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Final Assessment of the Pakistan Teacher Education and Professional Development Program (PTEPDP)*

***TASK ORDER No. EEE-I-809-01-00010-00 WITH
ACADEMY FOR EDUCATIONAL DEVELOPMENT**

December 2007

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Los Angeles, California**

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List of Acronyms

BEF	Balochistan Education Foundation
BOC	Bureau of Curriculum
CEPA	Communicative English Proficiency Assessment
CT	Certificate of Teaching
DTE	District Teacher Educator
EFL	English as a Foreign Language
ESRA	Education Sector Reform Program
ETS	Education Testing Service
DSD	Directorate of Staff Development
FATA	Federally Administered Tribal Areas
GCTT	Government College of Teacher Training
GECT	Government College for Elementary Teachers
LTE	Leader Teacher Educator
IU	Iqra University
IRA	International Reading Association
JICA	Japanese International Cooperation Agency
NCHD	National Commission for Human Development
NEAS	National Education Assessment System
NWFP	Northwest Frontier Province
PDE	Provincial Directorate of Education
PITT	Provincial Institute of Teacher Training
PITE	Provincial Institute of Teacher Education
PPP	Private Public Partnership
SISE	School of Islamic and Science Education (at Iqra University)
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of another Language
TOEFL	Test of English as a Foreign Language
TOEFL-IBT	Test of English as a Foreign Language-Internet-based Test
TTI	Teacher Training Institute

I. Executive Summary

The Pakistan Teacher Education and Professional Development Program (PTEPDP) was a three-year training project implemented from June 2003 to October 2006 by the Academy for Educational Development through USAID/Pakistan under task order no. EEE-I-809-01-00010-00. The program was designed to increase the number of teacher trainers from teacher colleges in Pakistan that are responsible for training primary school teachers in the teaching of mathematics, science and ESL in the use of new and improved teaching methods. A small group of teacher training institute administrators was included in the project as well. During the first stage 172 teacher trainers were trained at three US universities-- George Mason University, University of Montana and Oregon State University. The program was also designed to build the capacity of teacher training institutes in Pakistan through the establishment of long-range linkages between US universities and their counterparts in Pakistan. During the second stage of the program 200 teacher trainers were trained in Pakistan through an in-country master teacher trainers program.

At the end of this three year project, the expected outcomes for the PTEPDP program was that the participants would have:

- learned new teaching methods;
- learned to incorporate new techniques and utilize educational technology in developing and applying these new teaching methods;
- experienced an alternative to the traditional education system in Pakistan where the teacher acts as a lecturer and the students are passive recipients of lectures;
- become active participants and learners in the fields of science, math, and ESL;
- learned effectively with minimal lecturing from the teacher; and
- have achieved an enhanced cultural understanding between the U.S. and Pakistan.

The methods employed by the evaluation team consisted of the following three phase approach to assess the program:

- In-depth interviews with program participants using carefully designed protocols followed by content analysis that provided views and perceptions on how new knowledge and practices were implemented and their assessments on the strengths and weaknesses of the program
- Direct classroom observations were made in Government College for Elementary Teachers where classes were being conducted by PTEPDP alumni
- Interviews were also done with former AED PTEPDP staff in Pakistan and the US and with representatives from the three participating universities.

As stated in the Scope of Work, this assessment responded to the following questions:

1. *Did the PTEPDP program complete the activities in the contract and work plan?*

The design of the PTEPDP was very ambitious, but at the same time within the realm of what can be considered possible. In other words, the dual expectations of improved teaching and the development of cultural understanding have taken place. The interviews and classroom observations indicate that parts of new teaching methods are being used, albeit on a limited scale. Furthermore, there has been a multiplier effect as a result of the alumni outreach activities with a ratio of about 1:100, meaning that for every PTEPDP alumnus, 100 other teacher trainers who are providing pre-service and/or in-service training have been exposed to the methods and knowledge acquired at the three US universities.

The beneficiaries of the PTEPDP program were individual teacher trainers. As such, the design of the PTEPDP was appropriate and most certainly has made contributions to the quality of education for females and males. However, the measurements of the magnitude of these contributions require additional research.

2. Did the program have an impact on the teaching methods of PTEPDP alumni?

Yes, the program has had an impact on the teaching methods used by the alumni. The classroom observations showed that materials, based on what was learned in the US, were being used, and that the classes were more interactive by involving the students in group activities. There most certainly have been clear differences in the use of resources and how the classes have been managed as compared to those who have not benefitted from the PTEPDP training. However, it is not possible to say how widespread the use of these practices are, but using the class observed in a private school in Narowal, Punjab, it is clear that some alumni have gone to great lengths to use what they have learned in the US.

3. Did the program have an impact on learning outcomes?

The classroom observations made in Punjab and Balochistan indicate that the student-teachers perform better by being more actively involved in course activities. Also, the PTEPDP alumni teaching them claim that their students do better as a result of using the new methods. However, it was beyond the scope of this assessment to compare the academic achievement of the students' of the alumni in relation to the other student teachers, but the indirect evidence from the observations and the interviews indicate that there have been notable changes in performance.

4. Was the training in one location (the US or Pakistan) more effective than the other?

The PTEPDP program was designed to provide a cultural exchange experience with the goal of dispelling misconceptions on the part of both Americans and participants from Pakistan regarding their cultural and social differences and to improve the knowledge and pedagogy of the Pakistani teacher trainers. To meet these goals, the training had to be done at US institutions located in "typical" US communities.

Indications are that those who were trained in the US were much more effective teachers than those who received in-country training at one of the three institutions in Islamabad. According to those interviewed, the selection process for in-country training had different standards, attracted less motivated applicants, shortened the training period, and

abbreviated the content. Furthermore, the participation of US faculty was limited and the in-country training relied on PTEPDP alumni who had gone to the US. The result was to remove the students from the original US curriculum, teaching process and the unabbreviated course content. Needless to say, the cultural understanding component that was central to the original program design was totally missing, and it is our opinion that both the cultural and academic components of the program were structurally linked. That is to say, being in a foreign culture increased the feelings of commitment and responsibility, which, in turn, increased the degree of involvement in both academic studies and their social integration. These attitudes and behaviors were not part of the in-country training program.

When considering the cost effectiveness of the two approaches, a strong argument can be made that if the multiplier effect of the US training could be increased, the cost effectiveness would also improve. This would require extensive follow-up with continual in-service training for the alumni and careful monitoring of their activities and effects on learning outcomes.

5. *Did this program contribute to the GOP's teacher development program? How are those contributions likely to have an impact even after the program's end?*

Most ministries of education have incorporated new pedagogies into their curricular design which require major changes in how children are taught at both the primary and secondary school levels. The earlier the children are exposed to the new child-centered active teaching methods, the greater the benefits over a longer period of time. The PTEPDP was a pioneer in exposing teacher trainers from Pakistan to the new pedagogies and as a result have made significant contributions to the GOP teacher development program.

Since the PTEPDP ended in 2006, many of the teacher trainers continue their academic activities and use much of what they learned in the US and, to a lesser extent, for those who received in-country training. It is not unreasonable to assume that many of the alumni will continue using the benefits of their US experiences over the years to come. This will not just be limited to improved pedagogy, but will also have effects on generating cultural understanding and a more accurate view of US culture and society.

The following recommendations apply primarily to training that is provided at academic institutions in the US:

1. The language tests given to the scholarship candidates should apply the same standards of competence as the tests given in the US. In others words, they should be comparable to the TOEFL. This will help US faculty to more carefully design additional language training and adjust the course content to the linguistic ability of the students.
2. Any new program to train teachers from Pakistan in the US should carefully assess their goals in terms of the proposed duration of the program. According to some of the alumni, the PTEPDP experience has indicated that a single semester limited to three months was not enough to achieve optimal learning outcomes.

3. In order to better design a PTEPDP-like program, the US academic institutions should send their faculty to the teacher training colleges in Pakistan to observe and assess the facilities and specific needs. The courses at the US universities should then be tailored to these assessments and the new pedagogies should be more carefully adapted to the teacher training realities in Pakistan.
4. The selection process should be streamlined and made more transparent; in addition, favoritism and political factors should be eliminated as much as possible. The original intent of the PTEPDP was to have an open and impartial competition for all the applicants, but there are indications that this was not always the case.
5. The applicants who have been selected and who have met all the visa requirements for entry to the US should undergo a longer and more extensive preparation prior to departure. If possible, US faculty should come to Pakistan and participate in the preparation. This will give the students a preview of what is to come and smooth their transition to the US university campus, surrounding communities and culture.
6. When the students return from US training, there should be a continuous follow up program that can monitor and assess their needs. This should include in-service support and additional training to assure that the new methods are implemented and that other faculty and teachers participate in workshops and training courses.
7. In order to measure the effectiveness of the program and to accurately assess learning outcomes, there should be a carefully designed monitoring and evaluation component. This component or department should be staffed by professional evaluators who can define and measure the necessary indicators that will give an accurate picture of implementation, learning outcomes, and cost effectiveness. As a result, specific problems can be identified leading to timely corrective actions.

