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***FIELD TRAINERS FOR COMMUNITY SUPPORT
PROGRAM***

PROGRESS REPORT

by

*Uzma Anzar
Managing Director
Society for Community Support for
Primary Education in Balochistan*

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BACKGROUND:

A contract was signed between Society for Community Support for Primary Education in Balochistan and the Academy for Educational Development, with support from USAID, in January 1994. The terms of reference in the contract called for the employment of field trainers, from outside the government system, to train the community-government school teachers. This training was to be conducted at the mobile female teacher training sites. At the end of the three months' training period the field trainers, as a follow up, were required to visit each teacher who was trained in the mobile program.

Three field trainers were hired in November 1993 for this purpose. These field trainers were sent, under special arrangements, to Teachers Resource Center Karachi for training in how to teach science and Urdu. Upon their return from Karachi they then joined other master trainers in mobile female teacher training centers. They participated with the teachers and assisted in the training, thereby, developing an early relationship with the teachers with whom they will be working after the training. Each field trainer has between 13-19 schools which they visit once in 15 days.

In order to illustrate the proceedings of the training at MFTTU and the real life classroom situation we will describe the experiences of one of the field trainers, Ms. Farida Riffat. Ms. Farida was hired by SCSPEB as the Field Trainer in November 1993. She trained 13 community female teachers in the Muslim Bagh mobile training center from December 11, 1993 through March 11, 1994, a total of three months.

Ms. Farida's Experience during the training:

"The first time I met the students I found ten of them quite easy to work with. The other three, however, could not speak or understand Urdu which made it difficult to talk to them. It also made us wonder how they could have read their own textbooks as students which were written in Urdu", Farida replied when she was asked about her first day in the class.

On December 27, 1993 Uzma Anzar, Managing Director of the Society personally visited the Muslim Bagh mobile female teacher training site to observe the class in session and level of responsiveness of the students. Her observations confirmed Farida's. Three of the ten students did Not even seem to be paying attention. They were the three who could not speak or understand Urdu. It is important to mention here that most of the girls were matric pass. Normally a matric pass student should know Urdu because she has studied textbooks which are written in Urdu.

Speaking in Urdu Uzma asked Fatima Bibi, one of the three, who is a community teacher in Obloone Muslim Bagh, where her village was located. Fatima just looked at her and smiled because she did not understand what Uzma was saying.

Since education in Balochistan is based on a students' ability to speak, read and write Urdu, the primary education must emphasize it, particularly since the local language of the village is not Urdu. Farida emphasized to the teachers that they must use spoken and written Urdu in their village schools. That means that they must learn how to read, write and speak Urdu themselves during the training.

PROCEEDINGS OF THE TRAINING:

During mobile female teacher training five subjects are taught - Principles of Education, Child Development and Counseling, Personal Hygiene, School Administration and Teaching Methods. The Field Trainers taught School Administration and Teaching Methods to the teachers in MFTTU. The other subjects were taught by the master trainers of the government.

During the training, apart from focusing on the subjects which were being taught, the field trainers helped the students to work on refinement of their spoken and written Urdu. They encouraged them to speak in Urdu at all times. The students had to write a one page narrative, in Urdu, on anything they liked every day. They were encouraged to write on the black board so that their ability to write in front of the students would improve.

Class activities were the most important part of the training. The teachers were taught how to keep the students actively engaged in their learning in a multi grade setting. The Teacher's Resource Center in Karachi has developed a book called "Khail Khail Mein" (teach as you play). This book was used extensively by the Field Trainers to involve teachers and students in a learning process that promotes active participation by all present.

While teaching School Administration the Field Trainers focused on the role that a community or parent's education committee can play in helping the teacher provide a quality education for their children. They helped the teachers understand that the Village Education Committee's role is to help her improve the academic program, the discipline and condition of schools. The teachers were given lessons on how to involve the VEC in day to day monitoring and functioning of the school.

OBSERVATIONS AFTER THE TRAINING:

On March 8, 1994 Uzma visited the training center in Muslim Bagh to observe the result of the training. It was gratifying to

know that Fatima Bibi from Obloone who could not even understand Urdu on December 27, 1993 was delivering the class lecture in Urdu. Uzma spoke with her after the lecture and noted that her conversational Urdu had greatly improved, as had her confidence.

