



M E M O R A N D U M

28 June 1994

To: Bill Darnell, Team Leader, PED, Quetta
From: Bill Fanslow, TA, Teacher Training and Supply, PED, Quetta
Re: Final Report

CC: _____
Wade Robinson, Team Leader, PED, Peshawar
Randy Hatfield, Program Officer, AED, Washington

INTRODUCTION:

I arrived on post for the Primary Education Development (PED) Program in Quetta, Balochistan, Pakistan on 11 September 1992. My arrival coincided with a visit by a team from the World Bank which was studying the feasibility of taking over funding of the project when USAID planned to terminate support on 30 June 1994. Sitting-in on World Bank meetings and working with various Bank team members afforded me the opportunity to learn about all of the projects and activities which were the PED program.

My original appointment with the program was with the Center for International Studies, Learning Systems Institute, Florida State University, Tallahassee, Florida a sub-contractor to the Academy for Educational Development, Washington DC. Since 1 January 1994 my appointment has been with the Academy for Educational Development.

Both appointments outlined the responsibilities for the post as follows:

- > 1. advise in teacher training (pre-service and in-service) for large primary school expansion and development program in the Balochistan Province of Pakistan;
- > 2. work closely with Pakistani educators and teacher trainers to upgrade and expand several existing pre-service and in-service teacher training courses;
- > 3. advise on development of master teacher training plan for ten-year system expansion;
- > 4. assist with design and implementation of teacher incentives plan for rural areas;
- > 5. help integrate World Bank developed teacher training modules into existing teacher training courses;
- > 6. advise on the administration of a scholarship program for females to encourage them to become teachers;

- > 7. help coordinate a study of the possible applications of interactive radio for teacher training;
- > 8. work with the development of a pre-service training program for GCET's.

Development programs grow and develop in ways that were not planned or apparent when the initial design was made. (In many ways like a child grows and develops -- not always the way the parents planned.) Priorities change, what becomes possible in terms of human, material, and monetary resources changes. The responsibilities listed above have not remained mutually exclusive, but have combined and developed in unique ways. Some have become major thrusts, others have received minimal attention. Below, I shall outline the major projects that have become the focus of my activities in the PED program. After discussing these activities, I shall also discuss the above responsibilities and others that have developed as the program has progressed.

- IMPROVED IN-SERVICE TEACHER TRAINING
 - THE CRASH PROGRAM
 - PROPOSED FIELD-BASED REGIONAL WORKSHOPS
- IMPROVED OPPORTUNITIES FOR FEMALES AS PUPILS AND TEACHERS
 - THE MOBILE FEMALE TEACHER TRAINING UNIT -- 2
- IMPROVED TEACHER TRAINING
 - PROPOSED GCET CURRICULUM
 - THE FACULTY OF EDUCATION (F. ED.) PROGRAM
- IMPROVED CLASSROOM SUPERVISION
 - LEARNING COORDINATOR TRAINING PROGRAM

**IMPROVED IN-SERVICE TEACHER TRAINING
THE CRASH PROGRAM**

(A description and discussion of the Crash program will be found in Appendix A which is attached to this report.)

The last cycle of the Crash Program, completed in March, 1994, was intended to be the final cycle. However, as vacation time approached in the summer zone, inquiries from DEO's began to come in regarding nominations for the program. Upon further investigation, between 400 and 500 primary teachers eligible for Crash training had not received the training and were no longer eligible for training in the GCET's since their conversion to pre-service institutions. To accomodate these teachers, the Bureau of Curriculum and Extension decided to offer two more cycles -- one this summer and one during the winter vacation beginning in December, 1994.

Many of the teachers not receiving the Crash training were females. Many were eligible and had planned to attend the program previously but could not due to marriage and maternity

leaves which interrupted their training.

IMPROVED IN-SERVICE TEACHER TRAINING PROPOSED FIELD-BASED REGIONAL WORKSHOPS

Balochistan is the least populous and the largest in terms of land area of any province in Pakistan. This has profound implications when attempting to develop an effective in-service program. The Crash program proved that a three month course could be delivered efficiently to teachers who needed it throughout the Province. The problem has been and is that there is no way at present to give help and support to the teachers following the training. When primary teachers have followed particular methods of teaching and instruction for many years, they are unable to change these methods simply by listening to lectures or reading material about new methods.

Before teachers or anyone else can change, three things have to happen:

1. they have to recognize there is a problem,
2. they have to be motivated to do something about it,
3. they have to have the knowledge and understanding to make necessary changes.

Classroom presentations at a workshop are most effective accomplishing the third step. Steps one and two usually require personal contact with a teacher in the classroom setting. This was not part of the Crash program. In fact, classroom, instructional supervision is not part of the system. Any supervision that does take place is "inspection"; it points out teachers' faults, but does not give direct help to teachers to overcome these faults.

(A separate project is presently underway to train personnel in this important function of classroom, instructional supervision. It will be discussed below under:

IMPROVED CLASSROOM SUPERVISION -LEARNING COORDINATOR TRAINING PROGRAM)

To overcome these problems, plans and discussions are presently underway to develop field-based, regional in-service workshops. These are discussed below under IMPROVED CLASSROOM SUPERVISION.

IMPROVED OPPORTUNITIES FOR FEMALES AS PUPILS AND TEACHERS THE MOBILE FEMALE TEACHER TRAINING UNIT -- 2

(A description and discussion of the Mobile Female Teacher Training Unit -- 2 will be found in Appendix B which is attached to this report.)

This program was the first "assignment" I received on assuming the post. My predecessor had developed a two-month curriculum, set-up a field-based program, and trained over 100 teachers. The

teachers for the program were originally selected by the DEO's of the districts where the communities had requested primary schools. Following training, over 80% of the women were transferred to urban areas. (The program was being used as a way to short-circuit the regular teacher training system.) It seemed no one wanted to live and teach in remote rural villages.

By teaming-up with the Community Support Project which was part of the PED program, this problem was solved. A 13 step "Community Process" (see Appendix C) was developed which led to the ultimate opening of a community school and the training of a teacher who was a committed member of the community. The Government has cooperated by reserving 120 teaching posts annually for this project.

As noted in Appendix B, the project now uses the 3-month Crash curriculum, awards the PTAC to qualified candidates, and trains 100+ women annually.

When the project switched to the Crash curriculum it recruited trainers from that program. These trainers were used to working with experienced, in-service teachers and not the young, pre-service teachers that faced them. They assumed more experience than the new teachers had. To overcome this problem, three "field trainers" were hired and trained by the project to lead the three-month instructional program for the MFTTU teachers. This has had a positive effect on the teachers' confidence and performance.

Following the three-months training, these field trainers now follow the new teachers into the field and regularly visit them in their schools. This has been effective but is hampered by the remoteness of the schools and the lack of transportation. We now try to share vehicles with the Community Support Project, but this is difficult as the CSP promoters are visiting new villages and staying for an extended period of time. Scheduling to meet the requirements of both field trainers and field promoters is difficult at best and often impossible.

After three months in the field supervising the MFTTU teachers, the field trainers must leave to prepare for the training of new teachers at new sites. This leaves the previously trained teachers unsupported in the field. A plan yet to be implemented will attach two learning coordinators to each training site. These coordinators will assist in the training then follow the women into the field with the field trainer. At the end of three months when the field trainer must leave, the learning coordinators will continue the instructional supervision permanently. This plan may also be hampered by the lack of transportation.

Three months is too short a time to train a primary teacher.

This initial training must be viewed as the first step in a period of training that will continue during the vacation periods for three or four years. A new GCET curriculum is being developed in Urdu and Maths. (See "Improved Teacher Training, GCET Curriculum Development" below.) A long-term consultant has been hired to continue this endeavor and develop teacher training curricula in the other subjects taught in the GCET's. These curricula are being produced as a series of instructor and student teacher "guides" that will be available in the field for in-service use as well as use in the pre-service program.

It is proposed that for three years following their initial training the MFTTU teachers be required to return to their training sites each vacation period. Training will be provided in two additional subjects using the training guides. In this three year period the content and methodology will be presented and learned for all subjects taught in the primary classroom. The learning coordinators responsible for the instructional supervision of the teachers would "assist" in these vacation workshops so they would know how to help and support their teachers.

IMPROVED PRIMARY TEACHER TRAINING IMPROVED GCET CURRICULUM

The GCET's do not always function as teacher training institutions. Like other institutions in the society, the GCET's are serving the political and economic ends of some of its citizens rather than the intended ends of training the Province's primary teachers. (See Appendix D for a description of the problem and a discussion of possible solutions.)

Two tours to study and observe teacher training in countries further developed than the Balochistan situation were organized. One to the Philippines and Thailand included ten educators and was led by the former Director of the Bureau of Curriculum and Extension. The other to Indonesia and Malaysia included eight educators and was led by the Principal of the Mastung GCET. These tours opened the eyes of the participants and motivated them to the possibility of changing teacher training and its outcomes. The focus of the tours was always, "what do you see that would make teacher training better in Balochistan and how can we implement it?" The second part of the question was always the most difficult to answer. Members of the two groups of educators who went on the tours have continued to meet and discuss ways to improve teacher training and some are actively involved with the two short-term consultants who have been working in two of the GCET's for the past three months.

Terms Of Reference for these consultants were developed based on the agreed needs of teacher training institutions. We decided to focus on two areas of the GCET curricula -- Urdu/reading and

Maths/numeracy. There is no systematic attempt to teach children "how to read" beyond requiring them to memorized stories and other passages. Arithmetic operations were not taught as concepts but were also memorized as noted in the referenced appendix above.

Two specialists were identified and hired -- one for Urdu and Maths was available for three and one-half months and one for teaching methodologies for three months. With the concurrence of the previous Director of the Bureau of Curriculum... offices were established at two GCET's -- the female college in Quetta and the male college in Mastung. The offices were furnished and provided with a computer by the Directorate of Primary Education. The consultants have spent two days per week at each college and two days at the Directorate. The principals and instructors from the relevant departments in the colleges have been directly involved with the consultants and the development of the programs and materials that were developed.

These consultancies have been successful and have laid the ground work and the pattern for continued improvement and development of Primary Teacher Training. The consultants reports of activities and deliverables are attached to this report as Appendices E and F. The consultant responsible for the Urdu/reading and Math/numeracy curriculum development has been asked to stay and fill a one and one-half year long term consultancy approved by the Government and the World Bank to continue the work begun in the relevant GCET's.

THE FACULTY OF EDUCATION (F. Ed.) PROGRAM

(See Appendix G for a description and discussion of this proposed program.)

This proposed two-year primary teacher training program grew out of the experiences of the first study-tour, the tour to the Philippines and Thailand. The second-study tour to Indonesia and Malaysia confirmed it and provided ideas on ways it could be done. The opportunity to study and see well designed and thoughtful teacher training curricula in action made it apparent that nine months was not a viable time to train primary teachers. The need for a longer program with internal consistency became evident.

The academic and pedagogic requirements for primary teachers is very low. The Primary Teaching Certificate (PTC) is a nine month program following the Matric Pass -- 7th grade. This allows the certificate holder to teach grades 1 - 3. The Faculty of Arts (F.A.) Certificate is a one-year academic program following the Matric and allows the candidate to "major" in two academic subjects. Candidates completing the FA must also complete the Certificate of Teaching (C.T.); each of these is a one-year

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course. When the PTC and the CT curricula were compared, they were repetitive and redundant. With the exception of two additional topics in the CT, the curricula are identical. A team from one of the GCET's developed a curriculum which combined the three mentioned above. A two-year scheme of study was developed and suggestions for new ways of implementing the curriculum that made teaching practice the central focus were incorporated in the suggested design.

This proposed program was taken on the road by the TA and the Principal of the GCET, Mastung to the other provinces for comment and suggestions. The responses were interesting. People in the training colleges were excited about it and understood exactly what we were attempting and supported it. Administrators in the Bureaus of Curriculum on the other hand did not really understand what we were attempting to do. Their most common comment was that it was impossible to teach a three year program in two years. They did not wish to see or understand the repetition or redundancy in the PTC and CT curricula.

Plans to implement this curriculum on a trial basis in the two GCET's with which we are working is moving forward. We may have to adjust the curriculum so a preservice student could meet the PTC requirements in one year. The main strength of the two-year program lies in the focus on content as well as methodology. A recent teacher assessment study indicates that many primary teachers are weak in the content areas they are required to teach -- Urdu, Maths, and Science. The proposed program could focus on these content areas and insure more preparation.

IMPROVED CLASSROOM SUPERVISION LEARNING COORDINATOR TRAINING PROGRAM

To provide quality education one needs quality teachers and a quality teacher training program contains three elements:

1. it uses a curriculum that is based on student and teacher needs,
2. it provides training that is experiential and prepares teachers to meet situations they will face in the real classroom,
3. it provides instructional supervision in the classroom to help and support teachers after they leave the training institution.

Most teacher training institutions focus on curriculum and training and due to logistic and cost problems, rebuff the third -- instructional supervision. This is particularly true in developing countries where a tradition of "inspection" is as close to supervision as many educators get. The value of inspection as a tool to help teachers improve is dubious at best and counter productive at worst. Inspection makes the teacher

vulnerable by placing the total responsibility for change and improvement on the teacher alone. Instructional supervision follows a philosophy of mutual vulnerability -- when a supervisor identifies a problem needing attention, he/she is bound to help the teacher change and improve the teaching behavior. The process of supervision becomes a team effort.

PEP II, a World Bank sponsored primary school improvement program produced supplementary texts for classroom use. To present these materials and to also provide classroom help to teachers a cadre of Learning Coordinators (LC's) was created. They were trained to present supplementary texts called "modules", but did not receive any training in classroom supervision. The only criteria for the position of LC was ten years of primary teaching experience. It is a bit naive to think that because someone has taught for ten years they are in a position to help other teachers. Last year these LC's were placed on the recurrent budget at the same level as supervisors. They number between four- and five-hundred individuals and are a potential training resource IF they can be trained and are willing to assume the role for which they will be prepared. Many of them are elderly and infirm and would not be able to endure the rigors of travel and living in the rural areas of Balochistan, but they must be given an opportunity.