II. PTEPDP Background

A. Introduction

The USAID/Pakistan's Interim Strategic Plan for fiscal years 2004-2006 was designed to "promote equality, stability, economic growth and improved well-being of Pakistani families," and Strategic Objective 3 was to increase knowledge, training and infrastructure to improve the quality of education for females and males throughout Pakistan. Under this broad objective, Intermediate Result 3 was to improve the capacity of teachers and education administrators and included the following indicators:

- The number of teachers and education administrators trained,
- The percent of teachers meeting improved performance standards, and
- Increase in the number of students demonstrating improved performance

The Pakistan Teacher Education and Professional Development Program (PTEPDP) was a three-year project (June 2003-October 2006) designed to increase the base, and improve the teaching methodology of teacher trainers from teacher colleges in Pakistan that are

training primary school teachers in the teaching of mathematics, science, and ESL. Small groups of administrators of teacher training institutes in Pakistan were included in the project as well.

During the first stage of the project 172 teacher trainers were trained at three US universities—George Mason University, University of Montana, and Oregon State University. Faculty from these US universities also visited Pakistan in December 2005 to assist the three selected training institutes in Islamabad—the National University of Modern Languages (NUML) for ESL, the National Institute of Science and Technical Education (NISTE) for science, and the Federal College of Education (FCE) for math. The purpose was to assess their needs and capacities to conduct teacher training, develop training courses, conduct in-country workshops, and set up university linkages/partnership for faculty exchanges and joint curriculum development projects. Because of these efforts, in early 2006 a second stage of the program started which consisted of in-country training of 200 master teacher trainers. Security considerations made it impossible for US faculty to be in Pakistan to participate in the in-country training program as originally planned, but videoconferencing provided support from the US partner universities.

AED/Pakistan worked with the three training institutes in Islamabad in the design of the training program for master teacher trainers. The PTEPDP also administered a female scholarship program in which AED administered scholarships to eligible women from FATA. The scholarship program supported the initiative of the Director of Education in FATA and consisted of training of pre-service female teachers in a year-long course at the Government Elementary College of Education (GECE) for Women in Jamrud. The objective was to improve the quality of education provided by FATA teachers.

B. Teacher Education in Pakistan

In order to better understand the context of the PTEPDP, it is necessary to examine the status of teacher training and teacher classroom performance. Since the PTEPDP did not design and carry out a baseline analysis of the status of primary or secondary education in Pakistan, this section will, as much as possible, provide a broad background against which the purpose and accomplishments of the PTEPDP can be gauged. This is not designed to be a carefully controlled comparison but a very general picture of traditional teacher training, and classroom performance to provide a basis for how the PTEPDP has affected these practices both in real and potential terms.¹

¹ The information presented here comes primarily from “The Performance Gap Analysis and Training Needs Assessment, a Consultancy Report,” The Academy for Educational Development, Islamabad, 2005.

Additional information has been provided by Mr. Shahid Akbar from his experience as a teacher trainer in the Punjab Province.

1. Teacher Education and Performance²

Teacher training in Pakistan is of short duration when compared with other countries in the region. The short duration of training with lengthy syllabi, redundant content, has been a common complaint from teacher educators at all levels. Excluding summer and winter vacations and other national and local holidays, the one-year courses are actually of 9-month duration, which includes 6 weeks of teaching practice that is only 15% of the course duration. The remaining 33 weeks or just 7½ months is insufficient time to study the eleven subjects in both the PTC and CT courses, and the situation with B.Ed. courses is not much different. The main problem that needs to be solved is the inadequate time for practice teaching by allocating more time for learning and practicing teaching skills. This can be done by a combination of reducing redundant course content and/or extending the duration of the academic year.

The teaching in the PTC, CT and B.Ed. classrooms is college style lecturing. Teaching techniques such as group work, problem solving, and activity approaches are lectured about, but are not practiced by the trainers. The trainees are not involved in any of the activities or practical work suggested in the syllabi. As a consequence, the student teachers go to their classrooms and teach exactly the way they were taught.

The curricula in science and methods of teaching science at PTC and CT levels recommends the use of practical work and experiments. Although most of the institutions visited by the “gap analysis” consultants and the PTPDP Assessment Team had science laboratories, but invariably the apparatus and supplies were locked up and the work tables were gathering dust. Upto-date computer labs equipped by Microsoft were also observed, but these facilities have never been used. No student journals as evidence of practical work were available, and the students’ lesson notebooks produced on demand showed no knowledge of lesson planning. In a lesson plan on a science topic, a student teacher wrote that “the teacher will use the lecture method in explaining the concepts”. No lesson notes in any subject were found where learning activities were mentioned or that a “lecture demonstration” in a science class was planned.

In the Pakistani teacher training curriculum, the fundamental and most recommended approach to teaching in the elementary classrooms is the “Activity Approach” which ensures “child-centered” teaching-learning and active participation of pupils in the teaching-learning process. The ESL, Science and Mathematics courses offered in the U.S. to Pakistan teacher educators also stressed the activity approach and the PTEPDP participants visited and observed such activity oriented classrooms.

In order to implement the activity-based approach, the practicing teachers should be specially trained in adopting the activity-based pupil-centered teaching. These student-teachers should be required to observe at least 10-lessons of activity-based teaching in actual practice before they start their own teaching practice. If the teacher-educators do not also adopt activity-based approach in teaching all the subjects in the PTC/CT/B.Ed curriculum, their students will never be able to implement this kind of active pedagogy.

² Adapted from “The Performance Gap Analysis and Training Needs Assessment,” pp. 14-18. Assessment of the Pakistan Teacher Education and Professional Development Program Juárez and Associates, Inc.

Teaching practice is a compulsory component of all teacher education courses — PTC, CT, B.Ed., BS.Ed. A majority institutions have “attached practicing schools,” but the supervision of teaching practice and guidance for the novice teacher is often brief and mostly just an initial in the lesson notebook by the supervisor, trainer or by a teacher in the practicing school.

The “Gap Analysis” observers had opportunity to visit only a few classrooms where teacher-trainers were carrying out routine classroom activities; without exception, all were lectures. The student teachers’ lesson notes indicated the shortcomings of the training, and showed the following:

1. The student teachers do not know how to write instructional objectives relevant to the topic at hand. What they write are mostly general objectives that are really teacher-objectives rather than learning outcomes.
2. The “presentation” part of the lesson plans showed that the trainees missed the major ideas/concepts in the lesson.
3. The grasp of subject content is weak.
4. The few questions put into the notes are all “simple recall”. Nothing beyond. The notes did not show that the trainees have any idea of low-level/high level questions.
5. Most lessons were just lectures and their students were passive listeners exactly like the classroom of their masters — the teacher educators.
6. There were no learning activities included in the lesson plans — no involvement of the students in the lesson. Only in the subject of science a few lesson notes mentioned a “demonstration.”
7. The assessment questions at the end of the lesson again demanded simple recall of the textbook material.

The student teachers’ lesson notes clearly reflected the inadequate guidance by the teacher trainers in practical lesson delivery skills. The initials of the teacher trainer or supervisor at the end of the notes certified that the lesson was satisfactorily delivered or at least that the lesson note was satisfactory. Peer observation — i.e. observation of trainee’s lesson by fellow trainees, recording comments on the lesson in a lesson observation notebook and later discussion of the comments with the trainee was practiced in only two institutions out of the 14 visited.

A description and an early assessment of the PTEPDP from “The Performance Gap Analysis and Training Needs Assessment” have been reproduced in Annex II. As will be shown by this assessment, virtually all of the earlier findings and conclusions are in agreement with our results.

III. Evaluation Objectives

The purpose of this evaluation is to address the following objectives and questions. However, the extent to which each point can be discussed has been limited by both time and our ability to locate and interview sufficient former project staff and alumni. It is important to point out that all the PTEPDP alumni, project staff, school administrators, and others were all very forthcoming and answered our queries to the best of their knowledge and recollection.

1. Did the PTEPDP program complete the activities in the contract and work plan?
 - Review the original and subsequent assumptions in the program design and assess their validity.
 - Was the program design of PTEPDP an appropriate vehicle for USAID to achieve the Mission's Strategic Objective 3 (S03): Increased knowledge, training, and infrastructure to improve the quality of education for females and males throughout Pakistan?
2. Did the program have an impact on the teaching methods of PTEPDP alumni?
 - Are there demonstrable differences in classroom teaching in teacher trainer institution classes taught by PTEPDP alumni compared to teaching practices of non-PTEPDP trained teachers?
 - Are there differences in teaching, resources produced, classroom management and set up, overall ambiance at the institutional level in teacher training institutes with concentrations of PTEPDP alumni and institutes without PTEPDP alumni?
3. Did the program have an impact on learning outcomes?
 - Are there demonstrable changes in the student-teachers' performance in classes taught by PTEPDP alumni compared to student-teachers in classes taught by non-PTEPDP trained teachers?
4. Was the training in one location (the US or Pakistan) more effective than the other?
 - Are there differences between the PTEPDP teachers that were trained under the program in the United States, and those that were trained in Pakistan?
 - Why was the program initially designed to train teachers in the US? Why did the design change midway through the project to instead train teachers in Pakistan?
 - Discuss the pros and cons of conducting the training in the US or in Pakistan, taking into consideration cost effectiveness and quality of training.
5. Did this program contribute to the GOP's teacher development program? How are those contributions likely to have an impact even after the program's end?

