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To: Sarah Tirmazi, PED Project Officer, HRD, USAID Islamabad

From: Ellen van Kalmthout EvKalmthout

Date: 19 June 1993

Subject: Consultancy report from March 16 to May 24, 1993
(50 working days)

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Below the activities I have undertaken during the second period of 50 days of my 150 days contract:

- o Action plan to follow up on the Teacher Content Knowledge Study;
 - Follow up on administrative problems around the postings of two new Curriculum Bureau staff (one for IRI, and one for teacher training) to IMDC;
 - With the new CB staff for teacher training (who is an Urdu specialist), work on the following teacher training units:
 - o Beginning language;
 - o Language instruction - comprehension, usage, writing (for class 2-3, 3-4 and 4-5);
 - o Using supplementary reading materials.
- o Informal testing of one classroom management teacher training unit (arranging students in classrooms) in the Dabgari Gate GCET (F). PTC students were trained by the new Curriculum Bureau staff member for teacher training, as preparation for their teaching practice period in methods of arranging students for effective student-teacher interaction. Subsequent observation in two primary schools during teaching practice showed that the PTC students were able to improve student seating arrangements in the classes they taught.
- o IMDC:
 - collected and presented reading materials for class 2 to the Urdu and Pashto writing teams, as examples to work on instructional materials for class 2.
 - recorded video material on testing Kachi Pashto materials in primary schools for training purposes;
- o IRI:
 - With the Curriculum Bureau training officer assisted the IRI team in organizing and conducting teacher training for teachers of the five pilot schools in the Peshawar area in the use of the English in Action-IRI programs;
 - Recorded videos of English lessons in the different pilot schools for training purposes;
 - Assisted with the first round of observations in the pilot schools.

o **Supplementary Reading Materials:**

- worked with an Urdu specialist to complete the editing of stories, reading passages and exercises written during the Supplementary Reading Materials workshop in February (level of language, originality, clarity, good endings, etc.);

- worked with one IMDC staff member to write more information reading passages on science topics for different levels (class 2-3, 3-4, 4-5).

o **AIOU distance PTC programme:**

- had some contact with the AIOU Regional Director to monitor progress on the distance PTC programme (results for last year's course were still awaited by the end of this reporting period. Next year's course is still expected to start soon after Eid);

o **Alternative delivery systems for girls' education;**

- analyzed the 1992/1993 School Census to establish the impact of mixed enrolments on girls' participation rates at the tehsil level (summary paper attached);

o **Study Tour:**

7 through 21 May: accompanied six female Directorate of Primary Education officials on study tour "Expanding Access and Enrollments, particularly for Girls", to Indonesia and Malaysia.

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**The Impact of Mixed Schooling
on Girls' Access
to Primary Education**

(School Census 1992/1993)

- o 21 percent of all primary schools (or about 1 in 5 schools) are officially designated girls' schools. This clearly shows that the opportunities provided officially for girls lag far behind those provided for boys;
- o However, 44 percent of all boys' schools accept girls as well as boys. This brings the total of all schools that enroll girls to 56 percent. Out of all schools that enroll girls 38 percent are girls' schools, the remaining 62 percent are boys' schools. This means that there are in fact many more boys' schools that enroll girls than there are girls' schools.
- o Girls' enrolment lags considerably behind that of boys; girls' enrolment is 30 percent of the total primary enrolment.
- o 82 percent of all girls study in girls' schools. Boys' schools with mixed enrolments account for 18 percent of the total girls' enrolment. This shows that mixed schooling has a significant impact on the participation of girls to primary education. It also shows that the numbers of girls in boys' schools are generally small: while 62 percent of all schools that enroll girls are boys' schools, they enroll 18 percent of all the girls;
- o Mixed schooling in girls' schools is much less common, 12 percent of all girls' schools enroll boys;
- o Mixed schooling is widespread in the province, altogether 37 percent of all primary schools accept mixed schooling, and 34 percent of all children in primary schools study in mixed schools (38 percent of all boys, and 25 percent of all girls enrolled).
- o Tehsils vary widely in proportion of girls' schools, girls' enrolments, and the occurrence of mixed schooling.