A short-term consultant was employed and has worked with the TA for Teacher Training and Supply for two months to define, develop, and implement a viable training program to develop the understanding and skills necessary to become classroom instructional supervisors. The program for training LC's will be launched in September; prior to that a training of trainers workshop will be held in July. The LC training program will be activity based and will last two months.

(The curriculum and schedule for both workshops as well as the consultants final report are included as Appendix H of this report.)

As this report is being written, a proposal is being developed to bring the "pieces" of supervision, in-service training, and teacher training curricular reform together. To accomplish this the concept of Field-based In-service Support Teams (FIST) have been suggested. In this model three in-service teacher trainers and two learning coordinators will form a mobile team. For one-week they will visit clusters of primary schools for which the LC's are responsible. During this period the team will observe teaching, isolate instructional problems, and develop a program and experiences to over-come the problems. The teachers will be brought together for about three weeks in a facility in their area for an intensive workshop. After which they will return to their schools and receive frequent visits over a two-week period by members of the team to make certain they are able to implement

the strategies and approaches presented in the workshops. The LC's will remain and continue the routine instructional supervision; the Field In-service Support trainers will move on to another cluster of 20 -30 primary schools and repeat the process.

SUMMARY

As noted at the beginning of this report, I shall summarize the responsibilities included in the Letter of Appointment for the TA position. For convenience they are listed again below.

- > 1. advise in teacher training (pre-service and in-service) for large primary school expansion and development program in the Balochistan Province of Pakistan;
- > 2. work closely with Pakistani educators and teacher trainers to upgrade and expand several existing pre-service and in-service teacher training courses;
- > 3. advise on development of master teacher training plan for ten-year system expansion;
- > 4. assist with design and implementation of teacher incentives plan for rural areas;
- > 5. help integrate World Bank developed teacher training modules into existing teacher training courses;
- > 6. advise on the administration of a scholarship program for females to encourage them to become teachers;
- > 7. help coordinate a study of the possible applications of interactive radio for teacher training;
- > 8. work with the development of a pre-service training program for GCET's.

Responsibilities 1, 2, and 3 have been and are included in all of the projects in which I am involved. These are really the essence of the development program that is Primary Education Development (PED), Quetta. For me personally number 2 is what development is all about. Sometimes development focuses so keenly on projects and particularly the manipulation of material and financial resources that relationship with humans becomes just another variable to contend with and also manipulate. This is not good. Unless the behavior of those with whom we work changes through interaction and support, nothing really permanent remains of our passing through. All of the material and financial resources put in place are temporary at best unless the human understanding is there to make and keep them working. It

won't be, however, unless we also prepare the human resources for the changes we make.

The Mobile Female Teacher Training Unit is the direct result of pursuing responsibility number 4. The training concept that has been developed as a result has been very successful when coupled with the community support program. These programs have complemented and supported each other and exemplifies the need to bring in professions other than education when solving educational problems. Too often in development we tend to work in professional isolation. The success of this program would not have been possible without the in-put of both community support and education.

The World Bank training modules (5) were distributed and workshops held regarding their use in classrooms, but they are rarely if ever used in the normal course of teaching in the primary classroom. Teachers are unable to teach effectively using the prescribed textbooks due to lack of effective training or understanding of primary education. The concept of supplemental teaching/learning materials was a good one to pursue, but it fell on deaf ears. If more time had been spent on helping teachers understand the concept behind the modules and how to use them in the classroom, they might have been more successful.

A "spin-off" of the World Bank project was the concept of Learning Coordinators. These were the individuals hired and prepared to train teachers in the field regarding how to use the modules. They also had the additional responsibility to help primary classroom teachers with any instructional problems they might have. However, they were not trained to perform this latter function. The Learning Coordinators employed for this project are now on the recurrent budget and are a resource we are in the process of training and utilizing as instructional supervisors.

Aside from attending a few meetings during the early planning stages of the scholarship program for females (6), I had very little in-put in the program. The administration and management, and community support projects have taken the lead on implementing this program. Both of the concerned projects were better situated to develop the program.

A consultant from the PED, Quetta visited and observed the Interactive Radio Instruction (7) English teaching project in NWFP. It was valuable to learn how the program was developed and implemented. The priority to establish a similar program in Balochistan is low at the present time. However, IRI could have relevant applications in other areas. A previous project with which I was connected in Liberia used radio successfully in in-service training for teachers and headmasters. Bi-weekly

programs dramatized and discussed specific problems that were drawn from the content of previous in-service workshops. A subsequent evaluation indicated that teachers and administrators retained and used concepts and information that was part of the radio series and tended to forget or ignore much of what was presented only in the workshop format.

Another area rich for Interactive Radio would be the teaching of Urdu in the rural areas of the Province. Urdu is the "official" language of instruction in Pakistan. Many rural areas do not use Urdu for day-to-day communication, but use a local language instead. In these areas an efficient way to teach conversational Urdu is needed and IRI might be of help solving this problem.

Responsibility number 8 easily occupies over 50 percent of my time. These direct and coordinating activities have been described and discussed above and in Appendices D, E, F, and G.

As the USAID funded PED program draws to a close on 30 June 1994, it will open as a World Bank funded program on 1 July 1994. The transition will be completely transparent. I personally feel the TA team, our counter-parts, and the Government of Balochistan is indeed fortunate that this is happening as it is. What we have all worked hard to accomplish will be able to continue uninterrupted. This is yet another example of the PED program leading the course of events; the bureaucracy has facilitated this movement. This is a rare and welcome occurrence in the profession of development. The program so often becomes the victim of the bureaucracy, but due to the enlightened local leadership of the program and the government this has not happened here.

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APPENDIX A

THE CRASH PROGRAM

INTRODUCTION:

So often in development work two or three projects must be completed before focusing on the "real" objective of the program. This was particularly true of primary teacher training. Eleven Government Colleges of Elementary Teaching (GCET) were operating in Balochistan when the PED program was initiated, but they were over-burdened with a backlog of un-trained teachers that needed to be cleared before focusing on the establishment of quality pre-service and in-service programs.

When primary schools were first opened in Balochistan, no teacher training was available. If a person could read and write, they were employed as a primary teacher with no training and were expected to receive teacher training at a later date. (This custom of training teachers became known as "On-service" training.) Teacher training colleges were established at about the same time but did not have the capacity to train the numbers of teachers that were being hired. Therefore, a backlog of untrained teachers began to build from the beginning of primary education in Balochistan. Eventually, teacher training institutions developed the capacity to meet the numbers of new primary teachers being employed, but they were unable to eliminate the backlog. So the on-service format remained.

The number of untrained primary teachers grew to 8000 by 1990. Before effective programs could be developed in pre- and in-service training, this huge backlog of un-trained teachers had to be eliminated and the GCET's cleared. The Accelerated Primary Teacher Training ("Crash") Program was designed and implemented in 1992 to overcome this backlog.

FEATURES:

- o a field-based program
- o a tightly structured curriculum based on the GCET 9 month curriculum
- o emphasis on new materials developed for multi-grade instruction and developing and using teaching aids
- o trainers trained and/or up-graded before each training cycle
- o a rigorous time table and adherence required by trainers and teachers alike
- o strict supervision of the program in the field
- o annual review and revision of program

DESCRIPTION:

Three-month intensive workshops were held at approximately 50 sites in the Summer and Winter zones during vacations. Two-thousand teachers were trained during each of the vacations and the program operated over a period of two years. All untrained teachers received training by mid-March, 1994.

The curriculum based wholly on the 9 month Primary Teaching Certificate (PTC) curriculum used in the GCET's was published in a 512 page manual. It included all curricular materials -- readings, charts, diagrams, etc. -- needed for teaching and learning the material. A day-by-day, hour-by-hour time schedule, which trainers and trainees were required to follow, was also produced (See Appendix I). The Crash program provided 410 contact hour with the teachers. The 9 month Primary Teaching Certificate course it supplemented provided 1,000 contact hours. However, when the days lost in the latter program -- 70 days for holidays, 14 days for strikes, 14 days for Examinations, etc. -- were considered and the fact that time was logically scheduled and 90% attendance required the contact time for instruction was comparable.

The "cascade" method of training was used. The Technical Assistance (TA) team together with two Senior Subject Specialists conducted a three week workshop in the Bureau of Curriculum and Extension (BCE) and trained the Master Trainers -- Senior Subject Specialists and Subject Specialists -- in the content and use of the Crash curriculum and materials. The Master Trainers trained secondary teachers and head-masters who trained the primary teachers at the Crash sites. Senior Subject Specialists from the BCE, Directors, Deputy and Assistant Directors from the BCE and PED regularly supervised training at the sites.

A local mid-term exam was conducted at each site; a final exam was administered by the BCE. Those passing the final exam and meeting the attendance requirement were awarded the Primary Teaching Alternative Certificate (PTAC). This certificate gives teachers all of the rights and privileges toward salary and promotion in Balochistan, but not in the other three provinces.

LESSONS LEARNED:

- o Mounting large-scale in-service training programs in rural and remote areas is possible and practical.
- o Primary teachers (male and female) can/will attend long-term workshops when located geographically close to home.
- o Training large numbers of teacher trainers efficiently and effectively is possible using the "cascade" system.

Appendix A

- o All instructional materials should be designed specifically for the workshop and supplied to each teacher.
- o Regular, systematic, on-site instructional supervision is vital to maintaining quality over time.
- o Teachers attending efficiently operated workshops staffed with well trained and supervised trainers began to behave as professionals.

WHAT IS NEEDED:

The content of the crash curriculum and the content of the GCET curriculum on which the former is based were both presented in an academic context -- i.e. outside of a real primary classroom. Except for a brief exercise using peer teaching, the material presented is memorized to be regurgitated on the final exam. Not a great deal of thought or expectation is given to actually putting the "ideas" in the curriculum into practice in the classroom. The system has never demanded or expected it.

Shorter in-service workshops on specific topics are needed with the accompanying expectation that what is presented is to be used in teaching and learning in the classroom. An instructional supervision capacity to support, help and provide remediation to teachers in their classrooms following the workshops must be developed. Learning Coordinators and Supervisors are a resource to meet this need, but they must be trained.

The delivery and training concepts used in the Crash program and noted in "Lessons Learned" can be directly utilized in a continuing in-service program. The focus and content of these workshops needs to be planned and the Learning Coordinators and Supervisors need to be made part of the workshops and trained to follow-up in the field.

APPENDIX B

THE MOBILE FEMALE TEACHER TRAINING UNIT

INTRODUCTION:

The Primary Education Development Program (PED) has a specific goal to improve access to and participation in primary education by females both as pupils and teachers. To reach this goal a number of problems must be overcome:

- o The majority of the population (80%) of Balochistan is scattered in small villages connected by poor roads.
- o Trained teachers do not want to live in remote villages.
- o The system of communication between people, districts, provinces, etc. is poor.
- o Rigid tribal traditions aggravate socio-economic development and the delivery of services, including education.
- o Little or no motivation in many villages to educate girls.
- o Cultural restrictions on women.
- o Lack of trust in government programs including schools.

The Mobile Female Teacher Training Unit (MFTTU-1) was launched in 1991 by the Directorate of Primary Education in collaboration with UNICEF to begin to overcome some of the problems just noted. A program was designed, implemented, and 120 girls were trained at field sites. A number of problems were encountered. This initial experience and a recently completed summative evaluation (See Appendix ___) have been helpful in redesigning the original program. Improvements were needed in the methods of selecting the candidates, the curriculum, and follow-up supervision in the field. The initial attempt while having problems proved that such a program was feasible and would be accepted and provided a base on which to build.

FEATURES:

The MFTTU -- 2:

- o Works in cooperation with the Community Support Program (CSP) to identify girls in villages to be trained.
- o Uses the three-month PTAC curriculum developed in the Crash program.
- o Receives annually 120 posts reserved by PED for MFTTU candidates.
- o Establishes a residential training site at a location central to the women and girls being trained.
- o Awards the PTAC to girls who have a Matric or will get one within two years of completing MFTTU training.

Appendix B

- o Focuses on needs of teachers in multi-grade classrooms.
- o Provides for instructional supervision in classrooms immediately following training.

DESCRIPTION:

In its first year of operation the MFTTU relied on government education officers to identify female candidates for training. However, many choices were evidently political because only 30% of the women trained opened schools in their communities.

The CSP helps develop effective rapport within a community and between the community and outside resources. A CSP promoter team -- one male and one female -- visits a village that has expressed interest in primary education for its girls. The team visits the parents of girls and the village elders to determine their level of commitment. If committed the CSP promoters begin the 14 step "Community Process" (See Appendix ___). Part of this process is organizing a Community Education Committee (CEC) which will open a Community School. This committee is composed mainly of parents of Primary School age girls. The initial responsibility of the CEC includes three steps:

1. guarantee that 20 girls will attend the school,
2. obtain a suitable facility where classes can be held,
3. choose a girl or woman in the village with the minimum of a middle pass, who is between the ages of 14 and 40 to be trained by MFTTU-2.

The girl or woman chosen is recommended to the DEO female of the division and if accepted receives one of the 120 reserved posts. After a brief orientation she opens a Community School for a 2 to 3 month probationary period. If commitment and potential is demonstrated, she joins the three month training.

Four or five trainers are assigned to each site. One is a field trainer who works full-time in MFTTU; the others are experienced Crash program trainers employed only for the period of training. One of the latter serves as an in-charge and is responsible for administration at the site. The field trainer is full-time with MFTTU. He/she monitors the training to assure the needs of the community teachers are met and focuses her\his training on strategies and methods of multi-grade instruction. Following the training, the field trainer provides instructional supervision in the schools the trainees opened and plans in-service workshops.

LESSONS LEARNED:

- o Communities need to be totally involved in the development of their schools and "own" them.
- o The communities are very conscious of the sincerity and demonstrated expertise of all concerned with the CSP and MFTTU and cooperate only when it is present.

Appendix B

- o The training is taken very seriously by the community and the teachers personally.
- o The program must be flexible and accomodate the needs of each community.
- o Considerable "mythology" exists regarding the cultural restrictions placed on girls and women.

