council) 	44	TBC
TKT Module 1	16-28 Apr (Lahore)	<ul style="list-style-type: none"> - Training delivery (assessed by British Council through micro-training) - B2+ English (assessed through APTIS) 	27	TBC

-After consultation with Cambridge approved training centre, it was deemed unfeasible to incorporate ICELT into PEELI since the programme could only be run extensively, in Lahore meaning the majority of ETs would not benefit. QAED and British Council agreed to reallocate funding for ICELT to scale up delivery of Professional Award to capitalise on positive impact.

-British Council has carried out initial research in year 1 into the feasibility of running online courses in Punjab with a research project into IT literacy and accessibility among teachers in Punjab underway. An initial MOOC will be trialled in July 2018 with 200 ETs.

PARTICIPATING EXPERT TRAINERS
CELTA

Saima Noureen
Sana Mustaq

Muhammad Tayyab Yaqub
Muhazir Ghallab Hashmi

Muhammad Waqas
Jamila Mushtaq

TKT

Muhammad Umer Abdullah
Aneela Safdar
Bilal Hasan
Mueen Akhtar
Mian Abdus Samad Yazdani
Tauseef Anjum
Asifa Amanat
Anmol Fatima
Asif Adeel Dilshad

Beenish Iftikhar
Farhan Akbar Sarohie
Gul Mustafa
Mirza Ihsan
Muhammad Abrar
Palwasha Khadim
Qasim Ali
Ramzan Sajid
Rizwana Hamid

Rubab Abdullah
Sahar Saleem
Sanaullah Madni
Shahbaz Hamid
Shahid Mahmood
Shamaila Naz
Tahira Parveen
Waqas Hussain
Zulfiqar Ali

PROFESSIONAL AWARD

Adnan Hussain
Ayesha Siddiqi
Natasha
Dr Rana Dildar Khan
Fozia Saleem
Mamoona Javed
Riffat Liaqat
Muhammad Imran
Nosheen Arif
Muhammad Ashfaq
Irum Saeed
Shahzad Ahmed
Azka Kiran
Abdul Razzaq

Habib Ur Rehman
Hina Kausar
Rizwan Saeed
Kishwar Noreen
Mamoona Anwar
Moiz Ahmad
Muhammad Azhar
Fatima Shahid
Shahbaz Hamid
Farhan Sarohie
Iffat Sarfraz
Rana Iqtadar
Shah waris
Mirza Ihsalul Haq
Imran Haidar

Ibtisam Ali Adrish
Shafique Faridi
Sonia Safdar
Zartashia Gull
Saadia Jawad
Mudassar Iqbal
Muhammad Farhan Niaz
Muhammad Ashraf Saqi
Tahira Aziz
Riaz Ahmad Javed
Muhammad Ahmad
Muhammad Shahid Rana
Rabia Iram
Qasim Ali
Samia Rashid

INITIAL IMPACT**(1) PROFESSIONAL AWARD:**

- 100% of ETs agreed/strongly agreed that the programme:
 - met their expectations
 - was a quality training programme
 - helped them acquire new knowledge
 - will help them do a better job as an ET

- ETs were particularly happy with the programme's focus on:
 - material/workshop design skills
 - developmental observations
 - assessment and tutorials

- ETs commented that the programme would help them to:
 - design workshops catering to specific learner needs
 - incorporate online learning into development
 - experiment with different techniques in the classroom
 - share their learning with other teacher trainers

- ETs recommend the programme to other teacher/teacher trainers because of its:
 - lays the groundwork for teacher training
 - strengthens existing training skills
 - provides new knowledge essential for teacher trainer development
 - helps participants complete assessments under pressure

(2) TKT

100% of ETs agreed/strongly agreed that the programme:

- met their expectations
- was of high quality
- helped them learn new skills and knowledge
- would help them train teachers better
- improved their confidence in using English

When asked which parts of the programme were most useful, participants responded:

- new ideas and activities for the young learner classroom
- how to teach vocabulary, reading, listening, reading and how to deal with errors and mistakes
- how to teach grammar

When asked how they would apply their learning, participants responded:

- through incorporating new activities into own teaching and training
- by adapting activities according to purpose and learner needs
- through delivering inclusive teaching and training

When asked if/why they would recommend TKT for newly recruited teachers participants responded:

- the programme builds confidence
- participants learn new techniques and teaching strategies
- the programme covers the core skills of ELT

Participants made the following suggestions for the next TKT programme:

- send materials to participants in advance
- offer programme to teachers as well as teacher trainers
- increase duration of programme to allow more preparation time before exam
- More practical focus/teaching activities should be covered

(3) CELTA

SEE CANDIDATE REPORTS FROM INTERNATIONAL HOUSE BELOW:

Analysis

Professional Award – Initial feedback is extremely positive with all participants in agreement on the usefulness and relevance of the programme. Participants were particularly praising of the programme’s practical design and inclusion of both formative and summative assessment. In terms of how learning would be applied, two key areas which participants highlighted which stand out are: designing and delivering training according to the needs of learners, and sharing learning with peers. It is fair to assume that subsequent training delivered by participants of the Professional Award would there be of higher quality given that learners’ needs would be taken into consideration when planning and imparting workshops. Participants agreed that the programme would be beneficial to teachers wishing to become teacher trainers or newly recruited teacher trainers since it lays the groundwork for teacher training and provides participants with core teacher trainer skills. Given that PEELI aims to develop a cadre of teacher trainers or *Expert Trainers* who are self-sufficient and can continue to deliver quality teacher training beyond the lifeline of PEELI, it would be logical to scale up the Professional Award given that this is the only higher value course/programme from component 2 of PEELI which is aimed at teacher trainer development with the remaining programmes catering more towards teachers.

TKT – feedback was very positive with a consensus among participants on the programme’s usefulness and relevance. Participants were particularly praising of the areas of the programme which covered how to teach English skills and systems. Participants also commented that they would apply their learning by incorporating new teaching techniques and strategies into their classroom. All participants said that they would recommend the programme for newly recruited teachers since it helps to: build confidence, train participants in new techniques and teaching strategies as well as cover ELT core skills. A number of participants suggested that the programme be more practical and include a bigger focus on teaching activities/strategies rather than terminology. Given this feedback along with the fact that participants are mainly primary/secondary school teachers, it would be advisable to explore the option of offering a different TKT module based on TPV Fame’s final report along with final results from the year 1 TKT module 1 exam.

CELTA – with all 6 participants successfully completing this demanding one-month intensive programme, it would indicate that the rigid selection process was effective in identifying suitable candidates and should be replicated in year 2. Between them the six participants have a range of strengths and areas for development and would therefore be well placed to work alongside Expert English Trainers in delivering English improvement courses to primary school teachers as well as support and mentor this cadre and potentially deliver EET training beyond the lifeline of PEELI. Though CELTA is expensive meaning that only 6 people each year are able to benefit from this opportunity, the knowledge and skills they bring back can be imparted to peers as mentioned above and it is therefore suggested that CELTA continued to be offered in year 2.

YEAR II RECOMMENDATIONS:

Higher value courses

- Professional Award (80 ETs)
- TKT (30 ETs)
- CELTA (6 ETs)
- MOOCs (600 ETs)

Standards/accreditation

- Development of training standards for teacher educators
- Alignment of observation tools for teacher educators
- Mentor training and standardisation for observers

*Discontinue ICELT and reallocate funding to Professional Award to maximise impact of higher value courses.