IV. Evaluation Methodology

The methods used by the evaluation team included in-depth interviews with program participants using carefully designed protocols followed by a detailed content analysis that provided views and perceptions on how new knowledge and practices were implemented, and their assessments on the strengths and weaknesses of the program. Direct classroom observations were made in Government College for Elementary Teachers where classes were being conducted by PTEPDP alumni. Interviews were also done with former AED PTEPDP staff in Pakistan and the US and with representatives from the three participating universities.

The analysis of the qualitative interviews was done using content analysis software to code and classify responses to facilitate a comparative analysis, which showed the range of knowledge and attitudes expressed by project participants, ranging from US university faculty to teachers trainers from Pakistan and their students. Each section in this report lists representative responses from the interviews.

C. Document Review

The J&A team reviewed all the documents provided prior to the start and during the evaluation which included the following:

1. USAID/Pakistan's Interim Strategy
2. SOAG-Education, signed August 2002
3. Program Description for PTEPDP
4. Work Plan for PTEPDP
5. Quarterly and Annual Reports from AED
6. S03 Performance Management Plan (with S03 Results Framework)
7. Ministry of Education Teacher Education Plan
8. Other Government of Pakistan education plans

D. Interviews with US University Personnel and AED Staff

The results of the document review were used to design and structure interview protocols to be used with personnel from AED and the three universities. The objective was to collect information on how US educators designed the training curriculum, how the training was carried out, and how the participants from Pakistan responded to the training and their views on effectiveness and applicability to primary education in Pakistan.

E. Interviews in Pakistan

Because of reassignments, locating the alumni proved to be time consuming and reduced the initial goal of interviewing at least 50 alumni or about 30% of the alumni. A total of 40 alumni were interviewed face to face, and three more from FATA were interviewed by telephone. The table below shows the number interviewed by Province, and Annex I lists all the individuals interviewed for this assessment.

Province	Locations	Number Interviewed
Balochistan	Quetta	16
	Loralai	1
FATA	Jamrud	3
Islamabad	Islamabad	4
Punjab	Kasur	2
	Lahore	1
	Narowal	2
Sindh	Hyderabad	2
	Karachi	12
Total		43

F. Classroom Observations

In order to judge the outcomes of the teacher training program, data were collected in four classrooms where the new knowledge and pedagogy were being used. The evaluators observed training classrooms at representative teacher colleges in selected areas of the project. However, time and travel limitations precluded the observation of teachers working in a sample of nearby schools. The classroom observations were made using a checklist to determine whether or not specific activities were taking place on the part of both the teachers and their students.

V. Program Achievements and Results

This section presents the results of the interviews with the PTEPDP staff in both Pakistan and the United States. The objective was to compare the views held by the project administrators, the three universities, the teacher trainers who went to the US and in a few cases, the directors of relevant teacher training institutions.

A. Project Staff Interviews

1. US Staff: Academy for Educational Development

AED issued a Request for Proposals from US Universities and after a review of the proposals selected George Mason University (GMU) and the University of Montana (UM) for the task. After the first year of the PTEPDP, Oregon State University (OSU) was added by using the same process. The overall criteria was that the universities had experience in engaging local communities, and the fact that the **USAID CTO** wanted the schools to be located in small towns, so the students could get the American experience. Although GMU was not in a small town, this was more than compensated for by having a strong academic program and very good community integration.

The universities enrolled the participants from Pakistan in their courses and provided a balanced mix of subject content, pedagogy with extensive visits to local schools for classroom observation, and, when possible, participation in classroom activities. Furthermore, the universities were asked to establish institutional linkages, a kind of pairing with Pakistani institutions that would then continue after the end of the PTEPDP by means of a dialogue using the internet. In short, the program was designed to increase participants' skills as well as developing an understanding of the US in terms of its culture and people.

Midway through the program, a new Minister of Education with different views from her predecessor was appointed. She said that going to the US for training was expensive and a waste of funds. Consequently, it was decided to limit the program to in-country training, but the idea of institutional capacity development and pairing of institutions was still very much a part of the design. According to the PTEPDP program directors at the US universities, the USAID security considerations made it difficult for US personnel to travel to Pakistan and much less travel outside of Islamabad; this created problems for the establishment of linkages between US and Pakistani institutions. However, some schools did better than others, and a good link was formed between GMU and the National University of Modern Languages in Islamabad. The other two universities had issues of faculty availability, and it was hard to convince their personnel to travel to Pakistan. This affected the program considerably and took away much of the US presence.

Criteria for the selection of scholarship recipients were developed with the Ministry of Education and consisted primarily of language skills and knowledge of a candidate's area of specialization in ESL, math, or science. An application packet was designed and

distributed to the Teacher Training Institutions (TTI) in Balochistan, the Federally Administered Tribal Areas (FATA), the Northwest Frontier Province (NWFP), Punjab, and Sindh. AED tried to be fair and transparent with no favoritism and tried to give as many as possible interested teacher trainers an opportunity to apply. Special efforts were made to distribute the application packets to remote areas.

In order to maximize the multiplier effect of the US training, AED, as part of the follow-up activities, encouraged the PTEPDP alumni to form a network to promote communication, share experiences, provide support for the implementation of new knowledge, and work to improve pedagogy. The reasoning was that sustained communication between the participants would increase the probability of using new knowledge, putting into practice new teaching methods, and encouraging their fellow teacher trainers to do the same.

Beyond these general considerations, the role of AED/Washington was to carry out the proposal development, to select the universities, and after the PTEPDP was underway, to serve as the task order manager and provide general oversight. One administrator said that during the process of implementation and towards the end of the project, it became apparent that there should have been more of a US expatriate presence in Pakistan.

The conversations with AED personnel made it apparent that a considerable degree of autonomy was given to the PTEPDP, and that, over-time, AED felt this might have been somewhat counterproductive, if not problematic. The interviews with the Pakistani AED personnel shed more light on these issues.

2. US Staff: The Universities

This section presents the results of the interviews with personnel from the three participating US Universities—George Mason University, the University of Montana and Oregon State University. The individuals who were directly involved with the PTEPDP were asked to describe how the program was implemented at their institution, the selection and admission of the candidates from Pakistan, and to give their candid opinions of their experiences with the program.

GMU first got involved with the PTEPDP when faculty in International Education was asked by AED to write the RFP. The university felt that involvement in the solicitation process would disqualify GMU from competing, but they were told otherwise. When RFP came out, GMU did not bid because, in view of their academic programming, the time was not right. Eventually, GMU decided to apply together with UM. The two universities were awarded the contract, and, in the initial discussions on implementation, GMU expressed a desire to limit their involvement to ESL, but ended up providing training in both science and math as well.

Each university had different models for training the participants from Pakistan. At GMU, the teacher trainers enrolled as regular graduate students at 20% of tuition and were registered non-degree students, but at Montana and Oregon State, the participants from Pakistan attended courses designed specifically for them. The courses taken at

GMU were the same one-semester courses as the ones taken by regular graduate students who studied the teaching of ESL, Science, or Math; the group that came during the summer had somewhat shorter courses that were designed to cover the same content.

UM had two science programs, brought in experts for the individual courses, and consciously did outreach to involve their faculty who had no international experience. UM had two science groups, one ESL and one group of administrators, but the courses for the administration group was 6-7 weeks long versus three months for the others. The administrators received a crash course version of what the teacher trainers were learning, so they could provide appropriate support back in Pakistan. A conscious decision was made to do this instead of giving courses and practice in school administration. In retrospect, this aspect of the program could have been better suited for the participants.

One problem that surfaced quickly at all three institutions was the participants' severe limitations in English comprehension and oral expression. Even though the applicants had taken a language proficiency exam considered to be equivalent to the TOEFL, it turned out that these tests were less challenging than those administered in the US. The minimum score for admission was 575, but most were admitted with lower scores (400-500). During orientation, it became apparent that no one understood very much, and all three universities then decided to provide additional language training for the students from Pakistan. At the University of Montana, the additional language training was done at two levels—the first was academic English, while the second was US culture oriented language. In all three institutions, the English comprehension and oral expression was said to have improved considerably. These courses were given to all the participants from Pakistan who came to the US as part of the PTEPDP.

The representatives from the universities felt that AED had not provided clear guidance for candidate for selection, especially for the levels of language proficiency. At the same time, AED was said to have had a rather idealistic view of the entire process. One severe problem was the visa application. For example, GMU initially accepted 26 teacher trainers, but only 12 (3 men and 9 women) were able to participate in the training as visa applications of other 14 participants were denied by the US Embassy, Islamabad

At GMU, the participants from Pakistan were given a course in leadership which was designed to facilitate the use of what they learned when the alumni returned to Pakistan. More specifically, the course included how to transfer pedagogical techniques, overcome barriers, and the specific steps to write action plans.