DISCUSSION:

The first two lessons are self-explanatory. The last three lessons are best discussed by actual examples.

- o The training is taken very seriously ...
 1. (The candidates are allowed to miss no more than four days of training and still sit the exam.) After one week of training one girl missed three days due to abdominal surgery and returned the fourth day. She was driven to and from the training each day in her father's bus. On the return home that day, a suture in the incision broke, and she was advised by a doctor to stay in bed. She refused, completed the training, and passed the examination.
 2. A man traveled two days to bring his daughter and a candidate from a neighboring village to the training site to enroll. This was the farthest the man and his daughter had ever been from their village in their lives.
 3. At one site a girl's father brought her to and from her home each day on his motor bike, a distance of 35 kms. She could not stay in the hostel provided because her mother had died recently and she was needed at home to help with two small brothers.

- o The program must be flexible ...
 1. A DC donated a house for the girls to live in, but concern was expressed about the girls having to walk across an open field to the training site. An older woman was employed and paid by the project to accompany the girls to and from the training site, keep the facilities at the site clean and tidy, make tea, and assist the In-charge with any other necessary duties.

- o Considerable "mythology" exists ...

Initially it was stated that no girl would be permitted to remain away from her village overnight for training; transportation would have to be provided. Working together with the families a number of alternative living arrangements were used:

1. Three girls rented a house in the community, one of the girl's mother came to cook and keep house, and some of the brothers moved into the house with them.

2. Quite often girls live with relatives in the community.
3. Girls take public transport to and from the site each day.

It was stated at the beginning of MFTTU-2 that only female trainers could work with the girls at the training sites. At the beginning of the Summer, 1993 training cycle, difficulty was experienced in finding qualified female trainers. However, qualified male trainers were available. The girls and their families were asked if these male trainers who were identified to them would be acceptable. Without question they were.

1. at one site all of the trainers were male,
2. at another two were male.

WHAT IS NEEDED:

Annual in-service workshops to supplement the 3-month training. These would be designed to extend the teacher's content knowledge and develop new teaching strategies and methods.

An instructional supervision capacity to support, help and provide remediation to teachers in their classrooms following the workshops must be developed. Learning Coordinators and Supervisors are a resource to meet this need, but they must be trained.

Short in-service workshops based on specific needs identified during instructional supervision visits.

Regular visits to villages by CSP promoters and MFTTU field trainers are necessary to support and help the CEC and teachers.

APPENDIX-C

THIRTEEN STEPS IN COMMUNITY EDUCATION PROCESS

1. Identify middle or matric pass female from the village or at a walking distance from the village.
2. Verify her residence in the village.
3. Verify her documents through DEO's office.
4. Test her on proficiency in Urdu Reading and Writing, and Mathematics.
5. Assess the Village:
 - How many house-holds
 - How many females
 - How many school going age girls (age 5-13).
6. Form a Village Education Committee (VEC):
 - 75% of the parents must be present
 - No two members of the same family can be on the VEC
 - VEC chooses 4-7 representatives.
7. Start school on probation.
8. VEC request the DEO for formal sanctioning of the girls school.
9. Contract is signed between the Government and the VEC.
10. Land for a school building is formally transferred (on a stamp paper) by the VEC in the name of the Education Department.
11. VEC recommends their teacher for Mobile Female Teacher Training.
12. In the mean time the VEC prepares accommodation for school. The teacher is appointed and the school supplies are sent to the school.
13. Monthly monitoring and supervision of the school.

APPENDIX D

IMPROVED PRIMARY TEACHER TRAINING

INTRODUCTION:

The present primary teacher training "system" no longer prepares new teachers to meet the intellectual and practical needs of the children of Balochistan. The primary school establishment -- its curriculum, predominant methodology, teacher training practices, etc. -- grew out of the colonial tradition that is no longer relevant. The present "on-service" teacher training program, where teachers are trained some years after posting, was designed and implemented to meet a short-fall in teacher training capacity. This short-fall no longer exists and the need to train teachers before they enter the classroom is now recognized.

The present system is locked in a vicious cycle. The "law" states the curriculum -- either in primary schools or in teacher training institutions -- cannot be changed. Because the present teacher training system does not work, it is used for other purposes that do not meet the needs of the children of Balochistan. The GCET's have become holding vessels for education officers seeking a promotion. They are not professional trainers, are not trained or prepared for the position they are filling, and only remain for two or three years before moving into a more personally desirable position.

Teachers assigned to the GCET's for on-service training also use the training as means to ends that do not improve them as primary teachers. They save their leave time during service prior to assignment to the GCET and take it after assignment. Often they spend two or three weeks at the training institution and the rest of their leave attending the University to obtain a qualification for a position outside primary education or working full-time at job unrelated to primary teaching. Because of the laxity that has developed in the system, these teachers are permitted to sit the PTC exam and receive the certificate without having been involved in the training.

Why doesn't the system change, most educators recognize that it is no longer viable and children are not learning? There are a number of reasons:

- o As noted the system has been subverted to meet other more personal needs of teachers and education officers;
- o Changing a system that has decades of momentum behind it is difficult;
- o People are reluctant to change to something unknown, they are more comfortable with what they know regardless of how ineffective it is;
- o Reluctance to adopt what may be viewed as a "foreign" system;

- o Virtually everyone in the education establishment has been through the system, and it is the only system they know;
- o People are reluctant to admit they went through an ineffective system.

The Federal bureaucracy insists that the present curricula of the primary schools and the primary teacher training institutions remain in place and makes change difficult. Any improvement, therefore, must be accomplished within the present curriculum.

IMPROVED PRIMARY TEACHER TRAINING:

INTRODUCTION:

Current attitudes regarding Primary education are concerned with the acquisition of content per se through the process of memorization. Primary teacher training is, therefore, primarily concerned with making certain teachers have all of the content themselves so they can present it for pupils to memorize. This is an out-moded concept of education. Because of these attitudes little or no attention is given to concept learning/teaching, synthesis of concepts or ideas, learning methodology, transfer of learning, practical application of knowledge, etc. Any attempts to up-date teacher training will have to work within the system and be equally concerned about changing attitudes of what primary education should be.

Primary teachers need a good understanding of what they are to teach (content) and a good understanding of how to teach it (pedagogy). When visiting most classrooms one never sees a variety of strategies and methodologies being used to present a lesson. Instead a teacher lectures or reads directly from a textbook, requires pupils to copy passages from a text, then tests them by having them recite the passages verbatim. No attempt is made to have pupils apply what has been memorized -- the memorization is an end in itself. This behavior is reinforced by education managers; inspectors visit classrooms and require pupils to recite verbatim passages from their textbooks. If pupils cannot, the teachers are blamed. The inspectors went through the same system.

The writer recently visited a primary classroom where pupils were reviewing their "sums". The blackboard was filled with two digit, two factor addition problems with the answers left blank. As the teacher pointed to each problem in order, the pupils immediately chanted the answer. The writer went to the board and began pointing to the problems randomly; this time no answers. When asked why they did not know the answers now, the pupils said they had not learned them in that order.

Strategies and methods of teaching has been introduced in the MFTTU-2 and is meeting with success not only with pupils, but with teachers, master trainers, and school managers. Plans are moving forward to introduce these concepts in the GCET curriculum.

PROPOSED GCET CURRICULUM:

The successful completion of the "Crash" program and elimination of the backlog of 8000 untrained primary teachers opened the way for the GCET's to develop and implement a "Pre-service" teacher training program to replace the out-moded "On-service program". At the same time the Secretariat of Education issued an order that made it mandatory that all primary teachers must be trained and certified before they are posted. Prior to the final cycle of the Crash program, meetings were held to study the needs of teachers and learners and develop a pre-service curriculum and program.

It was agreed, teacher training should prepare professionals to do a job -- teach -- not just provide an academic exercise which it now does. A sound academic environment is vital but in the context of producing effective teachers. With these goals in mind, the "F.Ed. Program" was designed.

Appendix E

GCET Teaching Skills Consultant Report

(Note: This appendix does not contain the annexes referred to below.)

TO: Bill Darnell, Team Leader, PED
Bill Fanslow, TA Teacher Training and Supplies, PED
Randy Hatfield, AED Project Manager
Mike Basile, FSU Project Manager

FROM: Patsy P. Layne, Consultant PED Quetta, Pakistan

SUBJECT: Final Report

DATE: June 29, 1994

This complete report including annexes is on the enclosed diskette. The annexes represent deliverables that I produced during this consultancy:

P.I General Overview of Proposed Training Objectives
P.II Urdu Instructor Guide (10 complete lessons plus outlines for 20 more)
P.III Math Instructor Guide (10 lessons)
P.IV 50 pages of Worksheets and Background Readings
P.V List of translated lessons and Feedback Forms for pilot-testing
P.VI Guide for Use of Nine Training Videos
P.VII Forms for Lesson-Plan and Practice Teaching Evaluation

1.0 Background:

I arrived in Quetta on April 22, 1994 to "provide technical assistance to the Government of Pakistan ...as a GCET Training Consultant. General responsibilities ...to work directly with staffs on Mastung (male) and Quetta (female) GCET's in developing training protocols and materials to broaden and enhance teaching skill, classroom techniques and help staffs acquire and practice these skills through systematic practice and feedback."

Specific objectives were to assist in developing training protocols in the form of a package of printed training materials, to develop and produce a series of videos to illustrate skill in various content and pedagogic areas, to organize and conduct practice training sessions with GCET staffs, to develop a system of peer supervision and feedback for use in the practice sessions including format and materials to support micro-training sessions, and to form a training committee in each of the two GCET's and a sustainable plan for continuous review and up-grading of teaching skills of GCET teaching staffs.

2.0 Working Procedure:

Rebecca Roach arrived in Quetta six weeks before I did, and had already established offices and training committees at both the Mastung and Quetta GCET's. She also had drafted an outline training plan and had drafted and pilot-tested some lessons. I was assigned to assist her and to work under her guidance.

2.1 Pakistani counterparts:

We worked with staff at both GCET's and from the Bureau of Curriculum, which supervises the GCET's. Our colleagues were:

Quetta Women's GCET: Principal, Ms. Suyrea Shabeeb
Urdu Instructor, Ms. Nargis Shaheen
Math Instructor, Ms. Shahida Perween
Mastung Men's GCET: Principal, Mr. Mushtaq Bajwa
Senior Subject Specialist, Mr. Ratan Chand
Urdu Instructor, Mr. Mahmood Alam Farooqui
Bureau of Curriculum: Mr. Yousuf Asfer
Ms. Mumtaz
Ms. Wahid

2.2 Local Hire Assistance:

Interpreter: Mr. Ishtiaque Ahmed Tassarwar
Video Cameraman: Mr. Habib Ullal

2.3 Schedule:

Becky had established a regular schedule for working with the three institutions which we continued to follow:

Saturday: Bureau of Curriculum
Sunday and Monday: Quetta Women's College
Tuesday: PED Office
Wednesday and Thursday: Mastung Men's College

While we were on-site at the Colleges we carried out the following tasks:

- 1) trained staff to use the computers, UPS, etc.,
- 2) discussed training needs and outlined proposed lesson objectives,,
- 3) planned videos and taped them, and
- 4) observed pilot-testing of draft lesson plans and discussed revision with instructors.

3.0 Tasks completed:

3.1 Printed Training Protocols

3.1.1 To insure that the Bureau of Curriculum and the Principals of the GCET's were involved in the development of the training plan, a General Overview of Proposed Training Objectives was drafted which requested that staff give a priority rating to each proposed objective. (See Annex P.I)

3.1.2 Working from a preliminary outline of training needs Becky and I divided the responsibility for developing lesson plans and supporting student text to be published in three documents: Math Instructor Guide, Urdu Instructor Guide, and Primary Teacher Handbook to be used by GCET trainees. The Primary Teacher Handbook contains Worksheets, Directions: (for making instructional materials and for classroom techniques), Background Readings, and a copy of the Urdu and Math Curriculum. (See Annexes P.II, P.III, and P.IV)

We also outlined training areas to be supported by videos and scheduled their production into our workplan.

3.1.3 Annex P.V contains a list of Urdu translations of Lesson Plans in the Guides which have been distributed to GCET instructors with a Cover Letter and Lesson Plan Feedback Form requesting that they continue pilot-testing the lessons and send feedback to Becky.

3.2 Training Videos and Guides:

The following videos were produced:

Male Versions:

- M1: How to Make and Use Self-Checking Writing Exercise Materials
- M2: How to Make and Use Self-Checking Math Practice Cards
- M3: Peer-Learning with Matching Pairs Cards to Teach Math
- M4: Peer-Learning for Urdu and Math
- M5: Using Matching Pair Cards in a Classroom

Female Versions:

- Q1: Using Concrete Experience with Trainees
- Q2: How to Make Writing Practice Materials
- Q3: Teaching the Integrated Lesson
- Q4: How to Make Reading Comprehension Materials

Printed Training Video Guides were developed to accompany the videos. (See Annex P.VI)

3.3 Staff Training

Working collaboratively, Rebecca Roach and I trained the following staff:

Quetta Female GCET: Ms. Nargis Shaheen
Ms. Shaheda Perveen

Mastung Male GCET: Mr. Ratan Chand
Mr. Mahmood Alam Farooqui

Bureau of Curriculum and Extension: Ms. Mumtaz
Ms. Wahid
Mr. Yousuf Asfer

Turbat Teacher Training Inservice Program: Ms. Asra Amjed
Ms. Nasra Kundi

Training Activities are discussed further below.