Appendix 5: QAED Capacity Building Report

QAED Capacity Development

Report on QAED Training Wings and MDW training

Mike McRory Curriculum consultant

Lahore: March 2018

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4. QAED Training Wings – Learning materials
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Annex 3: Lists of participants for QAED Training Wings 1 and MDW 3

Annex 4: QAED Training Wings group - Education and Experience data

Annex 5: Materials writing competency tool

Annex 6: Needs Analysis – Materials development exercise

Annex 7: School assessment audit

Annex 8: Textbook evaluation tool – sample category

Annex 9: Participant evaluation of training inputs

Annex 10: Module evaluation instrument

Annex 11: Training photographs

Annex 12: Assignment Terms of Reference

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- Alignment of observation tools for teacher educators
- Mentor training and standardisation for observers

**Discontinue ICELT and reallocate funding to Professional Award to maximise impact of higher value courses.*

1. This training input consisted of three components:
 - i. carrying out a Needs Analysis exercise with members of QAED Training Wings and the Academic Development Units. The exercise consisted of three activities: completion of a self-rating materials development competence instrument; participation in a series of interpretation and writing tasks based on excerpts of learning and teacher support material; completion of an Experience and Qualifications questionnaire
 - ii. delivering four training modules (previously used in the initial MDW training Input 1) to the group of QAED Training Wings officers (from HQ and the Districts); the modules were Syllabuses, Learning outcomes and Achievement indicators; Learning theories and instructional design; Development of learning materials; Writing of learning materials
 - iii. Planning and developing two customised training modules in advance for a group of six MDW staff of QAED (who had already had two training inputs - in 2015 and 2016), and delivery of these. The modules were Assessment 2 (following from Assessment 1 in March 2015) and Evaluation of learning materials.
2. A series of Curriculum SLO activities were designed to illustrate 'learner-centred', activity-based, experiential, life-oriented learning.
3. All eight participants of QAED Training Wings group developed a learning materials 'chunk', collaborated with teachers at the Governor's Model school, and presented their evaluation of the trial to the group.
4. The members of the MDW Training group carried out an assessment audit at a school, as part of work on the Assessment 2 module. Samples of assessment items (of various types) collected were compiled into an audit file; this is available under separate cover at British Council offices.
5. The Learning materials evaluation module took participants through the theory underpinning the importance of having valid and reliable instruments to effectively evaluate learning materials. They considered a range of exemplar instruments, and discussed their strengths and shortcomings. A set of six essential categories, within which materials evaluation criteria are needed, was agreed upon. These are: content, learning, assessment, language, presentation, teacher materials.
6. The participative training strategy incorporated face-to-face sessions, group interaction in module sessions, individual work on projects, curriculum SLO activities, and collaboration with teachers.
7. On the module evaluation instrument, 86.77% of responses across the ten aspects are either very good or good, for the QAED group. 85.59% are rated either good or very good for the MDW Group. The application and commitment of all participants to the project work was of a high level.
8. The MDW work output for 2016/17 is presented at Section 7. The workplan for 2018-19 is also

included. It is envisaged that QAED would request the support of the consultant for work on selected teacher support materials projects. This support would be an element of the British Council/PEELI support to QAED institutional capacity development, under Output 4 of the current PEELI workplan.

9. The delivery status of the series of consultant training inputs is listed at Section 7. Two of the initially planned series of fourteen modules for the MDW group remain. Ten modules remain for the QAED Training Wings group. Modules E, G, H and I are priority. Modules M and N remain for the MDW group (N would be done first). Dr Samia has expressed an interest in specific attention to research training. These modules would represent a beginning.

10. It would be of tremendous help if training inputs could be planned and negotiated with the senior management, on the understanding that alternative people in the various wings would shoulder the burden of essential office tasks while nominated people are free to concentrate on the demands of intensive training.

11. QAED MDW and Training Wings, PEC and PCTB should collaborate more fully. This collaboration should of course involve all agencies making inputs to MDW (such as TAMO). There should be a more considered approach to the transfer of people between wings.

12. Many of the comments made during the training drew attention to a need for ADU training sessions to include much more practical hands-on exercises, of the type featured in the sessions of this training.

13. There is need for a permanent, collaborative relationship to be built with the Wahdat Model school, and/or with the other schools in the Wahdat colony. MDW and Training Wings people need a forum for trialling teacher support materials while they are under development.