When asked about her observation after the training Farida, the field trainer, replied "The biggest difference which I observed was that they developed a lot of confidence after the three months of training. In the beginning these girls were very reluctant to come to the podium and deliver a lecture. Each one would try to be the last one. After the training they were competing with each other to be the first one to take the class".

SITUATION WHEN THE TEACHERS RETURNED TO THE CLASSROOMS:

On April 2, 1994 Farida (field trainer) and Uzma visited two of the teachers, who were trained in the mobile training, in their schools. The names of the schools are Government Girls Primary School Nawa Killi, Muslim Bagh and Government Girls Primary School Obloone, Muslim Bagh.

They arrived at Nawa Killi school at 8:30 am. The students were preparing for the class. Farida spoke with the teacher about her lesson plan for the day. The teacher had not prepared the work plan or the syllabus. So Farida helped the teacher understand why the work plan was important and reviewed its preparation with her. The teacher said that in future she would prepare the work plan for her classes.

The field trainer then checked the attendance register and noted down the enrollment. She also observed the drop out rate which was zero. Farida then told the teacher to proceed with her class teaching after which she offered suggestions for different methods of teaching and involving students in variety of activities.

While the field trainer was working with the teacher and students, the members of the village education committee (VEC) arrived. The VEC members were informed that apart from the Society's community education promoters, the field trainer will be visiting the school more often and helping the teacher improve the quality of program. She also stressed the need for help from the VEC in keeping the school in good condition, encouraging parents to send their children to school and help the teacher get what she needs to do the best possible job for their children.

At 10:30 Uzma and Farida visited community-government school in Obloone village which is about thirty five kilometers from Muslim Bagh. The condition of this school was very good. Fatima Bibi, the teacher, had put all the charts, which she had prepared during the training, on the walls of her classroom. The students

were present in clean clothes and were active in their learning.

Though the environment in her classroom was good, she could not teach in Urdu. The reason was that she could now speak Urdu but the students could not understand it. Even the girls who had shifted from the boys schools after studying there till grade four could not understand or speak Urdu. They could read from the book but did not know what it meant.

A member of the village education committee was present there who recognized that not teaching or learning in Urdu was a problem. When asked what the village education committee could do about it, he said that he is going to teach the teacher himself how to encourage the students to speak in Urdu.

The committee member was informed that the field trainer will be traveling to their village more often (once a week) and work with the teacher in her classroom. The member was asked to encourage the other VEC members to send a representative to the school each time the field trainer comes to the village. This will help in improvement of communication between the village education committee and the field trainer.

As is mentioned in the terms of reference of the contract the field trainer will make a 2-3 hour visit to each village school where the teacher is trained in MFTTU. The visit per school will be at least once in two weeks. During the visit the field trainer will focus on spoken urdu of both the teacher and students.

To ensure the continuity of these visits it is important that proper transportation is available for the field trainers at all times. For this reason we have hired a Toyota pickup with the driver for Farida Riffat to cover schools in Muslim Bagh and Ziarat. The other field trainers will be travelling with the community education promoter teams of the Society.

Lessons Learned.

1. Following the mobile training these young teachers are not ready to handle the real world problems of classrooms and students;
2. The field trainers can help the village education committee understand how they can help the teacher in accomplishing her goal;
3. The general problem in Balochistan of both teachers and students is that they can not communicate in Urdu. The field trainers can help both these groups to better communicate in Urdu;
4. The field trainers must be provided vehicles so that they

could travel freely and visit as many schools as possible during a month.

5. Lessons learned from this pilot project are being integrated in the planned training of learning coordinators.

CONCLUSION:

The Society has been able to introduce the idea of a "community school" in far flung areas of Balochistan. People have been identified who are interested in their girls' education and are motivated enough to provide school supplies during the first three months of the probation of the school. Now we have to work on the "quality" of education in these schools. It is not sufficient to provide a building and a teacher's post.

In July this year we will present another report which will show the results of frequent training of these community teachers in their own classrooms. Until then, so long.