The representative from GMU reported that he had to set low academic expectations. He did not really know what the whole project was worth and how effective it really was. Furthermore, he said that GMU had problems with the last of the three groups which included some participants from Pakistan who were highly critical of the US, if not downright anti-US. In order to improve academic achievement, GMU set up a mentoring program where a GMU graduate student would work with a Pakistani counterpart. Initially there were problems recruiting mentors, and the only solution was to pay the

mentors an hourly salary. Once this practice was initiated, getting GMU students to mentor the participants from Pakistan presented no problem.

The GMU director felt that the cultural exchange part of PTEPDP was the most important and most successful, and the question was whether or not the US experience made a difference in the life of the teachers trainers from Pakistan. He felt that the program was the “the soft side of the war on terror, and that the students were to be persuaded against being radical when they returned to Pakistan.” He felt that one-on-one discussion with the participants from Pakistan was the most productive in terms of learning, but three months was too short a time to successfully cover all the material.

One clearly successful aspect of the program for GMU was the National Conference on Teacher Education that was held in Pakistan and the formation of a partnership with the National College of Teacher Education. This partnership continues today, albeit at a reduced level of effort.

The University of Montana representative felt the program was successful. Part of the reason was the fact that the university tried its best to provide a family atmosphere for their foreign students; this was considered to be absolutely necessary in order to establish a positive atmosphere. Overall, the courses were well designed, but the science training had a better staff, and some of the UM program assistants were not prepared for the broad cultural differences.

Most students were said to have done well except for some 10-20% who were selected to go as a favor or for political reasons, and there were a few who never really got over the culture shock of coming to Montana. Many of those who were very successful in their studies expressed apprehension to going home and said it would be difficult if not impossible to implement what they had learned. Two problems that impeded continued communication and follow-up after the students returned to Pakistan were (1) they had to give their laptop computers to the school administration and (2) the fact that so many were reassigned to other non-teaching positions shortly after their return.

3. AED Staff/Pakistan

Four members of the former AED staff were interviewed in Islamabad, and these included the director, an education specialist, and two program officers. The information presented here is a synthesis of what all four interviewees had to say, and no single statement should be attributed to a particular individual.

From the over one hundred Pakistani teacher colleges, about 2,000 teacher educators were considered to be candidates for participation on the PTEPDP which was defined as being an individual capacity building project as compared to other approaches designed to strengthen institutions. During the selection process, attempts were made to maintain a gender balance and to make sure that only teaching staff were part of the candidate pool; about 35% of the candidates were women, and this was considered satisfactory given the

overall gender balance and socio-cultural circumstances in Pakistan. However, there were some indications that there may have been an urban bias in the selection process.

The selection process was based on applications submitted by individual teacher trainers. The project did the final selection of the candidates and none were supposed to have been nominated by individuals outside of the project. However, there were some remarks suggesting that this may not have been entirely the case. A number of candidates were said to have been selected as the result of political pressures from both within and outside of the PTEPDP. The interviews of the alumni from the three provinces provided some indication of favoritism, but, at this point, it is impossible to estimate how pervasive this practice may have been. Taking the opposite view based on what well over half of the alumni said, a clear majority heard about the program from their directors or through publicity distributed throughout the provinces by AED and simply decided to take their chances and go through the rather lengthy application process; some were encouraged by their school principals.

Two of the former staff said that many of the candidates were not strong in their subject areas and had relatively low English language skills. This may, in part, be due to the fact that many of the applicants came from remote areas of Balochistan and Sindh, but the project made a conscious effort recruit as widely as possible and to avoid an urban bias. The project tried to select those with the best subject and language skills from those who applied, and, as a result, felt that significant contributions were made in building bridges with the US and demolishing stereotype in the process. When the teacher trainers were in the US, many formed close bonds with their host families, and were successful in establishing both cultural and educational exchanges. Many have continued to communicate with individuals in the US long after having returned.

In terms of project management over the approximately three years of active project implementation, there appears to have been considerable turnover in local project staff; this may have resulted in a less than optimal technical expertise in teacher education. Part of this may have been due to the relatively infrequent visits reportedly made by staff from AED/Washington. In part, this problem appears to have been ameliorated by contracting more staff with expertise in teacher education during the second half of the project. However, this problem may have been further exacerbated when it came to organizing and setting up the in-country program that replaced the US-based training. Several respondents said that the National University of Modern Languages in Islamabad had no history of conducting training, but was selected to participate for political reasons.

An essential part of the PTEPDP was the follow-up components designed to assess and guide the work of returned alumni in terms of holding workshops, training, and using what they had learned in the classroom. Ideally, there should have been a number of meetings and visits as part of the follow-on activities, and, during the second half of 2004, a new staff position was created and filled for just this purpose. The responsibilities for this position consisted of finding ways to involve alumni, keep them active, and to develop action plans to help structure their activities. The US institution helped in carrying this out, and they started a newsletter to publicize the alumni activities.

The follow-up activities consisted of organizing meetings as well as provincial conferences where all the TTI heads were invited. During these meetings, it became apparent that the institutional directors should have received training as well. It turned out that many were not happy with the training program, had little or no interest in the academic component of the PTEPDP, and, as a result, their support for alumni was lacking. This was considered to be a lesson learned because the successful alumni were those who, upon their return, were supported and encouraged by their school directors/principals.

Some of the alumni were used for the in-country training program, which started in 2006, and one respondent said that this program should have been started first and the best students should have been selected for training in the US. These statements were based on the fact that the trainers were generally weak in their subject areas and, as stated before, had very rudimentary English language skills.

Overall, the PTEPDP sent 172 teacher trainers to the US, while another 200 were trained in Pakistan at the three institutions in Islamabad. One felt that about 50 of the US alumni were very successful and considerably fewer of the in-country alumni. The main problems included clashes with directors or principal, lack of resources, no Internet connectivity in the TTIs, and the fact that the laptop computer given to each student in the US had to be given to the TTI upon their return.

An additional barrier encountered by the alumni was that the new learning approaches they had been exposed to in the US were difficult to incorporate into the existing curriculum. During their follow-up visits, AED did some in-service training to help overcome this problem. Since there was no culture of doing lesson plans, AED made exemplary plans which were distributed to the TTI. The action plans made by Hyderabad alumni, the effectiveness of these activities and sample plans can be found in Annex III. We were told that in order to increase the multiplier effect of the alumni, they all should have received continuous in-service support on their return from the US.

Specific programmatic problems that were mentioned was that three months in the US was not really enough, poor English was a major problem, and intensive crash courses prior to leaving or in the US were not especially effective in improving English language skills. The high rates of visa application rejection also added to the problems; 20-30% of applicants were disqualified.

A number of comments were made about the in-country training program which replaced the three month visits to the US. The change took place when a new Minister of Education was appointed in late 2005 who felt that it was too expensive and not cost effective to do the training in the US; she said the training should be done in Pakistan. This program used the best teacher trainer alumni from the US to work as trainers. However, many of the interviewees said the in-country program was not nearly as effective as the US training.

B. Teacher Trainer PTEPDP Alumni Interviews³

1. Selection Process

The selection process was quite time complex and time consuming, consisting of filling out application forms, which included writing an essay about why they would like to participate in this program, taking the written English proficiency examination, being interviewed by AED staff, and completing the arduous visa application process. Each of the alumni was asked how they heard about the PTEPDP, what their specific reasons were for applying, and once accepted what were the reactions of their colleagues.

How heard about PTEPDP:

About half the students who were interviewed were informed by their TTI about the opportunity to go to the United States for three months. Generally, it was the school principal who brought this to their attention and asked them to complete the application forms and take the entry examinations. In other words, many of these trainers did not know about the program from any published sources. About one quarter either read announcements published by AED or attended meetings organized by AED at their institutions. The rest said they had been contacted directly by personnel from AED and asked to apply, but did not say why they had been invited to seek this opportunity.

Reasons for Applying:

The box to the right shows a sample of the reasons given for applying to

Reasons for Applying: Seek more knowledge and skills

- Learn about US culture, classroom teaching in the US, and to know about the resources that teachers in the US have in their institutions
- Have exposure to US universities and international training
- Enhance knowledge and learn more about teaching methodologies
- Increase knowledge and skill and improve efficiency
- Gain more knowledge and skill on teaching of mathematics
- Enhance knowledge and skills on teaching of mathematics and visit US
- Avail of this opportunity and visit US
- Learn more on mathematics and to tour of the United States
- Get maximum benefit from this opportunity by learning more and more about her subject
- Learn more and enhance her knowledge and skills to address her academic deficiencies and prepare herself for a better future
- Learn more and to enhance his knowledge and skills
- Learn more about the US educational system and to compare it with the Pakistani system
- A golden opportunity for professional development and training abroad
- Did not know exactly what would he learned from this training was pretty sure that it would enhance knowledge and skills
- Improve teaching skills and enhance subject area knowledge
- One of my dreams was to visit US
- Learn innovative approaches in mathematics
- Get foreign training, improve knowledge, to learn modern techniques in teaching language, and to know about American culture
- Assess her knowledge and enhance her leaning
- Improve his knowledge and skills and learn about US culture
- Learn more and improve her skills
- Learn more and enhance his knowledge
- Learn more and enhance her skills

³ Because of the strife in the Federally Administered Tribal Areas (FATA), three PTEPDP alumni were contacted by telephone and interviewed using an abbreviated format covering the main points in the extended face-to-face interviews. All three were women from the Government Elementary College of Education, Khyber Agency, FATA who were still training teachers at their institution and their responses have been included in the sections that follow.

the program. The most common reason given is related to increasing knowledge of their subject areas and improving teaching skills. In addition, a number of alumni also said they wanted to learn the people and culture of the United States. A few of the respondents talked about the importance of having international training and the prestige that comes from having studied abroad. Furthermore, a few had no intention of applying but were persuaded by others, usually their principal, to go through the application process.