8. Comments and recommendations

8.1 Comments

5. Zahid Mukhtar of QAED Training Wings was the consultant support person for this input. As a member of the previous MDW training inputs, his experience was invaluable. His mediation skills, in securing access to the Governor's school for the chunk work, were essential. Unfortunately, his office superiors called him away for the MDW training in the final week – very disappointing for him, since he had participated in the two previous training inputs.

6. British Council again provided a 3-in-1 printer for use during the input. This contributed a great deal to effective session work, by enabling on-going small copying and printing demands to be met. Arslan and Iman of the PEELI office efficiently handled heavier printing requirements – with very short lead times, on a couple of occasions. The hotel's digital projector enabled effective use of on-screen presentations, such as module graphics and you-tube videos.

7. The British Council had organised the printing of the modules, in advance of the input. This allowed the trainer and assistant to finalise preparations (particularly resources) on the Friday preceding course start.

8. A recurring feature of the four inputs made by this consultant to the PEELI capacity building component at QAED, from December 2014 to March 2018, is the persistence of the 'availability' problem. QAED people are 'on call' for office duties, regardless of whether they have been identified for a period of targeted training. It would be of tremendous help if training inputs could be planned and negotiated

with the senior management, on the understanding that alternative people in the various wings would shoulder the burden of essential office tasks while nominated people are free to concentrate on the demands of intensive training. This would benefit both the individual trainees (in terms of being given space to focus) and the QAED operation – not to mention the trainer.

9. Notwithstanding this point, due to thorough advance planning with the management, Dr Samia succeeded in liberating the course participants for the period in question (only Zahid was forced to withdraw on the first day of the MDW training).

10. There was initial misunderstanding about available training days. Dr Samia and Neil Winston had assumed that the QAED Training Wings group training period would be five days. When the intended workload was clarified at the planning meeting, it was agreed with Dr Samia that the work could start on the preceding Friday in the MDW training room, with the subsequent five days taking place at the PC hotel meeting room. The NA work would be carried out on the preceding Wednesday and Thursday at QAED. The 6-day training period was severely inadequate, as pointed out above. A ten-day period would have been a great deal better.

8.2 Recommendations

11. The next series of modules for the QAED Training Wings group should be expedited as soon as possible. From the table above, Modules E, G, H and I are priority. As was suggested during this training, the chunks of learning material developed during this input can become the focus of work for the teacher support materials projects (and of course there can be revision of the chunks, based on the feedback from the classroom trial). A minimum of ten training days should be envisaged.

12. Assuming the above, a further five training days would be required for Modules M and N for the MDW group (N would be done first). Dr Samia has expressed an interest in specific attention to research training. These modules would represent a beginning. A 2-day preparation period (the preceding Thursday and Friday) would be needed – as for previous inputs.

13. Following the statement of MDW projects and work plans (see above), QAED MDW and Training Wings, PEC and PCTB should collaborate more fully. This collaboration should of course involve all agencies making inputs to MDW (such as British Council and TAMO). For example, during work on Assessment 2, during this input, we referred to the PEC 2016 report, which has data on those topics very badly handled by learners in the grades 5 and 8 PEC examinations. Indeed, the sample training material from the 2016/17 MDW work (Item 3 in the table) is focussed on such topics.

14. Such collaboration, based on identified learning support needs, would facilitate the integration of MDW work and that of the Training Wings. There are now QAED Academic Development Units, under the supervision of the Training Wings. From discussions during the training, it appears that a lot of the training, while planned at QAED, makes use of external, non-QAED trainers. The sessions also appear to involve large groups, thus making it difficult to move away from a 'transmission style' approach. Many of the comments made during the training drew attention to a need for ADU training sessions to include much more practical hands-on exercises, of the type featured in the sessions of this capacity building input – so that teachers could appreciate that classroom learning contributes to the development of 'life skills'.