In the process of developing and testing the lessons to be included in the Training of Trainers Workshop, and Instructor Guides, and in producing the training videos on-the-job training was provided two days each week to the following instructors:

Urdu Instructors: Ms. Nargis Shaheen and Mr. Mahmood Alam Farooqui

Math Instructor and Senior Subject Specialist: Mr. Ratan Chand

3.4 System of peer supervision and feedback for use in the practice sessions:

Part II: Lesson Planning and Practice Teaching contains lessons to develop skills of peer and self-evaluation as an integral part of the lesson planning and practice teaching process. I do not believe micro-teaching (in the formal sense using video-taped mini-lessons) is practical or possible in the foreseeable future, given the technical difficulties involved in using any kind of electronic equipment here in Quetta. However, I have introduced a system of peer-observation and evaluation which can be adapted to use of videoed practice teaching sessions, should that become possible. The materials to support this activity, in addition to the Lesson Plans in Part II include a Lesson Plan Evaluation/Feedback Form and a Teacher Evaluation Form. (See Annex P.VII)

4.0 Recommendations

4.1 The foundation has been laid for the development of a sound primary teacher training program. My major recommendation is that Rebecca Roach continue for as long as possible in the role of Training Advisor. Other recommendations are outlined in this section. A more detailed discussion follows in the body of the report.

4.2 Give urgent and major attention to the teaching of Urdu language in the first three years of primary school.

A. As soon as possible, provide intensive and comprehensive training in the reading learning process to all staff concerned with developing instructional materials and textbooks for Classes K, I, and II, to GCET Instructors.

B. Secure the services of a primary reading specialist to develop Reading Readiness Teacher Guides for both Kachi and Class I.

C. As first priority train GCET Urdu instructors, LCDs and Mobile Trainers in fundamentals of teaching Urdu to children who speak another mother-tongue, and in methods for teaching reading skills.

D. Institute the process of rigorous formative evaluation, lesson-by-lesson and "forward revision" (if not major rewrites) as the primary instructional materials are developed (textbooks and teacher guides).

E. Secure the services of primary language arts specialists (teaching reading and writing) who are also experts in bilingual education methods, to work with Bureau and 7A to develop sound and

detailed methodology guidelines for the development of student and teacher materials that support sound methodology. The guidelines must be clearly spelled out, with model materials that can be used as patterns by the writers, along with checklists to help identify "danger signals" elements that should be eliminated, as well as point out the elements that should be included.

4.3 Increase support to the inservice training activities. This is the program that promises to have the greatest and surest immediate impact on education in Balochistan. (This is discussed further in Annex P.IX)

4.4 Pilot-test lesson plans written to be taught in the GCET with samples of the intended inservice primary teacher cadre (potential trainees) and revise as necessary before the lessons are distributed for general use. Except for demonstration and concrete hands-on lessons probably a separate lesson plan will be needed for preservice and inservice teachers. The background of experience and general education, as well as the Urdu language capability of the GCET trainees is probably at a very different level from that of the teachers served by the MFTU.

4.5 Invest the resources (time and money) necessary to insure that Project staff have access to adequate translation service.

4.5.1 They must have complete and accurate translations of ALL Urdu instructional materials, curriculum guides, and teacher guides that are currently in use in Baluchistan.

4.5.2 They must have English versions of drafts of curriculum and instructional materials in a timely manner so that costly mistakes can be headed off at the pass.

4.5.3 They must have translations from English to Urdu that accurately convey the intentions of the English writers.

In order to accomplish these things, I recommend the following:

A. Hire and train a full-time interpreter and translator. The academic and professional background should be in the field of education and if possible the mother-tongue (first language) should be Urdu.

B. Identify a group of English/Urdu speakers (as competent as we can find) who, on a casual hire basis, could read translations and on occasion observe interpreters (as when we are pilot-testing lessons) and give us feedback on the messages that are being communicated. This "back-checking" process is cumbersome, but in my experience, in a situation like this where proficient translators and interpreters cannot be found, it is essential.

C. Provide Urdu software and training to translators and GCET staff to expedite production of photo-copy quality Urdu translations.

D. Make word-processing equipment and training to translators to expedite the production of English versions of documents.

4.6 Train LCDs, school principals and DEOs in the new methodology or graduates and inservice trainees will find that there is no support for their using more effective but non-traditional methods.

4.7 Turn the Lab Schools at Quetta and Mastung into model demonstration schools that show a practical ideal for average Pakistani classrooms. This requires first of all, training of their staffs and secondly small investments in materials.

4.8 Concentrate on reforming the teaching of Urdu language before worrying about any of the other subject areas. Math is in pretty good shape, since a sound methodology is fairly well established world around in that subject. However, the effective teaching of Urdu is the foundation upon which an efficient and effective school system depends. There are major problems that must be overcome in that area which I discuss in detail in Annex P.VIII.

4.9 Ponder carefully how and why you will use video.

4.9.1 On balance, I believe it was worth the investment to do the videos.

4.9.2 If you decide to continue with video, consider the following:

4.9.2.1 Find a hassle-free way to get an operational monitor on site for productions.

4.9.2.2 Hire Mr. Habib again.

4.9.2.3 Find a way to pay the instructors who take on the extra work entailed in helping with productions. I estimate that Ms. Nargis and Mr. Ratan put in at least 12 hours of unremunerated labor per week with us. It is true that for the most part they worked with us during school hours, but they were not relieved of other duties, so that they had to sandwich us in between class teaching periods, and help us at times when they could have been carrying out their non-teaching duties, which in their cases, are considerable. Nargis did a great deal of work outside of school hours preparing materials for pilot-teaching lessons and for television productions.

4.9.2.4 Establish a "viewing" classroom in the GCETs with noiseless generators and equipment always ready and set up for use. Include a chalkboard or white-board that does not have to be painted over with black ink each time you wish to write something different on the board.

4.10 Do not detract energy from training in Urdu language teacher until instructors are firmly grounded, and we have a solid package of tested, effective training protocols in that area.

5.0 Discussion and Further Elaboration

5.1 Process of Developing the Print Protocols

Working collaboratively, Becky and I followed this process to develop the print protocols:

1) Draft a lesson plan in English. (The plans got more and more specific and script-like, and shorter and shorter, as pilot-testing proceeded.)

2) Go over the lesson with an instructor. This was done through the interpreter since the GCET instructor's English is not at the functional level. As it turned out, as often as not, neither was the English of the interpreter.

3) Observe as the instructor taught the class.

4) Do a post-mortem with the instructor and revise the lesson.

5) Go back to Step #2 and repeat the cycle, and repeat the cycle, and repeat the cycle.

The outline of the GCET Training syllabus, was continually revised as work progressed and we learned more about the capabilities and training needs of GCET staff. We followed a "correct-on-course" or forward revision strategy. As we tested lesson-by-lesson, we modified our long-term plans to adjust to the realities as they became evident. Instead of the original 6 basic learning principles we had selected as the essential theoretical underpinning for a sound primary education program, we ended with four ideas that we felt were absolutely essential, operationally, if we were to impact on the present reliance on rote-memorization as the only method of instruction. The four concepts are (1) readiness, (2) and (3) practice with feedback, and (4) peer-learning or children-teaching/learning from-children.

In dealing with "readiness" we emphasized two classroom practices: (1) organizing and sequencing learning tasks to follow what we called "logical order", moving from concrete experience to abstraction, from familiar to the unknown, from simple to complex, and from easy to hard.

(2) insuring that children are "ready" for the next bit of instruction by having had relevant learning experiences in the past and mastered the prerequisites.

In a system that uses rote-memory, without attention to understanding, application or the development of independent learner skills these two concepts are irrelevant. Currently, materials are presented willy-nilly in well-nigh indigestible chunks of totally new content and the children memorize by heart as the teacher intones aloud (usually pointing at words on the board) and the children repeat. This process is reiterated as often as it takes for the children to be able to recite from memory whatever the material was for the day.

"Practice and feedback" were inseparable twins in our treatment. Lessons and activities demonstrated that the instructors (and primary teachers) must find ways to collect and act on feedback from the students/children, as to how they are doing. Similarly, children must be given feedback as they practice learning tasks, in order to improve on their performance. Some of the teaching problems we encountered and developed special activities to overcome were:

- trainees practiced activities that were peripheral to the lesson objective, and never had a chance to practice the skill that was the stated lesson objective.

- instructors "demonstrate" or have one student come to the front and demonstrate and consider that the students have "practiced".

- only a few of the students ever have a chance to respond to questions, or come to the board so that they get some kind of feedback from the instructor/teacher, (NOTE: as one might expect, the teacher practices of the instructors is an exact reflection of the teaching behavior of primary teachers.) and it is the same "capable" stars who are called on repeatedly.

- the only feedback we observed for those few instances of student practice was "wrong" or if correct, the instructor simply moved on to the next question.

- the only practice the majority of the students get is in copying something into their notebooks, or repeating in chorus something that the teacher has just said.

- the concept of "positive reinforcement" or of "spaced practice" is non-existent.

We concluded that in order to give students meaningful practice and feedback the teachers would have to be trained to use self-checking (self-feedback) materials and children-learning-from children working in small groups and pairs.

Hence, the rather disconnected sounding "basic principles" of readiness, practice, feedback and peer-learning.

One lesson often became three, as we had to back-pedal and teach more basic skills before we could accomplish the original training objective.

At the beginning, we were acting on the assumption that with minimal assistance, the GCET instructor in Urdu could develop model lesson plans for teaching Urdu, which would become part of the Lesson Planning and Practice Teaching Unit. This proved not to be the case.

I have worked through interpreters and translators to carry out curriculum development, training and instructional materials development in 12 languages before this attempt in Urdu. This has been by far the most difficult task. I believe that the difficulty lies in three areas:

The GCET instructors cannot function in English. Our full-time interpreter was not really a master of Urdu, but he was the most fluent in English that we could find and he had knowledge of modern educational jargon and concepts. A general problem was that he did not really want to interpret. He wanted to express his own viewpoints. Time-wasting and disturbing foul-ups in communication occurred because he often inappropriately put his oar into the water.

Secondly, the Urdu language (as transmitted through our interpreters and translators) does not permit the precision and distinctions that are to change the behavior of classroom teachers. The Urdu versions had an uncanny way of looking like "same old same old" in practice. For example, "read" in English had been translated

into an Urdu word that really meant "recite from memory". In order to convey that there had to be meaning attached to the process, one has to add several words to a totally different word than the one for "read" that was in all the curriculum and textbook guides.

Our solution was to use the English word (italicized and pronounced Urdu-style) accompanied by concrete examples of what the word conveys to teach concepts that are obviously alien to this culture. Our observation was that our interpreter's attempts to define, explain and otherwise deal with the situation in Urdu only caused more confusion. However, this idea met with great resistance. Mr. Yousuf and Mr. Ishtiaque loved to debate for hours on how to say "feedback" in Urdu, and were quite unwilling to accept our proposed solution, "Just say feedback and get on with it."

One example of how this worked was with the word "video". Now, clearly this is an imported concept, and the imported technology brought along with it the word "video" which is plastered all over town in both Urdu and Roman (our alphabet) script.

However, when I asked for a TV Visual that said, "STOP THE VIDEO TAPE AND DO THIS STEP" which was to follow each step demonstrated on one of the "How To Do It" videos, the card had about ten Urdu words on it, none of which were "video". The camera-man pointed out that the card did not say what I had asked for. Ishtiaque insisted that we had to use the classic Urdu words for this, which roughly came out "pictures that move and are projected through boxes with electricity"... (Electricity is a classic Urdu word, I hear you cry?)

Thirdly, the concepts and behaviors that we are trying to introduce into primary classrooms are absolutely and totally alien to the instructors at the GCET and to most of the staff at the Bureau. Even when we found words in Urdu to describe what we were trying to do, no one could imagine it or demonstrate it

This meant that we had to replace the "draft in English, translate into Urdu, talk-through-the lesson with the instructor and watch the instructor pilot-test the lesson" with "demonstration-teach the lesson through an interpreter, then watch the instructor pilot-test the lesson, then translate into Urdu".

5.2 Process of developing the videos

First, as you know, the "actors" are real live GCET instructors, and classroom teachers, none of whom had any experience with television.

This created severe production problems, but I believe that the process accomplished one very important thing: the instructors came to understand and "own" methods that I was trying to demonstrate via TV. The production process was, in fact, a methods training strategy for GCET instructors.

Their and the camera-man's inexperience coupled with the lack of video editing equipment resulted in some pretty rough visual and audio transitions. The instructors did not feel confident to present more

than one point at a time, without stopping for a rehearsal on the next point.

Nor could or would they ad lib, I believe this was due to two factors: (1) the methods and underlying principles we are introducing are totally new to the instructors and (2) Urdu is not their mother tongue and they are very insecure in using Urdu.

The instructors always wanted to see each segment before we went on to tape the next. This meant rewinding to show in the VCR and then trying to find the exact spot on the tape to begin the next segment...which our camera-man found next to impossible to do. One day we spent 4 hours to get 5 minutes of tape, because either the instructor would ignore signals and talk at the wrong times...or the camera-man would rewind and tape over the top of the closing speech of the previous segment.

After the second production I quit writing carefully worded scripts in English (which were translated by Ishtiaque or Mr. Yousef) and began working from a topic outline. The reason was that the actor/instructors would get into interminable arguments with the interpreter about the Urdu wording that should have been used. It always ended up by the camera-man sitting and waiting while Becky and I tried valiantly to insure that the intent of the English version would not be lost in the shuffle. Then the actor/instructors would write word-for-word scripts in Urdu for their next segment...and thus it went. Because of the work-load schedules of the instructors and our own transportation arrangements, it was not possible, ever, to get these things sorted out ahead of time. Even the Urdu title cards and visuals had to be created on the spot with the participation of the instructors.

What would I recommend for next time? I am not sure.

If you look on this exercise as a form of micro-teaching for the instructors, I would recommend that in future you might want to have another go at a series to present another group of methods or principles..

I am sure that the instructors we have worked with will use these videos IF THEY CAN. However, at present neither GCET has a VCR or a TV monitor that can be used. Furthermore, the wiring and power situation makes it unlikely that videos or any kind of electrical apparatus will be depended upon by classroom teachers or GCET trainers on a regular basis in the foreseeable future.

Having said that, I believe that the process captured the interest of the instructors and got them to buy into methods they would have been dubious about otherwise. The TV was a "concrete" experience for them. Also, making the videos on-site, in make-shift circumstances, and with jerry-rigged equipment rather than in a professional study with professional production people and equipment turned the exercise into a "peer-interaction" that was not too intimidating for the instructors.