2. The Selection of PTEPDP Candidates: Responses and Reactions from Colleagues

Since a relatively small number of teacher trainers were selected to participate in the scholarship program, the interviews explored the perceived reactions of colleagues prior to departure for the US. A little less than one-fifth of the alumni said that they were not aware of any overt or open resentment from colleagues. On the other hand, one trainer from Quetta said that, “people from his region are very prejudiced and that he had problems when he was selected and also was not welcome when he returned.” Although this experience was an exception, it is important to point out that respondents are very likely to gloss over such problems when asked, and the level of resentment or jealousy was probably somewhat higher. In another case, a respondent said that a senior colleague felt that he should have been selected and simply could not accept the fact that someone junior was going instead.

An interview with a TTI principal from Punjab was quite revealing instructive. He said that the program should have been expanded to include all teachers, managers, and especially, principals. He felt it was unfair for such a small number to be selected and said that this was recipe for creating professional jealousies and rivalries, especially when the alumni returned and started to implement and use what they had learned in the US.

3. Cultural and Social Experiences in the US

Out of all the topics that were covered by the interviews, the questions about first impressions upon arrival in the US, their feeling about the American people, the host families, the communities and the universities evoked a wide range of responses. Many became quite emotional when describing their experiences with people and places and had obviously been quite moved and had formed close relationships with many people. A number had also changed their views of the US and had also been able to communicate with people to discuss the differences between their two countries. Below are some of the comments made during the interviews.

By far the most common response was the people in the US were friendly, cooperative, decent, hard working, punctual, etc. At the same time and as can be seen above, a number of alumni said that they had a totally wrong impression of people in the US and that having been there for three months changed his/her opinion. Not only did the opinions of the Pakistan participants of Americans change, but they also helped change some US opinions of the teachers trainers from Pakistan. It is difficult to say how extensive this was. However, the fact that this was mentioned by a number of alumni does indicate that this did happen to a significant extent. Only one person had anything even slightly

negative to say and that was the comment that some Americans are rude while at the same time some are very good.

When asked about their host families, the reactions were generally positive. One person said that the program should have used university housing instead. A number of alumni said that they had very positive experiences with their host families and are still in contact via e-mail. Others said that their host families took them on weekend trips to see the surrounding areas, and others said that their host families organized social gatherings. Another PTEPDP alumnus was very impressed by the culinary abilities of the host and appreciated the variety of tasty dishes that were prepared during his stay. A couple of others were very impressed by the warm welcome afforded them on their arrival.

A number of alumni were able to interact with the local communities, attend social gatherings and visit local markets. A couple of alumni also said they attended community meetings where they found people to be very eager to talk about Pakistan and wanted to learn more about their country and culture. Again, this proved to be an experience, which served to dispel misconceptions about the US as well as Pakistan. In addition, permanent residents from Pakistan in the US who lived near the universities were informed about the program and provided guidance and support for many of the teacher trainers. Some said this also

Positive Responses

People in the US were very friendly, hospitable, and decent

- People in the US were very friendly, hard working, and cooperative
- Americans had certain misperceptions about Pakistanis that were removed when they interacted with us
- US people are very civilized
- In US follow rules everywhere
- People in Pakistan are not very sincere in their work, but he found that other nations are more sincere than us
- Initially, we thought that US people hate Pakistanis, but when we interact with them we found it was vice versa
- Montana is just like my country Seemed like travelling from one part of Pakistan (Kasur) to another (Islamabad)
- People in the US were very cooperative, kind, and ready to facilitate all the time
- People were very cooperative, friendly, punctual, and committed to their work
- The first impression of the US was that the things were very organized and systematic
- The first impression of the US was that they were very committed
- People in the US were very reserved but the few we talked with were very open and transparent
- US people were very cooperative and friendly
- Before meeting US people had misperceptions, but found them to be very nice people
- Shared experiences with colleagues to correct misperceptions about US people
- People in the US were very sincere about their work
- Visiting the US for her was like a dream
- Program helped exchange culture with US people and remove all misperceptions
- Helped to exchange culture and views with other Pakistani colleagues who were in the training from different places of Pakistan
- First impression of the US was cleanliness and no noise pollution
- Warmly welcomed on his arrival in the US
- Initially had some misperceptions about US people believing that they did not like Pakistanis, but found this to be wrong
- US people do not interfere with others unnecessarily

Neutral and Negative Responses:

- US people were very reserved, and they did not bother to learn about us
- People in the US are very good but some rude
- First impression was that the US culture is extremely different from Pakistan

went a long way to help them adjust to a very new culture, society, and a very different way of life.

The experiences of the participants from Pakistan were quite varied and many saw many sides of life in the

US. One alumnus devised a questionnaire for community interaction and went to different public places in the US; another got a chance to visit restaurants, hotels, and playgrounds; and a local TV channel interviewed one PTEPDP alumnus.

Overall, most said that their universities provided a very warm welcome to the teachers trainers from Pakistan and that their faculties were very friendly and cooperative. In addition, a few said that the regular students at the universities were also very cordial and provided a supportive environment. In many cases, the US faculty gave

Community Related Activities:

- Visited museums and different public places in the US
- Made friends from different countries at the university campus
- Met community, school staff, school board, and Montana Education Superintendent, and asked questions about how they obtain financial support for their schools
- As a part of their training, they were sent to a market to interact with people in the US
- Played different sports there such as badminton, and
- Had chances to interact with the local communities and

welcome parties for the arriving students. Upon arrival in Montana, one group was greeted with welcome banners and other written materials in Urdu. When asked why this had been done, the participants from Pakistan were told that the previous group did not understand much English and that everything had to be translated. The university had assumed that most of the arriving students would have very limited English abilities, and as a result, the decision had been made that this would be done for every group. In another instance, a respondent said that he was very impressed by the fact that his course coordinator picked up his bag and cleared it through the airport to the waiting vehicle.

4. US Academic Experiences, Impressions, and Reactions

Overall, most of the PTEPEP alumni felt that there had been a fairly equal balance between course content that was designed to increase their knowledge in specific subjects such as math, science, biology, geology, chemistry, and English, and the time spent on improving pedagogy through the use of new and innovative teaching techniques. A few stated that much of the substantive course content went over materials and concepts that they already knew, and the members of the administrative group felt that having to take these courses was not really relevant and did not contribute to the strengthening of their administrative responsibilities. By far, the teacher trainers were most impressed by the new pedagogy presented to them and the books, manuals, equipment and materials that were made available to them. The positive reactions to new teaching methods were further demonstrated by the virtually unanimous extolling of the school visits, and the fact that they had been able to participate in some of the classroom activities.

Course Content:

The most popular course at all three institutions was Information Technology, which included lessons on how to use basic Office software applications such as MS Word, PowerPoint, and Excel; they were also provided with e-mail accounts on Yahoo and shown the basics of e-mail communication. The other courses received more mixed reactions, ranging from stating that the course content was well structured to saying that content was generally unstructured and selected randomly on day to day basis. With reference to the contents, the subject matter was not new for her but she learned how to manage it while teaching.

Comments on Course Content:

- Training was well structured
- Learned computers in the US to send email, and chat etc.
- content was pre-structured and comprised of biology, chemistry, geography, English and a demonstration lesson learning cycles in science
- Learned MSWord, PowerPoint, and Excel programs during training, however, the orientation to Excel was just introductory
- Balance between content and pedagogy in the training in the US
- Computer and English classes were spread over on three months, would have been better if done in the beginning for a shorter period and spent the rest of the time on mathematics
- In English classes, if we would have been placed with native English speaker, then we would have learned more quickly
- The training had a pre-structured content, but when asked about our academic needs, content was modified accordingly
- The major component of the training was English, chemistry and computers with special focus on lesson planning, activity based teaching, and pedagogy
- The major content of the trainings consists of biology, chemistry, geology, learning cycle, English, and computer training
- The topics added to the core content of training upon their request included geometry, fractions, and number sense
- The major component of the training was leadership, curriculum, strategies for teaching mathematics, and classroom management
- The environment of the university was quite learning enriched
- Participants learned new knowledge and skills

Pedagogy:

The most frequent reaction of the students from Pakistan to the teaching techniques presented by the three universities was the emphasis on active learning student-centered approaches, and over half the respondents saw this as a radical departure from their traditional “talk and chalk” methods. Many were impressed with how these participatory methods increased conceptual learning and that the teachers’ role was to facilitate the learning process and not dictate what should be done.