15. As highlighted by the school-based work during this input, it is worth noting again the need for a permanent, collaborative relationship to be built with the Wahdat Model school, and/or with the

other schools in the Wahdat colony. MDW and Training Wings people need a forum for trialling teacher support materials while they are under development. They also need a context for experimenting with training approaches. They need a group of teachers to participate in and critique their efforts to generate appropriate teacher support materials. QAED should be prepared to support learning and teaching in the adjacent schools in a range of ways. Where materials are being tried and/or being critiqued, QAED can assist with sections of textbooks, help with essential resources, and contribute to the enhancement of the classroom environments.

16. QAED people are beginning to acquire skills that might lead to an improved capacity to provide more appropriate support to teachers. There should be a more considered approach to the transfer of people between wings – there is a danger of nullifying potential gains, if newly trained people are moved to logistical roles.

17. PEELI's capacity building component includes provision for consultant support to QAED at a distance. Such support needs to be targeted at on-going projects. In the context of the stated plans for 2018/19 teacher support materials development, and the continuation of the consultant module series, there is obvious scope for identifying specific work projects. Identified MDW people can take responsibility for given projects (within the proposed list), and can be assured of appropriate consultant support.

18. Weeks 4, 5, 6, 7 and 8 of Phase 2 of the 2018 Induction Training of Educators (QAED) proposes thirty days of model lesson work, under the sub-title 'Content-based Training by Trainers'. It is not clear how such a huge number of hours (during which there do not appear to be rest days on the schedule) would be utilised, or which training approaches would be deployed within this very large segment of work. Perhaps there is potential for an analysis of the intentions and pedagogical approaches of such 'model lesson-based' training, as a route to introducing hands-on, practical learning of the type mentioned earlier.

19. As briefly discussed during a de-briefing meeting, PEELI might consider a week-long consultant input to research how the above two avenues for consultant engagement might be realised.

20. It appears that there is no Job Specification for MDW people. Drafting work might be a focus for a one-day brain-storm type workshop – another possible area for consultant input.

Appendix 6 – Professional Award for Teacher Development Report



Professional Award for Teacher Educators

Quality Assurance Checklist and Report

Country	Pakistan
Venue	QAED
Quality Assurer	Maggie Milne
Trainer-Assessors	Aafia Qureshi, Rabea Saeed
Participants	Eight British Council training consultants Six MoE Trainers
Partners	QAED Punjab (Quaid-E-Azam Academy for Educational Development). This is a body within the MoE which deals with development of all teaching staff.
Dates of visit	1-17 February





Professional Award for Teacher Educators

Executive Summary

The purpose of this report is to provide an evaluation of the Professional Award Programme held in Lahore, Pakistan. It specifies the quality assurance standards for the programme and provides information and evidence which demonstrate how the programme complies with standards as well as where improvements are needed.

During the programme informal conversations were held regularly with participants to engage them in the quality assurance process. More formal focus groups took place towards the end of the programme. Feedback was consistently constructive and positive. Comments are embedded into various sections of the report. Regular discussions were held with trainer-assessors on the day to day management of delivery, progress of participants, task set up and marking guidance.

The Professional Award programme run in Pakistan in March is the first stage towards achieving the overall aim of establishing the programme as a viable, embedded and sustainable feature of the programme/qualification landscape for teacher educators in Pakistan, with sufficient quality assurance mechanisms in place to ensure it is delivered to the required standards.

As well as providing benefit for the participants and valuable experience for the trainer-assessors through the programme itself, there were a number of other elements related to the intervention that were tested, explored and piloted with this overall goal in mind.