However, the technical quality of the videos is generally poor. If you want to produce professional "broadcast" quality videos you must hire professional production people and equipment. In particular, we would need a mobile production unit, with transportation generators, monitors, cables, tripods, Urdu character generators, and editing equipment. You probably would have to hire professional actors as well. The instructors we work with do not have the time that is needed to plan, rehearse and produce quality videos in addition to carrying out their regular tasks. Other interesting things you will note: light intensity and quality varies; instructors walk off camera, still talking; pick up visuals from a close-up shot and hold them out of sight of the camera; zooms are fuzzy and go out of focus; Urdu title cards look amateurish and are often poorly framed by the camera; just to mention a few obvious flaws. The videos were made in the Resource Room or classrooms at Mastung and Quetta, in tiny cubicle offices, in an echo-chamber dining hall and in a Lab School Classroom.

However, I am not sure that technical quality was or should be our primary concern. These training videos have already "trained" and can be used for future training. If we were more "professional" we would lose the training function of the production process.

Further Comments on Use of video for training

TV is a powerful teaching tool. Especially here in Pakistan it is especially important to show the target teaching behavior we are trying to achieve. This first pilot attempt to produce useful training tapes was, I am convinced, a success. I began with a "wish-list" of tapes I felt were needed, and I ended by producing serendipitously, the tapes I could, given the time and resources available.

The videos were a catalyst that engaged instructors and Bureau staff with the substance of primary education. Being able to watch a process close-up, and to question, and then to look at it again opened minds to new possibilities. The instructor/actors especially went through an "in-depth" experience. After planning, discussing, demonstrating and negotiating with me and my "English version" and then writing their own Urdu scripts they developed understanding of why we were teaching a methodology. Then came rehearsing, carrying out the teaching in front of the camera, watching themselves and groaning and then doing it all again, and again... practice and feedback in action. Being the on-camera teacher is a powerful training strategy. Not only did the instructors acquire the ability to transmit new skills, but they are now committed to the basic concepts that they, in person, publicly, have recommended.

If the tapes are never looked at again, they were worth the investment for the new horizons that were gained by the instructors and others in the primary education field who have been involved in the productions.

In spite of all the hassles that were involved in doing these tapes, I believe that you should continue making them, and should continue using real teachers and real instructors with real trainees and children. The lack of "polish" is more than compensated for by the

positive effects on the "actors" and the credibility that it lends to the videos.

But, those instructors helped us at great personal sacrifice. Their regular work-loads were not reduced and working with me to produce tapes added at least 10 hours per week of extra work. We cannot expect them to continue their enthusiastic cooperation over the long haul, given all of the conflicting demands on them, including the very real need to work at extra jobs to support families. With the experience they now have, they will be doubly useful in a variety of roles in the future. For the project's own self-interest, if not in the name of fairness, I strongly recommend that they be put on some kind of contract so that they can be reimbursed for their services.

You need to find some less cumbersome way to have a monitor on site when we tape so that camera shots can be rehearsed and directed. You also need to invest in editing equipment or else rent that capability. I hesitate to recommend using a studio. That would result in better technical quality, but a loss in flexibility and the sense of cinema verite we got from taping in the principal's office, a real Lab School Class II, the echoing dining hall at the Women's College, and suffocating little offices.

Contracting with Mr. Habib Ullal to serve as camera-man was a good move. He has a good camera and copying equipment and is honest, intelligent, cooperative and eager to learn. Like most of us in Pakistan, he had his off days when an ailment or an all-night moonlighting, family or religious obligation put him off stride. But the overall quality of his work kept improving. He is genuinely interested in education and he is a joy to work with.

The question of appropriate technology should be considered, however, before establishing a training program that is heavily dependent on electronic equipment. During the 10 weeks I worked in Baluchistan, the electricity went off every morning around nine and stayed off until well after noon. The school day in the GCET's ends at 1:30. If electric-powered equipment is to be used by instructors it will be necessary to provide generators and to equip and wire at least one large classroom where equipment can be safely left hooked up and ready to go.

The PED Project has provided UPS and stabilizers to both GCET's to support the computers and other equipment which is envisioned for the future. In spite of Becky's and PED's efforts to orient staff, we never found the UPS charged so that we could use it as a back-up power source. It will not easy to provide operational and maintenance skills at the GCET's that is necessary to keep the equipment operational.

The problem of using the videos in the field may be more simply solved by purchasing or building a mobile unit that has its own generator, VCR, monitors, switcher, tape-decks, and so on.

5.3 Staff Training

Copies of the videos and guides were distributed to the two GCET's, to the Instructors who assisted in the productions, and to the Bureau of Curriculum. I will also mail copies to FSU and AED for their archives. Bill Fanslow's office has the two original tapes containing all of the videos and 9 individual videos.

The sessions when videos were planned, scripted, taped and evaluated by GCET and Bureau staff members provided the best opportunity for training in basic principles and specific methodologies. As individuals reacted to something connected with the video demonstration, I leaped through the "window of teaching opportunity".

The topic of "cheating" when using self-checking materials was universally cited as a potential problem, which enabled me to lead discussions on the purpose of "practice" vs. "testing", and methods for developing self-responsibility in learners (or even the desirability of doing it). As with a lot of abstract notions people were generally in favor of developing "independent learners" until they saw a few in action. It also led to learning about the need for spaced practice over a period of time to master a skill, of the need for "feedback" and what the heck is that anyway, and how can each child get enough of it in the usual classroom of 30 or more children and maybe even several different classes.

"Peer-learning" (children-teaching-children) came in for its share of doubting Thomases. The usual objection that was initially raised was that the "teacher" child would be wasting her time helping the others. This again gave an opportunity to get into the learning benefits to the teacher-children who are reinforcing by practice and application, something they have learned; of long-term memory vs. short-term, of rote memory vs. application of skills, and also the social and character building benefits of having a classroom where children cooperate and take responsibility not only for their own learning, but for helping others.

"Selecting content" based on readiness of children and logical order was an especially hot topic in the Urdu language related materials lessons. This led to several beneficial, but time-consuming additions to the training program. For example, most children come to school with a mother-tongue other than Urdu, but the medium of instruction from Kachi onward is, by mandate, Urdu. In developing the sets of writing exercise materials we ran smack up against the "concrete before abstract" and "familiar before unfamiliar" principle. As a result of working with Ms. Nargis, she and her trainees developed charts comparing Urdu with Pashto, Brahui, and Baluchi in which they identified the "familiar" that can be used to first introduce Kachi and Grade One children to the mysteries of reading. (Thank goodness I found the copies of Elena Bashire's works of Comparative Analyses of Urdu, with Pashto, Brahui, and Baluchi, which is where I got the guidance to be able to do this.) They have made charts that show the phonemes and common words in Urdu that also occur in the other languages. They are developing beginning reading lessons which use those familiar sounds (with related alphabet) and words (to be used as both guide words and sight-word vocabulary).

Another example: when viewing the video on how to make Math Practice Cards Ms. Mumtaz questioned the mixing of one-digit addition problems with one-digit subtraction problems. I demonstrated to her, using real objects, how children should be taught with concrete objects to understand the concept of how addition and subtraction are related. I opined that they should learn the set of four related facts at the same time. (i.e. $2 + 3 = 5$; $3 + 2 = 5$; $5 - 3 = 2$; and $5 - 2 = 3$). We then discussed the fact that teaching addition and subtraction facts as two sets of totally unrelated facts is congruent with rote memorization without meaning, but that if we want children to understand the processes of mathematics, it might be better to connect the two.

We also played the Matching Pairs Card Game with them, and examined the ways in which the cards can be "self-teaching" in that some sets contain all the information children need to figure it out for themselves, and then by playing the game several times they can master the material. On the other hand, some of the card games require that collectively the group must already know most of the material. Then each one learns from the others what they didn't already know. Once again, dearly beloved, this seems like a simple enough notion, but the idea of setting the stage so kids can figure things out instead of just memorizing it in a lump is a new and odd-seeming notion.

One of the "ice-breaker" activities that I always used was to have instructors and video-viewers work one of the Math Templates and check their own answers by turning it over and using the Answer Key on the back. They were all fascinated by the Math Templates and especially by the fact that "cheating" requires a great deal of thought. In fact, strangely enough, no one figured out how to do it. Are you asking yourself how this was discovered?

5.4 Improving the system of Urdu instruction in the first three years of school must be a top priority.

Failure to learn to read dooms a child to complete failure in the school system. As I indicated elsewhere, the Math program is not in such disarray, and improvement in general teaching skills will solve their problems, since sequencing and appropriate models from which to copy instructional materials abound. However, the teaching of Urdu is a total disaster and needs urgent attention.

The related factors are:

A. Ineffective methodology

- Rote memorization, and meaningless recitation is the prevailing method of instruction.

- As Mr. Malik pointed out, many staff members of the Bureau and the GCETs can quote theories underlying more efficient methods of teaching. They do not know how to operationalize the theories.

- Student materials and teacher guides do not lend themselves to methods for developing necessary language arts skills. The only way most of them could be used is for memorization and copying. There is

no developmental sequencing so that children are systematically taught one skill after the other.

B. Urdu is the mandated medium of instruction from Kachi onward and in Baluchistan most of the children and teachers do not speak Urdu as their mother-tongue. Secondly, the teachers have not become fluent enough in Urdu to use it comfortably in teaching. Third, none of the teachers have been taught methodology for teaching a second language to little children. Fourth, none of the instructional materials were designed to take into account the learner for whom Urdu is a foreign language.

Points for discussion:

- The immersion method cannot work in an environment where immersion is impossible. The children cannot be "immersed" in Urdu when another language is the pervasive language of the environment, the streets and shops, and of their homes and when none of the other children speak Urdu.

- The direct method works when the teacher is comfortable and totally fluent in the target language and knows the skills of teaching second language to young children. The other requirement is a quantity of concrete, hands-on materials in the classroom, as well as a wealth of visual material.

- Learning the process of reading is a complex and difficult task. Not all humans can master it, even when totally familiar with the language they are trying to learn to read. The prevailing opinion among psycholinguists today is that in order to facilitate mastery of a second language, the best approach is to teach children to read in their own language first. Then they learn that these marks on the paper not only have sounds connected to them, but that they convey meaning. They truly learn the "process" of reading. In the case of Urdu and the mother-tongues in the area, the alphabet characters are not different. Some even represent the same sounds in both languages. The transfer of the reading skill would be easy to accomplish, after children have learned to read and write in their own mother-tongue. At the same time, during Kachi and Class I the emphasis should be on expanding the children's oral/aural recognition vocabulary in Urdu. They should be taught songs, stories, games, and do oral drills connected to concrete activities (of the "My hand is on my head, what have I here? That is my head thinker, Mama my Dear..." variety.)

After they have acquired a small speaking and aural comprehension vocabulary and have learned to read their own language, then they are ready to learn to read Urdu more easily and to begin having some of their subjects taught in both languages, (Late Class I and Class II). As they proceed through the school system, the amount of Urdu as the medium of instruction should gradually increase, and the amount of the mother tongue should decrease BUT NEVER DISAPPEAR ENTIRELY FROM THE SCHOOL CURRICULUM. Even through secondary school the curriculum should include at least one subject that is taught in the mother-tongue that encourages creative writing, study and practice of traditional arts, music, and oratory, as well as the study of the history of one's own people.

Innumerable case studies exist to show that mandating the medium of instruction in a foreign language not only is unsound educational practice, but is a socially unsound practice as well, with inevitable unpleasant backlashes.

While it's beyond the ability of this project to change official policy, in good conscience, as an advisor, I must at least offer good advice. And to the extent that we can, we should introduce methodologies that have the best chance of succeeding. Hence the advice to at least train people here in methods of bilingual education, and get some appropriate materials developed.

Random Thoughts

Our "programmed" lessons lost a lot in the translation. Instructions got the "form" of the more obvious activities, but it was easy to see that the point was missed in many instances.

I had opted to begin with what I believed would be the simplest, most concrete kind of activity: a lesson on why and how to make and use self-checking writing exercise materials. The materials themselves consist of words, or sentences or paragraphs written on stiff paper, cut apart and put into an envelope. Possible correct answers are written on the back of the envelope. Well, in doing that lesson, which eventually turned into two quite good videos (one for the boys and one for the girls, of course) I learned quite a lot that caused us to change course in our planning.

1. In deciding what words we would cut apart, I naively suggested that we would choose words that children already knew how to read, since writing words followed learning to read them. No one knew how we would ever find words that children could read. The textbooks for Classes I and II contain so many "new" words for each lesson that one does not need to read the teacher guide to know that the method of teaching will be to memorize the entire passage, rather than to develop sight word vocabulary and independent reading skills. The guides may list words that are deemed "difficult" not because the children haven't encountered them in reading before, but because they may not have heard of the words in their oral vocabulary.

This led us into lessons on reading readiness, logical order for language learning, and the importance of and techniques for insuring individual children's practice with feedback.

We see as our major task the development of teaching practices that include comprehension as an integral concept for every subject area and every lesson. My professional life has been in the field of primary education and I know that learning to read must be the basic focus of the first three years in school. The child's success or failure is totally bound up in the extent to which she succeeds in that task. The methods that are currently used will succeed only with the most brilliant children and those who have outside help.

To compound the problem, most of the children and teachers do not speak Urdu, which has been decreed as the medium of instruction from Kachi onward. As time passed and we got deeper into the situation in

Baluchistan, I realized that we would have to rethink not only our proposed content, but our approach to developing the training materials as well.

So, we went back to the drawing board and reworked Part One: General Teaching Skills so that our individual lesson plans were focussing on developing methodology skills based on the principles of Readiness and the need for Relevant Practice with Feedback. The other two points of focus were strategies that support providing children with relevant practice and feedback, namely making and using self-checking materials and using children-to-teach-children (peer-learning).

1) These were the major points we were trying to teach about readiness through demonstrating methods for assessing readiness and for incurring readiness for a given learning task.

a) there is a logical order in which learning progresses and instructional activities should follow a rational sequence

b) some things must be learned before a child can learn the next step. Teachers must find out if the child has the prerequisites before starting on the new task.