In order to learn how to use the participatory methods, many said that they were asked to write action plans that outline the goals, objectives, and steps to be taken in setting up the workshops. Annex IV presents a complete action plan for teaching ESL written by one of the female alumni from Karachi, and it is one of the more complete and detailed plans written by the PTEPDP participants.

Another interviewee explained the steps of the learning cycle that leads to conceptual learning. The cycle consists of four dimensions that include classroom climate, classrooms, task, integration of knowledge, and how to explore and integrate knowledge; he said that following this model correctly will enable the students to maximize learning.

The respondents whose subject areas were mathematics said that the focus was more on the teaching of numbers, basic operations, and geometry. Furthermore, they said the teaching methodology revolved around problem-solving skills, logic and reasoning and representations. In order to set up practice sessions, they were asked to write action plans as well as individual lesson plans.

The science teacher trainers were most impressed with the laboratory facilities at the universities, and the fact that they were able to get hands-on experience. As for the ESL and math trainers, they also wrote action and lesson plans. Many of these respondents said that there was generally a good balance between subject content and pedagogy, and there was good integration of computer technology in the classes. A few said that the main focus was on pedagogy as compared to content. Below is a sample of the specific comments expressed in the interviews:

Science Teacher Trainers' Comments:

- One of the very good things in the US was their laboratory facilities and their optimum use
- Teachers' role was just to facilitate the children in their learning
- There was very good balance between content and pedagogy during training in the US
- They got a chance there to devise their action plans
- There was good integration of technology (computer) in classrooms
- Learned teaching methods, how to use activities in groups, and problem solving skills
- There was a balance between content and pedagogy in the US training
- The training content the US was comprised of teaching of primary mathematics, English language, and computer skills
- Trainers were very encouraging and left no questions unaddressed
- She made an action plan for teaching geometry
- In pedagogy, they have daily demonstrations. There were separate sessions on learning cycles, lab classes, computer classes, and English language
- Facilitator had very encouraging style of teaching during training
- The teaching faculty was very honest, punctual, and committed
- Were encouraged to ask questions in class and share experiences
- The ESL training was phonetic based and he carried out different activities in the training
- The pedagogical part of the training consists of practical in chemistry and lesson demonstrations
- The main methodology of training was student centered
- Since our group was quite good in content knowledge, therefore they put more focus on pedagogy
- The basic ingredients of training were teaching methodology, session on leadership and practical demonstrations
- The training methodology based on inquiry method with special focus on pedagogy

School Visits: As mentioned above, one of the most popular parts of the PTEPDP experience was the visits to local schools around the three universities. In addition to seeing US schools in operation, five of the respondents said they also used this as an opportunity to talk about Pakistan, their communities and schools; this was the case for teacher trainers from Balochistan who went on to say that this dialogue also served to dispel misconceptions about Pakistan. Muslims, in general were able to show that they had the same aspirations and problems as people in the US. One teacher trainer said that he delivered a lecture on Pakistani culture to grade 7 and 8 classes and the students showed great interest and asked many questions about his city, Quetta, and the dowry tradition in Pakistan. These visits went a long way to dispel misconceptions as stated by one of the participants from Pakistan: “Initially, we thought that people in US hate

Pakistanis, but when we interacted with them we found it was vice versa.”

Many pointed out that the class sizes of about 20-25 students were critical in being able to fully implement the new student centered teaching methods as compared to Pakistan where the classes were usually overcrowded. A few also got a chance to meet with community members, school staff, the school board and the Montana Education Superintendent and asked questions about how they support their schools; one felt that the allocation of budget to rural schools in the US was inadequate.

School Visit Comments:

- Teachers had very good rapport with their students
- US teachers had sufficient teaching resources
- In Pakistan, teachers used to keep the students at a certain distance and hence could not have good rapport with them
- Our college lacks resources particularly for teaching/learning
- Schools in the US equipped with all required resources
- US students had great liberty of expression in schools
- Not much home work is given in US schools but whatever is given it intends to enhance creative thinking in students
- US schools which were equipped with almost all resources required at a school
- US teaching method being used at the school was based on learning cycle and inquiry method
- Teaching methods helps students to develop critical and creative thinking, enhance problem solving skills, and decision making power in them
- schools did not have proper uniforms
- Schools were very highly resourced
- US teachers were having problems in handling and controlling the kids because of the limitless liberty that they have in classes
- Teaching was based on the activity based teaching
- Teaching at US schools was conceptual based but in Pakistan is curriculum based

During the school visits, the respondents reported seeing cooperative learning taking place, availability of Internet and networking facilities, and that every student had the opportunity to use the equipment, make web searches.

One teacher trainer said that she found that one of the medical companies had provided some of the teaching/learning materials to the school. This practice inspired her a lot and she expressed her interesting in engaging the corporate sector in Pakistan to provide similar support for education in Pakistan. This was an example of private public partnership (PPP) in education.

5. Return to Pakistan

All the respondents were asked a series of questions and probed about their experiences upon returning to Pakistan. The emphasis was on how their colleagues and the administrative staff reacted when they returned and how much support they received to implement what they had learned. In addition, they were asked to describe the specific effects on their teaching, the follow-on activities carried out by AED, and other consequences or results from having been in the US for approximately three months.

The Home Institution, Colleagues and the Sharing of Experiences:

Overall, more than half of the teacher trainers said they had positive experiences when they returned home. These consisted of holding meetings and workshops with colleagues to present what the US experience had been like and, in most cases, these presentations were warmly received. Many of these presentations also became fora for helping colleagues correct their misperceptions about people in the US. In some cases, the sharing of experiences went beyond the TTI or other home institutions.

Return to Pakistan: Positive Comments:

- Got a chance to share his experiences with his colleagues
- Got a chance to implement US training learning in different training organized by BoC.
- Organized an experience-sharing session with colleagues, teachers of the local school, and trainees at the college
- Asked by some of the colleagues to observe their classes and give feed back to them
- Principal of college was very cooperative and no problems in implementing training learning in the class
- Requested by some non-elite private schools to conduct trainings for their teachers
- Was referred by the department to attend some other training of English organized by different organizations
- Worked with Balochistan Education Foundation and a local NGO named WESS and trained 250-300 teachers in teaching English
- Conducted training for teachers of a local NGO in Quetta
- Worked with NEAS on assessment, and trained 150 teachers on the same
- Took personal initiative and conducted English training of NCHD (National Commission for Human Development) teachers in Quetta
- Worked with UNICEF and conducted training of school teachers on mentoring

In addition, there were also a series of negative experiences. Most of the problems revolved around little support from the administration and relatively little interest on the part of colleagues. Although there was a mixture of positive and negative experiences after returning home, some were able to hold workshops and training sessions for colleagues and teachers at other institutions. We were able to obtain action plans prepared by PTEPDP alumni in Sindh, primarily from Hyderabad. The action plans can be found in Annex III. However, there were no data as to how many attended these workshops or to what extent they may have affected the teaching of those who attended. Nevertheless, the fact that the sessions took place and were carefully planned and structured means that substantial efforts to share experiences have been made.

Effects on Teaching: The main problem for those who tried to use what they had learned in the US was the implementation of activity based teaching. This involved organizing the students into groups which work independently on projects where the teacher goes from group to group acting as a resource and monitoring the activities. In the US schools, the alumni had seen this implemented in classrooms with 20-25 students, and they were faced with trying to do the same thing in classes with 50-60 students. A number of respondents said that when they tried to do this, the pace of covering the required parts of the curriculum slowed down considerably and there was not enough time to get everything done.

Return to Pakistan: Negative Comments:

- Could not get any support from director and administration
- Developed action plan on how to use newspaper as an educational tool but could not get support from administration
- No adequate support provided by principal's office in implementing his learning
- Had problems at the time of selection and also was not welcome on return; people of this region (Quetta) are very prejudiced
- No particular support and help was provided by the administration in implementing the learning after coming back from the US
- Nobody even bothered to benefit from learning after return from the US
- Could not conduct any particular training because of being the most junior at the college
- Could not conduct even a single workshop or any other training/capacity-building
- Conducted some of the trainings for government school teachers, teachers do not participate willingly, but just to get monetary benefits in terms of per diems and travel advances
- Could not conduct any particular training because of administrative tasks at the college

In order to cover the necessary materials, four respondents said they gave demonstrations instead of organizing the students into groups. For example, one trainer had created a PowerPoint presentation on the dimensions of learning which he demonstrated after the interview, another said he used 3D shapes learned in the US in the teaching of geometry, a third said she had developed a mathematics module for use by teachers in kindergarten and the first grade, and the fourth said he is working with teachers at a local school on how to establish good rapport with students in order to reduce the excessive formality in the classroom. One trainer also said she made a point of observing her students practice by using some of the methods she had learned in the US.

One alumnus from Narowal had made a successful program of teaching English to students in a private school, and the evaluation team was able to observe one of his classes. The class consisted of about 25 female students and the activity consisted of dialogue demonstrations for the class. Their English was extremely good and well-practiced, and their teacher was virtually a fluent speaker. Annex V describes the program and also contains a letter from the ESL faculty at the University of Montana.