The fundamental question asked by EES Pakistan at the planning stage was, 'can the frequency of the delivery of the programme be increased without compromising the quality of the programme?' Specifically in relation to:

1. Competence of selected trainer/assessors to become validators
2. Competence of selected participants to become trainer-assessors
3. The process for the remote moderation of the first of these two roles above and the suitability of Iris Connect in this regard
4. The functionality of the file sharing platform (Thinking Cap) to allow, amongst other things, Trinity to moderate and therefore certify participants
5. What additional QA mechanisms need to be put in place to ensure standards are maintained and the currency of both the programme and qualification established
6. The engagement of QAED



Executive Summary continued

Strengths

Observation and feedback highlighted many positive aspects of the programme, including:

- ✓ High quality training and effective assessment procedures
- ✓ Appropriate and constructive feedback to participants
- ✓ Support from the local office, in particular, the Project Manager, Gavin Clacy's, commitment to and preparation for the programme
- ✓ Participant commitment and high level of engagement
- ✓ Positive approach to piloting Iris Connect and Thinking Cap

Areas for Improvement

There were instances where the pilot did not meet the required standards, including:

Suitability of training venue in terms of cleanliness and health and safety procedures. There was no information on whether risk and security assessment had been carried out.

Language ability of the participants – not all of them were at the required minimum B2 level.

Provision of lunch: this was of variable quality and there were no options for vegetarians.

Time for tasks: there were instances where this was insufficient.

Timing of group tasks – not appropriate to hold them at the end of the day.

Workshop Design material: the grammar workshop which provides an example for analysis was not used as intended. This is an integral part of unit three. More guidance is needed to help trainer-assessors manage this section.

See Action Points for more detail.

Appendix 7: Suggested Training Standards

Evaluating TE competence – band descriptors

Overall

- **Integration**

The trainer has achieved a high level of competence as a teacher educator.

- **Engagement**

The trainer has developed her skills and knowledge as a teacher educator through practical experience and professional learning.

- **Foundation**

The trainer has the foundation of teaching skills and knowledge on which to build her role as a teacher educator.

- **Induction**

The trainer is not yet at Foundation level

Specifically:

✓ How well does the trainer know her subject?

Integration

Information is presented accurately and communicated clearly. Supporting examples are relevant and drawn from current research. Terminology is used correctly.

Engagement

The information presented is mostly accurately and is generally communicated clearly. Supporting examples are mostly relevant and generally drawn from current research. Terminology is used correctly on the whole.

Foundation

On the whole the information presented is accurate and clear although at times there may be significant gaps in the trainer's knowledge. Some information may not be communicated clearly. Some examples provided may not be relevant and may not draw on current research. Some terminology is not used correctly

✓ How well does the trainer understand how teachers learn?

Integration

A wide range of appropriate pedagogical strategies are used to meet the needs of individual teachers and the group as a whole. These strategies are informed by current research in adult learning. A wide range of appropriate strategies are used to motivate and engage the learners.

Engagement

Pedagogical strategies are used to meet the needs of individual teachers and the group as a whole.

These strategies are informed to some extent by research. The strategies used to motivate and engage the learners are generally successful.

Foundation

Pedagogical strategies are used to meet the needs of the group. At times the needs of individual teachers may not be met. At times these strategies may not be appropriate to adult learners. Strategies are used to motivate and engage the learners but at times these may not be successful.

- ✓ How well does the trainer plan and manage teacher learning?

Appropriate learning outcomes have been clearly stated. A structured and comprehensive plan is produced to guide the session. With reference to this plan, the learning environment is managed effectively in relation to learners, resources, space and time. Appropriate supplementary materials are employed regularly. The learning environment is managed flexibly. The achievement of learning outcomes is assessed effectively.

Engagement

The learning outcomes stated are mostly clear and appropriate. A structured plan is produced to guide the session. With reference to this plan, the learning environment is managed reasonably effectively in relation to most of the following considerations: learners, resources, space and time. Supplementary materials may be employed. The learning environment is managed flexibly, although at times the trainer could be more responsive to real-time imperatives. Attempts are made to assess learning outcomes.