The reading textbooks and teacher guides do not follow any kind of developmental skills approach. They are all designed on the assumption that children are going to memorize the passages, so it is impossible to identify at any point the words that children can be assumed to have in their reading vocabulary. For example, Lesson No. 1 in Grade One has 43 different words in it, none of which have ever been introduced before in written form. Secondly, the words are written in "cursive" arabic script where each alphabet letter has 3 forms depending on whether it appears at the beginning, middle or end of a word and the children have only been taught to say the names of the letters and to recognize them in their "stand-alone" form, which often bears little or no resemblance to their appearance in a word. A little digging on our part revealed that beautifully decorated charts showing beaded birds, and lots of pictures of Mr. Jinnah hang right up next to the ceiling and are never referred to in classroom practice.

Becky and I were asked to comment on the educational soundness of a poster that had been sent to PED for approval (since they foot the bill). It was colorful and attractive and we were told it was for Kachi (kindergarten) to teach English, for heaven's sake. It had two little "English" children sitting under a tree whose leaves were jumbled up upper-case green letters and whose trunk was brown OYE. On the ground in front of the children was a snake of alphabet cards (upper case again) starting with A on the left and proceeding to the right as far as G, then reading from right to left from H through S, then from left to right again from T to Z. (See Annex AARCHII).

Appendix F

GCET Urdu and Maths Curriculum Consultant Report

(Note: This appendix does not contain the annexes referred to below.)

TO: WILLIAM FANSLAW,
TECHNICAL ASSISTANT FOR TEACHER TRAINING AND SUPPLY
WILLIAM DARNELL, TEAM LEADER, PED
RANDY HATFIELD, AED
MIKE BASIL, PROJECT DIRECTOR, FSU

FROM: REBECCA ROACH, CONSULTANT, GCET TRAINING

DATE: 29 JUNE, 1994

SUBJECT: FINAL REPORT

The period of my consultancy was originally a 4 month post, beginning in March and ending in June, 1994. Due to my schedule, I was unable to arrive in Quetta sooner than March 19, reducing the in country working time by approximately three weeks. My general responsibilities included working directly with the staffs of Mastung (male) and Quetta (female) GCET's in developing training protocols and materials to broaden and enhance their teaching skills and classroom techniques and to help these staff acquire and practice these skills through systematic practice and feedback. I was also to develop the training capacity of the staff's of these GCETs and key personnel in the Bureau of Curriculum and Extension so they would be prepared to take training responsibilities for bringing the other eight GCETs in the Province on-line with the new curriculum over a period of two years.

My deliverables included the following:

1. Establish Curriculum Development Teams in the Bureau of Curriculum and Elementary Teaching Colleges (GCETs).
2. Revise the GCET teacher training curriculum and create programmed teacher training materials for GCETs. These materials consist of
 - (a.) an Instructor's Guide with programmed lesson plans and all supplementary materials necessary for the implementation of the lesson and Primary Teacher Handbook, and
 - (b.) a Primary Teacher Handbook with all handouts and supplementary materials for learning the necessary teaching skills and resources for primary teaching upon certification.
3. Create a formative evaluation instrument to measure observable teaching methods and techniques.

1.0 Establish Curriculum Development Teams in the Bureau of Curriculum and Elementary Teaching Colleges (GCETs).

1.1 Statement of Work specifications

"A faculty committee of Urdu and Math instructors responsible for analyzing existing Urdu and Math texts and developing supplementary materials for teaching language arts and numeracy. This committee will remain involved in all activities with the consultant and will remain active after the consultancy to monitor and modify materials and methods of instruction."

1.2 Background

Because the Government Colleges are under the supervision of the Bureau of Curriculum and Extension, it was necessary to begin with this office then work into the GCETs. In addition, both an urban and rural setting had to be considered in the choice of schools to involve. Finally, teaching methods and approaches differ greatly between male and female schools, therefore it was important to include faculty from both.

1.3 Outcome (Annex B.I)

GCETs

Two sites were chosen for curriculum materials development, Quetta Women's Government College for Elementary Teaching (GCET) and Mastung Men's GCET. The administrators of these two institutions recommended two faculty members to assist in the project, one Urdu and one Math teacher for each college. This strategy provided input from two different geographic locations and both male and female instructors, the latter being crucial to the sustainability of the project. Male and female educational institutions differ greatly in methodology and approach. Both site teams were visited two days each week for materials development, video taping and lesson piloting.

Bureau of Curriculum and Extension

The previous director of the Bureau recommended two female subject specialists to assist in the evaluation of the project. I met with these subject specialists meeting weekly to inform the Bureau of the project's progress and discuss teacher training curriculum expectations as well as the Pakistani primary education national curriculum.

Elementary Teaching Methodology and Materials Trainers

In May, I met with an independent consultant for elementary teacher training, Deborah Terrell. Ms. Terrell had established a resource center for teacher produced, low cost multigrade materials and a female teacher training team. She suggested that a group of her trainers join the GCET curriculum development team. The trainers were then assigned to the Bureau under the supervision of Ms. Mumtaz, a member of the development team. Patsy and I have met with these trainers to expose them to the new methods and plans have been made to involve them further in the project.

1.4 Achievements

At each site, Mastung, Quetta and the Bureau, the committee members have been committed and enthusiastic about the project. They have given 100% of their time and energy to reviewing materials, making videos and piloting lesson plans. The process of development taught the instructors and subject specialist new methods and principles of elementary teaching. Their questions, comments and sometimes criticisms led to incredible "teachable moments" in which new ideas about crucial concepts of primary teaching and Pakistani education were revealed. The constant two way learning process strengthened the products and led to a greater acceptance of the materials.

The team members have agreed to remain active, monitoring and modifying materials as well as train other instructors in the new methods. Their supervisors have granted permission for their assignment to the project.

I have established curriculum and materials development offices in both GCETs. The offices are fully furnished with office furniture, stationery and computers and the Quetta office is equipped with Urdu software. The instructors have expressed their satisfaction with the offices and the principals take great pride in the addition of computers to their schools. We have provided computer training to the teachers so that they can produce and edit all materials in Urdu as well as English. These offices bring the project into the schools and make the instructors and principals part of the visible product as well as the process.

1.5 Challenges

During the initial stage of the project, I assumed the teachers and subject specialists understood basic principles and methods of elementary teaching. Most of the curriculum development team members were aware of terms such as "child centered", "direct method", "emersion method", "hands-on materials", "behavioral objectives". However, they did not understand the practical application of these concepts in the primary classrooms. Their comprehension of these terms is at a superficial level, an understanding that does not reach beyond definition to application. During the discussion and pilot stages of the teacher training materials, it became obvious that any depth of understanding did not exist in either the team members or the interpreters. Only after repeated concrete, experiential exposure to the methods did the team grasp these new concepts.

Recommendation: Development of materials and pilot testing must be a gradual and thorough process to insure full understanding of the concepts. These members will make excellent trainers for the instructor's workshops, but it is crucial that they go beyond

memorization of definitions and that they demonstrate this understanding through concrete exercises.

The Mastung and Quetta GCET instructors were extremely busy. They are expected to teach several classes per day as well as plan and attend school functions. Because they are the most skilled teachers, they are needed to assist other instructors.

Recommendation: The principals who recommend the instructors for the project must also be willing to reduce the number of instruction and program assignments. In addition, incentives could be granted to the instructors in either monetary stipend or teaching materials. The instructors were in need of many supplies such as scissors, paste, markers and writing materials and were very happy to receive this form of support. Similar incentives are offered to teachers in the United States who are willing to supervise a student teacher from the university. Although the instructors have volunteered to continue with the project without pay, some type of assistance should be given in return for the additional work load.

The development team members worked at their own sites and were not able to communicate directly with each other. Each site worked in a vacuum. Although all of the committee members offered insight and assistance, more accurate observations and perhaps a greater number of suggestions could have resulted from a weekly or biweekly "think tank".

Recommendations: A weekly meeting of all members should review progress, discuss goal and set pilot schedules. This meeting could rotate to different sites. If TADA is provided, most instructors will travel for meetings.

Because "load shedding" is so common in Pakistan, the schools are usually without electricity several times each day. Although a UPS is available at each site, the teachers do not understand their purpose or use. As a result, they do not recharge the UPS or connect the equipment properly.

Recommendations: BEMIS computer technicians are excellent trainers. The instructors need Urdu and English software training as well as training on the use of electrical equipment. An additional computer in each office would allow for student training and practice. It has been my experience that Quetta has a shortage of Urdu typists and hand scripted text is expensive, time consuming and impossible to edit without re-scripting every letter of the page. These computers could also be used to train GCET students in the use of Urdu software providing them with an invaluable skill whose demand far outweighs its supply. The students could practice keyboard skills as they type the Primary Teacher Handbook-providing useful practice to the student and a necessary service to the project. This skill would also lend credibility to Urdu as the

language of correspondence for official documents in the Elementary Schools and Colleges. Currently, English is the accepted language for correspondence because the schools do not have Urdu typewriters.

2.0 Revise the GCET teacher training curriculum and create programmed teacher training materials: Instructor's Guide and Primary Teacher Handbook.

2.1 Statement of Work Specifications

"Two manuals of lesson plans one for Urdu and one for Math trainers referencing existing texts and supplementary materials needed to teach language arts and numeracy content and methodology to pre-service primary teachers.

A series of self-instructional booklets containing the supplementary materials referred to above. These booklets will use programmed teaching/learning techniques and contain all of the materials necessary for self-instruction."

2.2 Development Process

Step One: I found it crucial to the success of the program to focus on collaboration and consistency in the development of materials. To encourage collaboration of all concerned office. I visited elementary schools, colleges, the Bureau, the textbook development cell and PED officials to discuss expectations and objectives for primary teacher training and primary education. The textbook development cell based the new primary mathematics and integrated textbooks on the Revised National Curriculum. I analysed the Revised National Curriculum to determine the expectations of the government and behavioral objectives for each class in primary schools then gained permission from the Mr. Anwar, Bureau Director, to use this form of the national curriculum for teacher training. This insured consistency between the curriculum for the new textbooks and the teacher training program. Because the new textbooks are for class I and II only, I collected the most commonly used primary textbooks in classes III through IV, and based practice activities on the contents of these books.

Step Two: To gain an understanding of the methods being taught to the trainees in the GCETs, the training instructors wrote example primary teaching lesson plans which were then translated into English. Initially the purpose of this exercise was to produce lesson plans that demonstrated sound methodology and content as examples for the Primary Teacher Handbook. Dr. Patsy Layne and I examined these lesson plans and found that the instructors lacked basic teaching skills in lesson planning and methodology. Based on the following diagnosis, we created a list of lessons to strengthen teaching skills. (Annex B.II)

--The instructors were able to write objectives in behavior terms.

They called these objectives "specific aims". However, in each lesson plan, the behavior specified in the aim was never practiced by the students nor was the lesson evaluated in terms of the specific aim.

--The lessons did not encourage full participation of all the students. Instead, all student activities consisted of one student demonstrating a skill to the rest of the class. For example, if the students were to practice writing the letter "B", one student would write the letter on the chalk board for the other students to observe. The emphasis of the practices was on passive observation as opposed to active participation.

--The practice activities of the lesson were often unrelated to the aim of the lesson and inappropriate for the grade level as specified in the Revised National Curriculum.

--The instructors were unfamiliar with the concept of readiness and scope and sequence. Therefore, new skills and vocabulary were introduced before the students would be able to master them.

-The instructors confused content with methodology and information with skills. All the Urdu lessons consisted of memorization of passages in Urdu as opposed to methods that teach skills such as silent reading for comprehension, mastery of vocabulary and fluency. They did understand that writing and speaking are skills, but taught grammar through the memorization of examples. In a lesson on pluralization, the children were given examples of words in their singular and plural form. None of these words demonstrated rules of pluralization because they were all formed according to different rules, nor was the rule for pluralizations discussed. The instructor did not consider choosing content based on a single rule of pluralization so that the children would learn a rule that could be applied in other words.

Step Three: The GCET practice schools and materials resource centers were observed. Based on the following diagnosis a list of lesson plans was developed to increase the effective use of materials and practice teaching. (Annex B.II)

--The GCET teachers at both sites were providing the trainees with teaching experience. Children in the adjoining practice elementary schools were brought into the GCET class for practice teaching, and trainees went to the practice school to observe. However, the methods applied in the practice schools were traditional memorization and recitation.

--Both colleges encouraged the creation of materials. However, most of the materials were more decorative than useful. Those materials that could be used during a primary class were applicable to one specific lesson and would not be appropriate for reuse. There were very few materials that the children could handle and

use independently, a necessity in multigrade classrooms. Often the materials were not appropriate to the objective of the lesson. For example, trainees made visual aid demonstrating the concept of weight by showing different objects of different size. Common objects that the students could handle and compare would be more appropriate since one feels weight and does not see weight and size does not always indicate the weight of an object.

--The trainees' teaching materials are evaluated on neatness and beauty instead of their practical application. Overall, money and time were being wasted on materials in a country where teachers have very little of either.

Step Four: Upon identifying the components necessary to a successful teacher training program, a list of lessons was developed. However, Dr. Layne and I decided there was not adequate time to develop programmed instructor's guides and participant materials for all of these lessons. Prioritization of the training lesson plans were based on the following criteria:

1. Can this concept be demonstrated through concrete examples and experience?
2. Is the concept culturally acceptable?
3. Do the trainees and teachers have sufficient experience to understand this concept?
4. Is it a concept crucial to successful classroom instruction?

The lessons were then label A, B, or C in priority, A being high, B medium and C low. (see B.II- Lesson Priority)

Step Five: Dr. Patsy Layne developed child centered, hands-on materials appropriate for use in the multigrade classroom. These materials could be produced cheaply from old textbooks and used cardboard boxes. These materials also addressed the need for children to receive constant feedback and practice as well as appropriate materials for multigrade classes. Dr. Layne developed lessons. At the same time, I developed training guides and materials in basic principles of teaching: the learning process, use of curriculum, evaluation techniques, practice activities, behavioral objectives and the physical and psychological needs of children. (Annex B.II). Two sets of these training materials, Urdu versions and Mathematics versions, were written. Both Dr. Layne and I collaborated on the format and content of our lesson to insure consistency and logical sequence of the lessons.