On the more negative side, one respondent said that most of the US alumni she knew did not practice any of what they had learned in the US, that there was no pressure or incentive for them to do so, and, in fact, “nobody bothered to ask us that what we did after coming back from US.” One alumnus also said that their students were so

accustomed to learning by formula methods based on rote memorization that when activities were used, they had considerable trouble understanding what was going on.

Another problem was the fact that so many of the interviewees (20) had been transferred to non teaching positions or were pursuing graduate studies (4). There were four male alumni studying for PhDs at Iqra University in Karachi, and one of these students said he would like to use a study of the PTEPDP program for his dissertation. In an interview with the Additional Deputy Secretary of Education for Development in Balochistan, the reassignment of alumni for political reasons was identified as the major problem that reduced the potential benefits of the PTEPDP alumni. He felt that these trainers should remain in their home institutions, or, if they are transferred, continue as teacher trainers.

Classroom Observations:

Government College of Elementary Education, Quetta

Class: Primary Teaching Certificate (PTC) and Certificate of Teaching (CT)

Students Subject: Mathematics

Topic: Highest Common Factor

Date: 12 September, 2007

Teacher: Ms. Sidiqa Khanum

Observations:

1. Teacher's English language proficiency was good. She was comfortable teaching students in second language.
2. It was a PTC class but the teacher was teaching above topic, just as we find teaching at our primary schools. She was just telling students how to find out the HCF of number 18, 14 by using the formula method (direct method).
3. The trainees were the students of PTC. They are not primary school children. They need to learn how they would teach this concept to students in schools (pedagogy).
4. They have done matriculation and have the content knowledge to find out the highest common factor (HCF) of number stated above.
5. Teacher did not have any lesson plan for this lesson. During the lesson, one of the visitors was directing her; it was Mr. Khan from BoC who had arranged this visit for us.
6. The students (trainees) were very good and had good English language.
7. They confidently made presentations and solved some of the questions on the blackboard.
8. The topic was taken from the third chapter of Class 5 mathematics book.

Government College of Elementary Education, Quetta

Class: Primary Teaching Certificate and Certificate of Teaching Students

Subject: English

Topic: Action Words (Grammar)

Date: 12 September, 2007

Teacher: Ms. Nargis Shaheen

Observations:

1. The teacher had good English language proficiency.
2. Teaching method was participatory.
3. Teacher asked the questions from the class that “what do we do in the class.” Students came up with different answers, which were then identified as the action words by teacher.
4. The second activity that the teacher used was the picture description. She gave pictures pasted on a hard board with fill-in-the-blanks and asked students to find out what is going on in the pictures and fill-in-the-blanks by writing at the appropriate place.
5. The teaching aids used for the activity were made of low cost materials.
6. At the end of the lesson, in order to evaluate the students, the teacher used a puzzle with letters and asked students to circle the action words in the puzzle.
7. On the whole, the class was well planned and was taught through using a variety of different activities.

Government College of Elementary Education, Quetta

Class: Primary Teaching Certificate and Certificate of Teaching Students
Subject: Mathematics
Topic: Number Sense
Date: 12 September, 2007
Teacher: Ms. Raheela Mir

Observations:

1. The topic was number sense, but the teacher was teaching numerical place value to students. Both of these topics are quite different.
2. The cards with written unit, tens, hundred, etc. on them were given to students to write a number, i.e., 650,729.
3. She had no lesson plans and was a little confused.
4. The topic was taken from the first chapter of the grade 5 mathematics book.
5. The students were very confident and they solved the problems on the blackboard correctly.
6. She could differentiate between writing a numeral in the Pakistani and the International systems.

Workshop Observation at PITE, Quetta

The Evaluation team also had a chance to observe a training workshop of NFE teachers from remote areas of Balochistan at the Provincial Institute of Teacher Education (PITE). The workshop was being conducted by one of the teaching faculty of PITE.

Observations:

1. Urdu was being taught but when the visitors entered the class for observation, the facilitator switched to teaching mathematics. There was no formal wind up and conclusion of the Urdu session, he just omitted/erased the blackboard and started teaching mathematics.

2. The topic being taught was teaching of numerals from 0-10 and after teaching up to 10, the numeral 0 was being introduced.
3. The facilitator was using the Base Ten Apparatus for teaching the said topic.
4. The Base Ten Apparatus had a technical fault. In the “long bar” of the apparatus, there must be ten cuts on it, showing that ten units have been combined to make one long unit, which shows tens; but it was not marked.
5. The sitting arrangement of the training room class was good. Participants were sitting in groups and seemed very confident.

AED Follow-on Activities:

The AED follow-up activities appears to have varied considerably in that some alumni reported having been employed as in-country trainers when the US program was terminated in 2006; others said that they had been visited by AED/Islamabad staff, and yet others said there had been no follow-up activities that they were aware of.

Those who worked as in-country trainers made a number of observations about this new program in comparison to the training received at the US universities. One trainer said that the content had been reduced to about 60% of what was taught in the US. By observing the participants’ behavior, it appears that the effectiveness of the in-country training was greatly reduced.

About 15 interviewees out of 40 said that they had been contacted or visited by AED personnel after returning from the US. More specifically, an AED team came to PITE in Quetta, Balochistan to interview the returnees and to observe their classes. One of the alumni from PITE was asked by AED to go to Karachi to do follow-up interviews with alumni and to observe classes. Furthermore, the alumni from Hyderabad reported that AED personnel came to their institutions, did interviews, and also a limited number of classroom observations. Apparently, the follow-up activities were, in part, responsible for the workshops and action plans carried out in Hyderabad (See Annex III).

On the more negative side, one alumnus said that AED had promised to set up a pool of resource persons at the provincial level in order to do additional training for the alumni but this was never implemented. Another said that AED had informed him that they would set up a follow-up program, but as far as he knew this did not happen. A third said that there was no follow-up conducted by either the government or AED to assess his performance after his return from the US, and a fourth said that “he could not conduct any follow up of the trainings as there was no such mechanism developed by the AED.” He spoke to AED about it but nothing was done.

Other Consequences:

A number of alumni (20) said that they considered the US experience as having facilitated other and sometime unexpected benefits. This included a variety of additional scholarship opportunities, advancement to a new position with better remuneration, work with NGOs and INGOs and opportunities to do graduate studies. The box below contains selected samples of the responses.

PTEPDP Alumni: Other Consequences and Benefits

- Received a Malaysian Scholarship and is going to Malaysia to attend training in testing and evaluation
- Worked in different projects launched by INGOs
- Worked with Child Friendly UNICEF project on training of Learning Coordinators and Deputy District Education Officers
- Got another chance of getting training in the Philippines and recently in Islamabad.
- Written a teachers' guide for teachers and developed modules for IRA
- Was appointed as District Teacher Educator (DTE) and Leader Teacher Educator (LTE) by the Directorate of Staff Development (DSD) and conducted several trainings with school teachers and has enjoyed the liberty to implement the knowledge the he received in the US
- Under the ESRA program, conducted training on mentoring and multi-grade teaching
- Got another training opportunity in Japan by JICA on developing and using low cost material
- Worked with JICA in Quetta in conducting science trainings.
- Conducted 3 days training on science with 35 teachers of local worked for some of the private schools in the area and conducted mathematics training with 40 private school teachers
- Hired by the government to train teachers in English language skills
- Conducted one and half month training of 40 primary school teachers with PITE in Karachi
- Conducted several mathematics training with government primary school teachers at the city and district level
- Worked as a volunteer with some of the private school teachers

6. Overall Reactions to PTEPDP Participation

At the end of each interview, the respondents were asked to give a personal and candid assessment of the PTEPDP. Although most of the comments were positive, a number of criticisms and suggestions were made.

The most common reaction was to strongly urge that these types of opportunities and programs be continued, that the training in the US had been essential in expanding and refining the participants' knowledge of their specific subject areas, given greater confidence in terms teaching, and greatly enhanced English communication skills. A few also said that in order to increase knowledge and teaching skills, the program should have lasted for at least six months at the US universities and that the participants should have been given an opportunity to teach in US schools and not just observe classes.

Some of the more critical and negative comments the experience in the US were that the design and content of the courses had underestimated the knowledge and understanding of the participants from Pakistan, and that this resulted in the presentation very basic concepts. Along the same line, one participant commented that the course content was unstructured and appeared to have been selected randomly on a day-to-day basis. The facilitators of the US training were also reported to have been somewhat inflexible and unwilling to listen when the participants shared their experiences about teaching in Pakistan.

After their return to Pakistan, many said that they did not have an opportunity to practice what they had learned, and that no one asked what they had been able to do with their new knowledge and skills. One participant was quite critical in that follow-up activities should have been planned and implemented. Another reaction was that the focus on pre-service training of teachers in Pakistan should be changed to give a priority of in-serve training; the reason was that many who obtain teaching certificates do not go on to work as teachers and that efforts should concentrate on helping improve the knowledge and teaching methods of practicing teachers.

Two alumni also said that the selection process should have been very transparent and open so that more deserving individuals could have benefited from the PTEPDP.