Consultancy Report

25 September 1993 - 15 January 1994

Ellen van Kalmthout
Consultant Teacher Training

1. Naqir Abbas
 2. Liaquat
 3. Lala
 4. C. Khan / Fils
- (14)

1. Report of operational guidelines for implementing changes in the GCETs

The recommendations of the Teacher Content Knowledge Study (attachment 1) and the GCET Linkages paper by Andrea Rugh (attachment 2) have provided the main basis for action to implement changes in the GCETs. Further studies, that have provided information for developing needs-based teacher training units are the Kachi study, Multi-class study, NEAP testing results, and formative evaluation of IMDC materials.

During 1993 a number of needs-based experimental teacher training units were developed by the Teacher Support Unit in IMDC, (staffed by the Curriculum Bureau and the Directorate of Primary Education), for use in preservice and inservice teacher training (attachment 3, list of units). Some of the units address content knowledge in math, Urdu, Pashto, and social studies. Others are methodology courses in such topics as classroom management, multi-class management, teaching English by radio, teaching beginning reading, etc.

At the end of July 1993 a one-day conference of GCET Principals was organized by the Director Curriculum Bureau to brief the principals about the findings of various studies regarding the performance of GCETs, and prepare a tentative workplan for improving the quality of the PTC programme in the next academic year (attachment 4).

During the first half of the present consultancy the first visit to the GCETs was planned and conducted;

Planning

The PTC admissions were delayed this year, resulting in a late start of the 1993/1994 PTC session. Because of the national and provincial elections there was a break in the beginning of October. For these two reasons, it was not possible to visit the GCETs before mid-October. It was therefore decided to plan for three rather than four visits to the GCETs during the year, and to add training in English by IRI to the first visit.

With Ms. R.A. Bhatti, consultant Teacher Training, the visits to the GCETs were planned for the period 15 to 31 October (schedules as attachment 5), with two days for each GCET, and one day for the Education Extension Centre of the Curriculum Bureau. The programme consisted of two main parts:

- o GCET Study: pre-testing sixty percent of the PTC students in content knowledge of math, science, Urdu and Pashtu, with class 5 tests prepared by NEAP, to assess their entering content knowledge in these subjects;
- o GCET staff training: Training of GCET instructors and Education Extension Centre/Curriculum Bureau staff in the use of the following teacher training units:

Remedial content courses:

- o math concepts for primary math programmes;
- o language development (one Urdu reader and one Pashto reader): to teach a language development approach in line with the new primary curriculum developed by the Federal Curriculum Wing;

Content/Method courses:

- o teaching beginning language: a methods course in how to teach beginning reading using a phonetic approach, based on the IMDC Kachi material;
- o teaching beginning math/science: a content/methods course how to teach beginning math and science concepts, including the main math/science concepts and the rationale for teaching each concept;
- o English by IRI: a methods course how to teach English as a second language by interactive radio instruction.

Three teams were formed, each consisting of Curriculum Bureau staff (some from the CB Branch, others from the Curriculum Bureau), IMDC staff, and a consultant. A consultant or Curriculum Bureau staff member was overall responsible for testing, and for introducing the purpose of the training programme. The teacher training units were presented by Curriculum Bureau staff and consultants. The IMDC staff provided model demonstration lessons in Kachi math/science and language materials.

Preparation

GCET Study, pretesting PTC students:

- o Tests for math, science, Urdu and Pashto were prepared by the Testing Cell and printed, with a cover sheet for student information (Dr. Sar Biland Khan was involved in the coordination of the GCET study as part of the overall NEAP activities).
- o The NEAP testing manual was adapted (attachment 6) for use in the GCET study. The Testing Cell translated the parts that need to be read out to the PTC students into Urdu;
- o The activities of the Testing Cell/IMDC were put in a flow chart to be incorporated into the overall GCET study flowchart of Dr. S.B. Khan (attachment 7).