Step Six: Each lesson was discussed with the GCET instructors then written in English. After presenting the lesson to the translator who acted as the student in the presentation, the lesson and supplementary materials were translated to Urdu. This step is crucial to the accurate translation of concepts unfamiliar to the Pakistani education system. Translators were "groping in the dark" for terms to explain concepts they did not fully understand. By teaching the English version of the lesson to the translator, I

could test the translator's knowledge of the concepts and instructions.

Step Seven: The lessons were then taught to the instructor chosen to pilot the lesson. During these sessions, the interpreter taught the lesson and the pilot instructor acted as the trainee. After the instructor successfully completed the evaluation exercise she was given the lesson plan to study. This was followed by a discussion on lesson preparation and materials.

Step Eight: Each lesson was piloted by the instructor. The evaluation activity was collected from the trainees to evaluate the trainees' performances, testing the effectiveness of the lesson.

2.2 Achievements

The process of materials development allowed for "forward revision". As lessons were tested with translators, instructors and trainees, they were revised. This is however, a laborious process and as a result, one lesson, The Learning Process, was revised and retested seven times. The success or failure of one lesson would effect several other lessons in the curriculum. Although this process was very time consuming, it allowed me to accurately assess the trainees' abilities to understand the lessons and modify accordingly.

The instructors were involved in the process of discussing, piloting and revising lessons. By the end of the project, GCET instructors who were not initially involved in the project attended the piloting of lessons to observe new teaching methods. These instructors often asked questions or made comments during the lesson and took notes on new methods. This voluntary exposure of the staff to the project will lead to a greater acceptance of the materials among all the teachers in the GCETs.

One of the lesson, The Learning Process, was piloted in a Training of Trainers session for the MFTTU trainers. This provided an opportunity to test the appropriateness of the materials for an environment outside the GCETs. During the lesson, the MFTTU trainers offered many suggestions for altering the materials so that they would be more appropriate to the MFTTU setting.

In addition to the development team, Patsy Layne and I worked with two teacher trainers, Azra Amjed and Nasra Kundui, who were assigned to facilitate inservices for Balochi speaking teachers in Turbat. Because the two women had no experience training teachers and no materials for training, we volunteered to assist in preparing them for their program. Both women, Nazra and Azra, attended the piloting of lessons and met with Patsy Layne and I to learn new methods of multigrade, child centered learning. I worked with them to collect recyclable materials by sponsoring a carton and can collection contest at the Quetta Women's GCET and set up a

multigrade lab classroom in Turbat. I assisted them in developing a training schedule (Annex B.III) and Patsy Layne taught them how to make and use self checking materials as well as teach Urdu language lessons to children whose mother tongue is not Urdu. Their training sessions will be an informal pilot teste of the materials in an inservice training site.

I enjoyed assisting Patsy with the video tapes. The teachers were motivated by watching themselves on television. At the same time, they received immediate feedback on their teaching performance by viewing the taped lessons.

A group of primary education professionals from Balochistan attended a multigrade workshop in Islamabad. The workshop, funded by UNICEFF, demonstrated basic classroom techniques and methods in multigrade instruction. After the workshop, I met with the five participants and organized a three month plan to create materials for teacher training. (Annex B.IV) UNICEFF has agreed to supply a multigrade consultant to assist with the development of the materials.

Challenges

During the first month, I had planned to include in the Primary Teacher Handbook, example lesson plans to demonstrate the teaching of several key skills. I did not realize until reading the English versions of these lesson plans that the instructors did not differentiate between content and skills, nor did they implement more than two methods, demonstration and recitation, in most of their plans. This set back the development of materials considerably, especially in the area of methodology and principles of primary education, areas that can be demonstrated through concrete examples, but are very new to the instructors.

Recommendations: The instructors and teachers must "re-learn" as the learner before learning to teach. Because they were never exposed to child centered activities as children in elementary schools, they have no concrete experience with which to relate these new ideas. Patsy and I have played games with them and insisted they practice using materials as if they were children before learning to make materials or learning to teach trainees to use these materials. This is the only way we can prevent the superficial memorization and surface level understanding of new methods. This is also the only way we can be certain instructors will make trainees practice methods as opposed to memorizing a lecture on the same information. Human beings always gravitate to their comfort zones. Therefore, we must make the instructors and teachers as comfortable with the new methods as they are with the old recitation/memorization techniques.

There was not adequate time to pilot all of the lessons. It is necessary that all lessons be piloted and if necessary, revised.

Recommendations: Six months should be given to the implementation of the piloting of materials before a training of trainers takes place. The instructors used to pilot the lessons can become the trainers for the workshops. Other than multigrade materials, and the remaining lessons outlined in the materials development plan, no other materials should be developed within the next six months. I recommend that Dr. Patsy Layne create Social Studies and Science materials that can be piloted in February 1995.

Although a teacher training textbook exists for use in the GCETs, it appears most teachers do not use it. There is no consistency in the skills taught from one class to another in the colleges.

Recommendations: Implementation of the training materials in 1995 in all of the GCETs will insure consistency in teacher training methods and content areas.

3.0 Create formative evaluation instrument to measure behavioral teaching methods and techniques.

3.1 Statement of Work specifications

"Assist in the development and use of formative evaluation instrument designed to measure pre-service teachers' practical understanding of critical sections of the language arts and numeracy curriculum.

--This formative evaluation would be coordinated with the pre-service student' teaching practice in order to measure actual teaching performance in the classroom in the classroom.

--The results would be fed back into the program and necessary modification made to the materials and methods of instruction used by the GCET staffs."

3.2 Achievements (see B.V)

Because the Learning Coordinator training program was in the planning stages while Patsy Layne and I worked on the evaluation of practice teaching, we were able to collaborate with Dr. David Barbee, the consultant for L.C. training. As a result the evaluation instrument can be implemented in the L.C. Training workshop.

The instrument, a two part form, targets specific student and teacher behaviors in the classroom. This form also refers to a specific lesson from the course to review with the practice teacher in order to improve teaching skills. It also contains a guide that specifies effective teacher and student behaviors.

4.0 General Comments and Considerations

4.1 Travel and NOCs

Currently the system of obtaining NOCs, permission forms for foreigners to leave Quetta, is laborious and inefficient. Because I was unable to receive permission to travel, I was unable to

travel to Mastung, one of the training sites, for three weeks. Clerk strikes and national holidays make it necessary to obtain NOCs for up to five months at a time if possible. I also suggest that papers be obtained for incoming consultants before they arrive to avoid the wait.

4.2 LC Training

The teacher training materials will be presented at the Learning Coordinator training sessions in September. This is an excellent way to improve the LCs training and supervision skills. As participants of a methodology workshop, they will better understand the teaching skills to look for in the classrooms as well as how to train teachers during their conferences.

4.3 English Translations of All Teaching Materials

It is imperative that all materials that are developed in Urdu be translated into English. For Pakistani instructors whose first language is not Urdu, the English versions provide a second resource. Also, it will prevent every new English speaking consultant from "reinventing the wheel" and insure the collaboration of projects. Finally, we do not know what the materials contain unless we receive an English version. Many times subtle difference in the interpretation of complex concepts can change the meaning of an entire lesson. Unless an English version is provided to the consultant, these misconceptions cannot be corrected.

4.4 Administrators' Workshop

If these revolutionary methods are taught to new teachers who in turn begin implementing them in the primary classrooms without the approval of administrators, the program will not survive. Headmasters, principals and DEOs are not accustomed to hearing noise and seeing children play games in the classroom. The supervisor will assume the teacher is not taking the job seriously and administer a reprimand. I recommend we invite administrators to the training of trainers to familiarize them with the new material and methods so that a safe, supportive environment is created to nurture the new teacher eager to try new methods.

In closing, I have enjoyed my work in Balochistan. I found the FED work environment to be supportive while allowing for autonomy. I especially enjoyed working with my "methodology mentor", Dr. Patsy Layne. Working with Patsy greatly improved my training skills and enhanced my knowledge of elementary teaching methodology. I found that we accomplished much more working as a team on videos and lesson plans. This has been an experience I would gladly repeat.

APPENDIX G

THE FACULTY OF EDUCATION (F.ED.) PROGRAM:

FEATURES:

- o a combination of three programs -- PTC, FA, CT;
- o a two year program ;
- o the focus of the first year is 50% pedagogy and 50% subject matter (content);
- o the focus of the second year is 30% pedagogy and 70% subject matter and methodology;
- o strategies and methods of teaching considered in all content courses;
- o all pedagogy and content presented is accompanied by supervised practice;
- o multi-grade instruction a key teaching strategy presented to and practiced by all candidates.

The F.Ed. program is a blend of two certificate programs that are now being presented in the GCET's -- the Primary Teaching Certificate (PTC) and the Certificate of Teaching (CT) and one that is presented in the colleges -- Faculty of Art in Education (FA). Each program now takes one academic year to complete, requiring a total of three years. An analysis of the PTC and CT curricula demonstrated that with a few exceptions the programs were comparable and in many instances identical. By extending the school year in the GCET's, it is possible to cover the three curricula -- PTC, CT, FA -- in two years rather than three without leaving out any of the content of the three courses.

By placing much of the pedagogy (how to teach) in the first year and also considering only those subjects taught in the primary school, a candidate would be prepared for the PTC certificate. This will accommodate any students who only have the resources for one year of study. This practice, however, will be discouraged. By completing the whole program a better quality primary teacher will be produced.

A heavy emphasis will be placed on strategies and methods of teaching in both pedagogy and content instruction in the GCET's. Historically, only the lecture-memorization method has been used in all classrooms. To break this cycle not only discussion and demonstration of "new" methods, but supervised practice in using them will be necessary. A number of supervised practicums in the GCET's will be considered -- peer teaching, microteaching, lab school practice, practice teaching. After gaining confidence in using these new teaching skills in pre-service training, systematic classroom supervision after pre-service training in the schools will be necessary.

Due to the geography of the Province and the low population density in most areas, single and two or three classroom schools are common. In these classrooms multiple grades are taught by a single teacher. Multi-grade instruction will, therefore, be emphasized in training and practice in the GCET's. Most of the strategies and methodologies referred to above will be applicable to multi-grade instruction. These strategies will also have to be practiced in a multi-grade environment. Pre-service practica -- peer teaching, microteaching, lab school practice, etc. -- will have to be developed for multi-grade practice.

LESSONS LEARNED:

- o Attitudes and behaviors of members of the education establishment need to change if the way teachers behave in the classroom is to change.
- o Historically, content memorization has been emphasized in the teacher training institutions with the consequence that it is the sole strategy used by teachers in the primary schools. This cycle must be broken.
- o In the absence of "real life" viable teaching/learning models, models will have to be created through demonstration, video cassettes, controlled practice, observation of classrooms in lab schools, etc.
- o Any change in the training in the GCET's will require training or re-training of virtually all members of the primary teaching establishment if the change is to be sustained.

WHAT IS STILL NEEDED:

Viable pedagogical and content curricula that meets the needs of primary teachers in today's classrooms is needed and will have to be developed within the constraints of the existing curricula. This can be done because the present curricula is sufficiently broad and generally stated. The texts required for instruction in the present curricula are primarily informational and deal almost exclusively with theory. Supplementary materials will have to be developed to provide concrete examples and lead students to practica experiences that will help meet some of the goals described above.

Strategies for multi-grade instruction will have to be included in the curriculum and practiced by the students. These are absent in the present curricula. No specific curriculum exists for the teaching of reading and language arts in Urdu. No specific curriculum exists for the teaching of number concepts and basic math skills. These curricula will have to be created

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and taught. Both are vital if primary schools are going to educate children. Multi-grade strategies are also vital for the use of the new textbooks and materials being developed in the Curriculum and Instructional Materials Reform Project.

The present staffs of the GCET's need to be up-graded significantly. All of the strategies and skills expected to be learned and used by the trainees will have to be used by the trainers. They must model the teaching behaviors to be acquired by the trainees. This will be accomplished through an intensive training program for the college trainers. Once the strategies and skills are learned, lessons will have to be developed and planned from the training curriculum. This training and lesson planning program will have to be developed and implemented. Present plans call for developing and implementing this training curriculum in two GCET's in 1994 -- one men's and one women's college. Following one year of experience and formative evaluation of the new system, the staffs of the two colleges will be the master trainers for the other colleges as they are brought into the modified system.

Improved classroom instructional supervision is planned that begins with practice teaching in the college and continues throughout the teacher's career. Teachers need continued support and fine-tuning after they leave the training institution. This is especially true following a two-year primary teacher training program. The initial program has been increased from 9 months to two years, but this is still a short period for initial training considering many countries now require 5 years of teacher training beyond 12 years of primary and secondary school. Systematic instructional supervision and related in-service workshops will have to provide the continued learning necessary.

As noted earlier, one mode of teaching is generally practiced in primary schools -- i.e. lecture, memorization, examination. Most school managers and others in the system have themselves been "educated" in schools using this mode. It is the only mode known to many in the establishment. The idea that this is the only "proper" education will have to be corrected and replaced with an understanding of various strategies of instruction that have been proved effective in many situations and cultures. Without this breadth of understanding, a new system would be misunderstood and perhaps rejected.

To date PED has focused on teacher training and materials development. Training and materials are only two of the three components of a quality primary teacher training program. The third and equally important component is classroom supervision. Supervision is very important if the training and materials are to be utilized correctly to the benefit of the pupils in the classroom. Without efficient monitoring and support, teachers often have difficulty or find it impossible to implement new

teaching methods and materials. Classroom supervision is an extension of training that follows and helps the teacher in the classroom. To sustain the gains thus far realized in training and materials development and insure continued improvement, a viable system of classroom supervision is being developed and implemented.

The position of Learning Coordinator now exists in the Directorate with a job description and service rules. A training program is presently under development to give these Learning Coordinators the necessary skills and expertise to make them effective classroom supervisors. As new Learning Coordinators are brought into the system, they will be required to successfully complete the training before assuming the position.