Foundation

There are learning outcomes, but these may not be clearly stated. A plan is produced to guide the session. There may be instances where the learning environment is not managed effectively or flexibly in relation to the following considerations: learners, resources, space and time. Attempts to assess learning outcomes may be limited

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

Integration

Appropriate advice, that extends the learning to the teachers' own teaching environment, is provided. Opportunities for teachers to reflect on the application of new knowledge and skills are created. Teachers are encouraged to take responsibility for their professional learning

Engagement

Advice, that extends the learning to the teachers' own teaching environment, is provided. Some opportunities for teachers to reflect on the application of new knowledge and skills are created. Teachers are encouraged to take responsibility for their professional learning

Foundation

Any advice provided, that aims to extend the learning to the teachers' own teaching environment, is mostly limited to the trainer's own classroom experience. Opportunities for teachers to reflect on the application of new knowledge and skills are limited. At times teachers are not actively encouraged to take responsibility for their professional learning

- ✓ How well does the trainer monitor teacher performance?

Integration

A wide range of appropriate pedagogical strategies are used to monitor teacher performance. A coherent and appropriate frame of reference for evaluating teacher performance is employed. Evaluation is consistently recorded in order to provide feedback to teachers.

Engagement

Pedagogical strategies are used to monitor teacher performance. A frame of reference for evaluating teacher performance is employed. Evaluation is recorded in order to provide feedback to teachers.

Foundation

Attempts are made to monitor teacher performance. Evaluation may be not always be recorded in order to provide feedback to teachers.

✓ To what extent does the trainer take responsibility for her own professional learning?

Integration

Focussed feedback from teachers is actively sought. The trainer reflects on the quality of her intervention, with reference to specific aspects of the intervention. Feedback and self-reflection are consistently recorded in order to inform future interventions. The trainer keeps track of her professional learning in line with specified development goals.

Engagement

General feedback from teachers is actively sought. The trainer reflects on the quality of her intervention. Feedback and self-reflection are recorded in order to inform future interventions

Foundation

Any general feedback from teachers is attended to. The trainer reflects on her intervention. Attempts are made to record feedback and self-reflection in order to inform future interventions. These records may be non-formalised and unstructured

Appendix 8 - Observation Tool

Overall comments on the lesson	Promoting 21st century skills		Using multilingual approaches		Using including practices		Assessing learning		Managing resources		Knowing the subject		Managing the lesson		Understanding learners		Planning lessons and courses	
	Rating	Comment	Rating	Comment	Rating	Comment	Rating	Comment	Rating	Comment	Rating	Comment	Rating	Comment	Rating	Comment	Rating	Comment

Appendix 9 - PST Scorecard Survey - Course Feedback Questionnaire

We are constantly trying to improve the quality of the work we do and we place great importance on the views of the people we work with. Please help us to improve and develop our services further by completing this brief questionnaire. Your responses will be treated anonymously.

Name of course	
Training location	
Training date(s)	

Please tick one box to indicate the extent to which you agree or disagree with each of the following statements

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
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					
Please state the new skills/knowledge acquired here, if any:					
5 – This training will help me to teach in a better way					
6- I can describe the PEELI project and it's aims					
7 – The training encouraged me to use English in the classroom					
8 – I would like to attend a similar training event in the future					

9 - How likely is it that you would recommend the British Council to a friend or colleague?
Circle one number where: 0 = Very unlikely to recommend; 10 = Very likely to recommend

0	1	2	3	4	5	6	7	8	9	10
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Very unlikely to recommend						Very likely to recommend					

10 - Do you have any suggestions as to how we could improve similar events in the future?	
11 - What, if any, has been the greatest benefit of this training for you?	

Thank you very much!

OPTIONAL

Please complete your details below **IN BLOCK CAPITALS**

Name	
Job title	
Organisation/Company/School	
Email address	
Contact telephone number	
Postal Address	

How we use your information

The British Council will treat all personal data in accordance with UK law and its own privacy policy.

The British Council may wish to contact you for further feedback at a later date.

Yes, I am happy to be contacted to provide more feedback.

We may want to use your information to send you details of British Council activities, services and events (including social events) which may be of interest to you.

Yes, I would like to be sent details of British Council activities, services and events.