GCET instructor training programme:

- o Teacher training materials were printed for use in the colleges. Four thousand copies of each teacher training unit were printed; approximately 3,000 for the GCETs for student and instructor use, 1,000 for later use this year in inservice training:
 - math concepts for primary math programs;
 - language development (Urdu)
 - language development (Pashto) (for colleges with students from Pashto medium districts);
 - teaching beginning math/science
 - teaching beginning language
 - teaching English by IRI

Sets of IMDC instructional materials were also prepared for the colleges, for use as practice material with the relevant teacher training units (which provide the course work). Sets of 50 of the student workbooks and several teacher guides for each of IMDC Kachi math/science, Kachi Urdu (part I and II) and Kachi Pashto (part I and II) were prepared (the class size of PTC classes is 50 or less). For English also, a set of 50 workbooks and 15 teacher guides was prepared for each college, together with a radio/cassette recorder and audio-cassettes with the first 60 radio lessons, and the 'Calling all Teachers' teacher training programmes.

- o Training:

A three day workshop was held at IMDC to practice all presentations, and ensure that all three groups would have a similar approach in the field. One morning was set aside to explain the testing programme to the teams.

2. Evaluation of the GCET Staff Training Programme:

The three teams visited the GCETs from 15 October to 31 October. In every college students were tested and the training conducted as planned.

GCET Study (Pretest): In most colleges students completed all three or four tests within the period of three hours. Math appeared to be the most difficult subject, languages the easiest (as found in the first Teacher Content Knowledge Study). There were individual students in some colleges who could not complete the tests. In one college, one of the students was not able to write even her name!

Staff Training: In general, the response of the GCET instructors to the training was positive. There is still reluctance to acknowledge that the GCETs are not preparing the PTC students well enough for their jobs as primary teachers. In many colleges instructors also raised the question of time to teach the new materials, as they are not part of the official syllabus and are not exam subjects. However, in every college there were interested instructors. Instructors also know that PTC students will again be tested at the end of the year, to see whether there is an improvement in their knowledge of content. All colleges would check the materials into the library and give out the teacher training units to the PTC students on loan basis.

The Education Extension Centre/Curriculum Bureau staff also received a one day training in the use of the teacher training materials. The Education Extension Centre could use the units for inservice training. Some of the Subject Specialists were very interested in the materials.

Three colleges in the Peshawar area were visited early January. It was found that all colleges had indeed given out the training materials to the students. Different colleges had different ways of using the materials;

One college had set two periods for English a week for the classteacher, and the instructor was modelling lessons, and students practising. In another college the Principal teaches English whenever there is an instructor absent from class. In the third college one instructor had been assigned English, but he had only done very little with the material so far.

One college had already finished the math concept book. This college was planning to use the other materials (beginning language, beginning math, language development) as preparation for the first practice teaching period (from January 15-30 1994). In another college the math instructor was teaching the beginning math, but had not yet started the math concepts. The Urdu teacher had done some work with the language materials, but not much. In the third college the instructors had worked a lot with the math concepts and beginning math materials (the principal is very interested in math), this college had done less with the Urdu

material.

Observations:

- o The training in the GCETs was short (one day), and a lot of material was covered, including many new concepts (phonetic approach to language teaching, pre-number concepts, etc.). It remains a question whether the instructors will be able to use all the materials well. However, the training was also intended to serve as an exposure of all instructors to the new programs. In future it will be possible to bring groups of instructors together for longer training, with more opportunity for explanation and practice.
- o Colleges do seem to be able to plan how to use the materials on their own, which is positive. More formal evaluation will show how well the colleges have used the materials, and which ways have worked the best, to suggest to other colleges.
- o The Curriculum Wing in Islamabad is reviewing the PTC curriculum, and are using the teacher content knowledge study and teacher training materials (particularly the math concepts book) developed in NWFP as reference and resource.
- o In all colleges and also in the Education Extension Centre there are interested staff. These may later be called upon to revise units, write new ones, serve as master trainers, etc.
- o The programme was started under the previous Director Curriculum Bureau, who was very supportive and keen to improve the quality of PTC training. The present Director Curriculum Bureau does not appear to see the teacher training improvement programme as part of the work of the Curriculum Bureau, and he was reluctant to make staff from the Abbottabad office available for the GCET visits. The Deputy Director II, however, did send out a letter to the GCETs instructing them to participate in the program, and use the new materials. Continued lack of support from the Curriculum Bureau could adversely affect implementation of the rest of the programme this year.