APPENDIX H

LEARNING COORDINATORS' WORKSHOP PLANNING
(Consultant's Report)

June 28, 1994

MEMORANDUM FOR: Dr. William Darnell, Team Leader, PED

FROM: Dr. David E. Barbee, Consultant in Instructional
Management

CC: Randy Hatfield
Director, PED
Deputy Director, Academic Implementation, PED

SUBJECT: Final Report on my activities and accomplishments in
connection with the establishment of an instructional management
process within the PEP/PED in Quetta, Balochistan, Pakistan

Beginning with the concept paper that I prepared entitled
"Instructional Management," my efforts have been directed toward
the creation of a learning-centered instructional management
system within the Primary Education Directorate. The PED has
chosen to begin the change toward a learner-centered system by
first training its generally untrained and marginally educated
teachers in a three month "crash" program whose initial phase has
just been completed. It is now directing its efforts to training
its existing supervisors and previously placed learning
coordinators into an initial training program for Learning
Coordinators. In their new role they will focus on helping the
teachers who have been initially trained, do the best possible
job of instruction in the primary schools of Balochistan.

My First Visit. During my first three week effort in Quetta,
after initial meetings with Primary Education Directorate and
Primary Education Development Team personnel, visits to primary
schools in Quetta, Muslimbaugh and Sibi, and meetings with the
Director of the Bureau of Curriculum and Extension and his staff,
Ms. Bilquis Jafri (Deputy Director, Academic Implementation) and
I assembled a team to work a plan for training Learning
Coordinators for their new role as set forth in the newly adopted
job description.

This development team was made up of volunteers, all of whom had
other responsibilities, from the PED and the Bureau of Curriculum
and Extension. We asked them to help us plan a program for
training Learning Coordinators for their new role in
instructional supervision (as described in the newly adopted LC
job description).

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This team, under the leadership of Ms. Bilquis Jafri (Deputy Director, Academic Implementation) was composed of Mr. Bajwa (Principal GCET Mastung), Mr. Kirmani (Senior Subject Specialist, BCE), Mr. Rafiq (DEO, Nasirabad) and Mr. Wassem (Field Trainer) who joined the team during the Orientation and provided needed leadership to the effort, Mr. Anis Iqbal (Principal GCET Quetta) who began with the team but has had limited time to devote to it in his new position, Mr. Mehmood Jamaldini (Additional Director, PED) who has provided guidance to the effort but has had limited time due to his other responsibilities, Mrs. Zakia Yousfi (Additional Director, PED) who was involved in initial efforts but was unable to continue due to participation in a professional development workshop. Our most recent additions to the team include: Mr. Javed Nassar, Assistant Deputy Director, Academic Implementation and Mr. Najeeb-Ullah (Senior Subject Specialist, BCE). Dr. Bill Fanslow provided guidance to the team and the necessary link to teacher training. Mrs. Becky Roach and Mrs. Patsy Layne (short-term PED consultants) also contributed models for primary teacher instruction and ideas for implementing them in the training of Learning Coordinators.

We asked the team to select and plan for the training of Master Learning Coordinator Trainers from each region in Balochistan, who would then train over a period of time the 267 Learning Coordinators presently posted. We also asked them to help us plan for the training of new Learning Coordinators and to help in determining the criteria under which they would be selected.

The team carried out this task, identifying some 19-21 persons from the local GCET college and one or more ASDEOs or ADEOs from the areas to serve as MLCTs. In order to begin preparing the MLCTs for this role they were to be provided with the following--

- 1) an orientation in Mastung--April 23-27, 1994
- 2) two weeks of observations of master community school field trainers--April 30 - May 12, 1994.
- 3) five days of training in Mastung--May 15-19, 1994
- 4) two weeks of practice as LC in schools in Mastung area--May 21 - June 1, 1994

The above program did not proceed as planned due to a number of factors. They did, however, receive a one week orientation and a week of observations in primary schools in Mastung and Quetta. During this time they did develop and try out an observation instrument for the Learning Coordinator to use in primary schools as an instructional management tool. They also adapted a supervisory manual as a Learning Coordinator Manual and developed a checklist and Learning Coordinators Guide. Issues surrounding the training of the LCs was discussed and have been incorporated into subsequent planning.

My Second Visit. During my second visit, Ms. Jafri and I assembled the individuals who had previously worked with us and and some others who had shown interest and capabilities during

the Orientation and Observations. All of this team had other responsibilities and were only available on a part time, often meeting with me on their own time in the evening and on Friday's, Saturday's and holidays of which there were a number during June.

During the four weeks of my second visit we were able to fully develop the curriculum laying out the learning objectives, instructional activities and how they are to be evaluated for each day of the initial two month Learning Coordinator Training. The Observation Instrument (Mr. Quddus), the L. C. Manual (Mr. Kirmani) and the LC Guide (Mr. Rafiq) in Urdu were completed. Video scripts and shooting plans were developed for the "New L. C.," and a second video, "Observing the Teacher, Student and Conditions of the School" was planned (Mr. Najeeb-Ullah). The specifications for a LC Handbag were developed and its contents identified (Mr. Wassim). We also developed a plan, agenda and materials for a *three day workshop* (see Agenda at the end of this report) to be conducted July 5, 6, and 7 for all of the MLCTs by the LC Program Development Team under the leadership of Mr. Rafiq (for the program) assisted by Mr. Anis, and by Mr. Jamel Nassar for the materials and arrangements assisted by Mr. Kirmani. This workshop is designed to result in revisions to the learning activities for the two month initial LC training, a full understanding of what the curriculum contains and what materials will be available, and recommendations and a plan for the piloting of the LC Training in September-October, 1994 at two or three sites (Quetta, Mastung and Pishin (female) have been mentioned).

The final preparations for each of these sites will include, the final printing of the syllabus, the duplication of the videotape LC series, arrangements for schools for practice of LC skills, logistics and administration and the preparation of each of the two or three pilot sites during July and August, 1994.

A formative evaluation is planned using Ms. Jafri, Mr. Kirmani, Mr. Iqbal, Mr. Bajwa, Mr. Rafiq and perhaps others to observe each site and provide immediate feed at the end of the session if convenient but not later than the end of the day to the MLCTs and the Future Learning Coordinator Trainers (who are being identified by MLCTs, GCET principals, DEOs, SDEOs, ASDEOs and others).

Integrating LC and Teacher Training. Mr. Bill Fanslow and I have worked very closely together in implementing this program thus far so that the LC training, teacher training and other training are integrated. We have developed a position description for a Project Manager for the Coordination of Instructional Supervision and In-service Training Efforts in Primary Education and a request that Mr. Rafiq be appointed to that position in order to carry out the following responsibilities:

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General Duties: The Project Manager for the Coordination of Instructional Supervision and In-service Training Efforts in the PED is responsible as a staff officer, for the coordination of the pre-service and in-service training of learning coordinators; the in-service development of DEO, SDEO and ASDEO personnel in their academic duties; in the assignment, training, management and evaluation of Field-Based In-service Support Teams (FIST), in geographic groupings of primary schools; and to otherwise assist the PED in its on-going efforts to consolidate the in-service and pre-service teacher training and instructional supervision.

In this assignment the PM will work in close cooperation with the PED Additional Directors and the Deputy Director--Academic Implementation; with the central office of the Bureau of Curriculum and Extension, and their GCETs; and with the DEO offices throughout the province.

An Experiment. I have had preliminary discussions with Ms. Naseem Gilani (DEO, Loralai and Kholu) about the possibility of her running an experiment in area in the training of learning coordinators using the curriculum that we have developed by running it on perhaps a bi-weekly or weekly basis by her for her soon to be appointed female LCs. She has expressed interest.

A Note of Caution. We are counting on Mr. Rafiq and Mr. Javed Nassar for leadership in the final preparations for the initial training to be piloted at the two or three sites in September-October, 1994. Mr. Rafiq which I have previously indicated is at present the DEO for the Nasirabad area and posted in Dera Murad Jamali. We have asked for him to be transferred to Quetta, but such a transfer may be problematical. Mr. Javed Nassar is new to his position as Assistant Deputy Director, Academic Implementation. During his two months on the job he has spent at least 6 weeks on special projects for the Secretary of Education. I am attempting to arrange for back-ups to each of these people, but they are also problematical as are all senior level people in the system.

For Mr. Rafiq, I am initiating discussions with Mr. Anis Iqbal (Principal GCET Quetta) and for Mr. Javel Nassar, Mr. Wassim (Field Trainer).

For the July 5, 6, 7 Workshop we have a similar problem, and could likely resolve it in a similar manner.

A note about the curriculum. The curriculum is competency-based with learning environments that require active participation on the part of the Learning Coordinators with daily as well as a final performance assessment of each LC. Learning, rather than teaching environments are planned that require maximum involvement of the LCs during their training.

A learner-centered approach will be employed in training the learning coordinator so that they will have a model to use as they work with their teachers in the primary schools. Trainees will be actively engaged from the beginning to the end of the workshop. There will be no lectures only live or videotaped demonstrations. Trainees will spend most of their time practicing how to carry out each of the functions listed in their job description. A LCT Syllabus will be provided (see sample page, for the first day of the two month period).

You will be learning today:

1. What the role of the LC is and how it differs from the previous role of the LC.

You will be reviewing today:

(this is the first day, so no review today)

You will be performing these activities:

1. 20-30 minute Introduction to the Workshop.
2. Make groups of not more than 8 persons (no special grouping)
3. Give each group a different card with what they are look for in the video. [*]
4. Show the video of the old and new LC. Stop the video after each scene to let the each person in each group write their observations.
5. After showing video, ask each group to prepare a consolidated report of their observations and when they are ready as all of the groups to each report to the class.
6. Ask each group to next identify the old and the new roles of the LC and once more prepare a report for the class.

Other activities:

You may wish to add to or replace some of the activities listed above, please feel free to do so, so long as you are able to help the trainees learn the new role of the LC and how it differs from the role of the old LC.

Evidence of what I learned today:

[Note: This evidence should be checked and signed and commented on by another LC and a MLCT or FMLCT at the end of each day of the workshop.]

1. Each person should be able to describe new role of the LC and the principal differences between the old and the new role.

Project or reading for tonight, to be completed by tomorrow morning.

1. Each trainee should prepare a description of the role of the new LC and how it differs from the old. Tomorrow morning, ask each trainee to pair off with a partner and have them check each others list against a list that you have prepared and posted in the room for all to see.

Read "Principles of Giving a Briefing" [*]

Workshop for Master Learning Coordinator Trainers
to be held from July 5 to 7, 1994 in the PED Conference Room,
Quetta, beginning at 9:00 am each morning.

AGENDA

First Day, July 5:

- 9:00-9:30- Opening Session by--
Ms. Bilquis Jafri, Deputy Director--Academic, PED
Ms. Jafri will describe the Workshop Objectives,
the plan for each day and review the proceedings
of previous workshops and the status of
development of the Sept-Oct 1994 Training..
- 9:30 AM - Opening Address by--
Mr. Mehboob Jamaldini, Acting Director, PED
"The Importance of the Role of the Learning
Coordinator in the Development of Primary
Education in Balochistan"
- 10:15 AM - Exhibition for Mr. Jamaldini of LC Training
Materials
- 10:30 AM - Tea
- 11:00 AM - Grouping of Participants by--
Mr. Mohammad Rafiq - Explanation of grouping,
setting them up, and making assignments of group
leaders and tasks.
- 11:15 AM - Review of video scripts--"The New LC,"
Observing Teachers,
Students and School Conditions, and other video
segments to be used in the training-- by Mr.
Najeebullah
- 12:00 PM - Review of Training Materials--LC-GUIDE,
Manual, Observation Instrument, and Syllabus
by Mr. Kirmani
- 12:15 PM - Review of specifications for the LC Handbag and
a description
of its contents by Mr. Wassim
- 12:30-1:00- Overview of materials developed by the
Instructional Materials
Development Unit by Mr. Muhamood Attiq, Deputy
Director, BCE
- 1:00-2:00 - Break
- 2:00-4:00 - Group Work -- each group will review one
week's program offering suggestions for
changes in, or additions to, the learning
activities.
by Group Leaders:

1 - Ms. Jafri
Javed
2 - Mr. Qudus
Najeebullah
3 - Mr. Wassim
4 - Mr. Kirmani

5 - Mr.
6 - Mr.
7 - Mr. Anis

Second Day, July 6:

9:00-11:00 Groups 1 and 2 Present their suggestions followed by discussion (Tea served during presentations.)
11:00-1:00 Groups 3 and 4 present their suggestions followed by discussion
1:00-2:00 Break
2:00-4:00 Groups 5 and 6 present their suggestions followed by discussion

Third Day, July 7:

9:00-10:00 Group 7 present their suggestions followed by discussion.
10:00-12:00 Form two groups, one to address administration and logistics, and the other to finalize the program for the Sept-Oct Training
Anis Iqbal - group leader for administration and logistics and
Jamil Kirmani - group leader for training program
(Tea served during group meetings)
12:00-12:30 Anis Iqbal reports suggestions followed by discussion
12:30-1:00 Jamil Kirmani reports suggestions followed by discussion
1:00-2:00 Break
2:00-3:00 Finalize program and logistics for Sept-Oct Training
Group leaders final suggestions in writing, assisted by their group members, and the Workshop Leader.
3:00-4:00 Closing Session chaired by--
Mr. Mehboob Jamalini, Acting Director, PPD
Presentation of Reports made by--

Ms. Jafri and Mr. Rafiq

Official Recorder: Ms. Sobia Nawaz

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YOU MAY REACH ME BY TELEPHONE OR FAX AT:

OFFICE--202-244-5697 (voice and fax) RESIDENCE--202-362-3000

Washington, DC is 9 hours earlier than Quetta this time of year as we are on USA Eastern Daylight Savings time. I don't mind receiving calls at my home anytime before 11:00PM any evening. The best evenings to reach me are Mondays, Tuesdays and Sundays. You may of course fax my office at any time of the day or night. I also have answering machines on both of my phones so you may leave a message anytime and I will return your call.