Next steps:

- o The next visit to the GCETs is planned for February. Classroom management, classroom arrangement (2 units), are printed. The multi-class unit, managing instruction/AV aids, map reading and interpretation are written but not yet printed. This needs to happen immediately. These will be printed from the PLA. Supplementary materials (blocks, maps of Pakistan), will be purchased for primary schools and GCETs from the recurrent budget. If materials cannot be ready in time, some of the training can still be conducted with sample materials from IMDC, and the college materials can be sent later.

- o During the next visit to the GCETs the instructors should be given an indication of how well or poorly the students have done on the pretest. Results are already available at PED, showing poor results on math in particular, and also on science. Results on Urdu and Pashto are markedly better (the pattern is similar to that of the first Teacher Content Knowledge Study). This will serve as feedback to make colleges understand the need to use the new math materials in particular.

- o Testing PTC students in math and languages at the end of their training will be the main part of evaluating the effectiveness of the content materials. Instruments to find out how and to what extent colleges have used the materials, and how useful instructors and PTC students find the materials need to be designed. Dr. Andrea Rugh will be instrumental in the design of these instruments. Instructors and principals may be interviewed. (A sample of) PTC students can be interviewed or asked to fill out a questionnaire themselves.

3. Other activities

- o National Conference on teacher and student testing: Results of the Teacher Content Knowledge Study were presented to the conference, as well as the purpose of the GCET study. A page of important planning points for the GCET Study in the other provinces, extracted from a planning discussion, was prepared for conference participants (attachment 8);
- o The results of the AIOU inservice PTC programme were prepared for the Director Primary Education and AIOU, based on a 10 percent sample (attachment 9). The results are discouraging. Only six percent of the 1500 candidates have passed the program in the first attempt. It appears that it is mostly the candidates who do not study, or in some cases did not even show up for the exams. These results, even though distance education is much cheaper than residential training, raise questions regarding the AIOU program's cost-effectiveness. The second round of re-examinations was held in October (there will also be a third round), results are awaited. Only after all the exams are conducted and results known, it will be possible to establish whether the Directorate is well advised to continue with the programme. The second group of candidates (contracted in August 1992) have started their training August 1993. The Director of Primary Education has requested to his DEOs and SDEOs to follow the program more closely in their districts, to ensure that candidates take the course more seriously.
- o Coordinated the evaluation unit of the IMDC in the following:
 - Data-entry and analysis of the IMDC tests (Kachi Urdu, Pashto and Math/science) conducted in May 1993;
 - Data entry and analysis of the English by IRI pretest in three districts;
 - Data entry of Urdu and Pashto GCET study tests;
 - Data entry and analysis of IMDC Kachi and Pakki tests (all subjects) in all districts (except Charsadda), conducted in November-December (still underway);
 - Data entry and analysis of the first English by IRI test (all districts), conducted in November-December (still underway).
- o Assisted in the preparation of the formative evaluation of IMDC materials, English by IRI programme, and NEAP winter testing, and observed testing in the field, specifically the English by IRI (26 November - 10 December) (report attached as attachment 9);
- o Wrote a background paper on the formation of the Curriculum Bureau Branch for the Finance Department (attachment 10);
- o Provided IMDC staff with selected reading material to complete the Urdu and Pashto school libraries, and selected reading

material for the preparation of class 3 materials;

- o Wrote an outline for a teacher training unit to accompany the school libraries.