7. Multiplier Effects

The multiplier effects take place when the PTEPDP alumni return to Pakistan and in turn train pre-service and in-service teachers using their newly acquired pedagogical skills and expanded knowledge of their subject areas. In other words, if 20 alumni returned and over the next two years trained 200 student teachers each, this would be a total of 4,000 or a ratio of 1:200. However, accurate measures can only be calculated when there are reliable data on each of the 172 alumni showing how many returned and trained student teachers or gave workshops for in-service faculty. Having interviewed a total of 43 alumni with about half being able to report how many they have trained, we can make a very rough estimate of the possible multiplier effect of all 172 alumni.

One problem was that the estimated number of students taught by the alumni varied tremendously, which means we can take an average number to use for the projections or we can make high, middle, and low estimates. We decided to base the multiplier on the average number trained and then apply the average to half of the total number of alumni as follows: $172/2=86 \times 190=16,340$ student teachers who were taught by PTEPDP alumni. On a per alumni basis this equals $16,340/172=95$. In other words, the ratio of alumni to the number trained would be about 100. Keep in mind this is a very rough and approximate estimate, but at the same time, it is based on real numbers reported by 21 of the alumni interviewed for this evaluation.

VI. PTEPDP Cost Analysis

Based on the financial sections submitted in the PTEPDP Quarterly Reports, the total obligation for the program over 12 quarters of operation was \$4,999,669.00. Of this amount, the budget earmarked \$2,182,506 for administrative expenses and \$2,817,163 for training activities that included recruitment, pre-departure preparation and all costs incurred at the three US universities. However, the incurred expenses show that administrative/management costs were reduced over the life of the project, and more funds were used for training activities as shown in the table below.

PTEPDP: Cumulative Expenditures				
Project Quarter	Time Period	Management	Training	Total
1	Jun-Sep, 03	34,761.05	0.00	34,761.05
2	Oct-Dec, 03	53,662.87	0.00	53,662.87
3	Jan-Mar, 04	233,469.00	239,148.00	472,617.00
4	Apr-Jun, 04			
5	Jul-Sep, 04	431,880.00	764,247.00	1,196,127.00
6	Oct-Dec, 04	603,288.00	1,274,349.00	1,877,637.00
7	Jan-Mar, 05	691,171.00	1,573,906.00	2,265,077.00
8	Apr-Jun, 05	822,398.00	2,143,484.00	2,965,882.00
9	Jul-Sep, 05	1,030,778.00	2,419,329.00	3,450,107.00
10	Oct-Dec, 05			
11	Jan-Mar, 06	1,283,971.00	2,802,447.00	4,086,418.00
12	Apr-Jun, 06	1,438,442.00	3,087,612.00	4,526,054.00

As of the end of 2005, some 172 participants from Pakistan had completed the program in the United States at a cost of \$2,419,329, resulting in a cost of approximately \$14,066/student. In early 2006, the US training was terminated and three institutions in Pakistan were contracted to carry out more cost efficient in-country trainings. A total of 200 participants were trained under the restructured program at a total cost of \$285,165 or \$1,426 per student. The cost ratio for US-based training versus the in-country program was a little under 10:1.

VII. Summary and Conclusions

The design of the PTEPDP was very ambitious but at the same time within the realm of what can be considered possible. In other words, the dual expectations of improved teaching and the development of cultural understanding have taken place. The interviews and classroom observations indicate that parts of new teaching methods are being used, albeit on a limited scale. Furthermore, there has been a multiplier effect as a result of the alumni outreach activities with a ratio of about 1:100, meaning that for every PTEPDP alumnus, 100 other teacher trainers who are providing pre-service and/or in-service training have been exposed to the methods and knowledge acquired at the three US universities.

The beneficiaries of the PTEPDP program were individual teacher trainers and the program did not serve to strengthen the teacher training institutions in Pakistan. As such, the design of the PTEPDP was appropriate and most certainly has made contributions to the quality of education for females and males. However, the measurements of the magnitude of these contributions require additional research.

The program has had an impact on the teaching methods used by the alumni. The classroom observations showed that materials based on what was learned in the US were being used and the classes were more interactive, involving the students in group activities. There most certainly have been clear differences in the use of resources and how the classes have been managed as compared to those who have not benefitted from the PTEPDP training. Since a limited number of classroom observations could be done by the assessment team, it is not possible to say how widespread the uses of these practices are. However, using the class observed in a private school in Narowal, Punjab, it is clear that some alumni have gone to great lengths to use what they have learned in the US.

The classroom observations made in Punjab and Balochistan indicate that the student-teachers perform better by being more actively involved in course activities. Also, the PTEPDP alumni teaching them claim that their students do better as a result of using the new methods. At the same time, these statements must be qualified in that an accurate measurement of learning outcomes is a difficult process where the student performance must be carefully evaluated. It was beyond the scope of this assessment to make such measurements, but all the indirect evidence from the observations and the interviews indicate that there have been notable changes in performance.

The PTEPDP program was designed to provide a cultural exchange experience with the goal of dispelling misconceptions on the part of both Americans and the participants from Pakistan regarding their cultural and social differences and to improve the knowledge and pedagogy of the teacher trainers from Pakistan. To meet these goals, the training had to be done at US institutions located in “typical” US communities. However, towards the end of 2005, a new Minister of Education was appointed who felt that the US training was not cost effective. This resulted in the radical change by eliminating the US training and thus the cultural components of the program. Instead an in-country training program was established.

All indications are that those who were trained in the US were much more effective teachers than those who received in-country training at one of the three institutions in Islamabad. According to those interviewed, the selection process for in-country training had different standards, attracted less motivated applicants, the duration of the training was shorter, and the content was somewhat abbreviated. Furthermore, the participation of US faculty was limited and the in-country training relied on PTEPDP alumni who had gone to the US. This meant that there was an additional cascade or step in the training that further removed the students from the original teaching process and the course

content. Needless to say, the cultural understanding components which were so important at the inception of the program were totally missing. It is our opinion that both the cultural and academic components were closely linked creating a kind of symbiosis. A result of living in a foreign culture was to increase the feeling of responsibility that affected the students' attitudes and enhanced the degree of involvement in their academic studies. These attitudes and behaviors were not part of the in-country training program.

Given the initial dual goals of the PTEPDP, academic training and cultural exchange, it was necessary to do the training at US institutions and to have the participants live with host families. The US training was many times more costly than the subsequent in-country training program, however, there are indications that the benefits for teaching were considerably reduced for the program in Pakistan. The financial analysis shows that the cost per participant in Pakistan was 1/10th of the cost incurred for students who went to the United States.

When considering the cost effectiveness of the two approaches, a strong argument can be made that if the multiplier effect of the US training could be increased, the cost effectiveness would also improve. This would require extensive follow-up with continual in-service training for the alumni and careful monitoring of their activities and effects on learning outcomes.

Most ministries of education have incorporated new pedagogies into their curricular design which require major changes in how children are taught at both the primary and secondary school levels. The earlier the children are exposed to the new child-centered active teaching methods, the greater the benefits over a longer period of time. The PTEPDP was a pioneer in exposing teacher trainers from Pakistan to the new pedagogies, and, as a result, have made significant contributions to the GOP teacher development program.

Since the PTEPDP ended in 2006, many of the teacher trainers continue their academic activities and use much of what they learned in the US and, to a lesser extent, for those who received in-country training. It is not unreasonable to assume that many of the alumni will continue using the benefits of their US experiences over the years to come. This will not just be limited to improved pedagogy but will also have effects on generating cultural understanding and a more accurate view of US culture and society.

VIII. Recommendations

The following recommendations apply primarily to training that is provided at academic institutions in the US:

1. The language tests given to the scholarship candidates should apply the same standards of competence as the tests given in the US. In others words, they should be comparable to the TOEFL. This will help US faculty to more carefully design additional language training and adjust the course content to the linguistic ability of the students.

2. Any new program to train teachers from Pakistan in the US should carefully assess their goals in terms of the proposed duration of the program. The PTEPDP experience has indicated that a single semester limited to three months was not enough to achieve optimal learning outcomes.
3. In order to better design a PTEPDP-like program, the US academic institutions should send their faculty to the teacher training colleges in Pakistan to observe and assess the facilities and specific needs. The courses at the US universities should then be tailored to these assessments and the new pedagogies should be more carefully adapted to the teacher training realities in Pakistan.
4. The selection process should be streamlined, made more transparent. Favoritism and political factors should be eliminated as much as possible. The original intent of the PTEPDP was to have an open and impartial competition for all the applicants, but there are indications that this was not always the case. An increased expatriate presence in the project would contribute to the elimination of these types of problems.
5. The applicants who have been selected and who have met all the visa requirements for entry to the US should undergo a longer and more extensive preparation prior to departure. If possible, US faculty should come to Pakistan and participate in the preparation. This will give the students a preview of what is to come and smooth their transition to the US university campus, surrounding communities, and culture.
6. When the students return from US training, there should be a continuous follow up program that can monitor and assess their needs. This should include in-service support and additional training to assure that the new methods are implemented and that other faculty and teachers participate in workshops and training courses.
7. In order to measure the effectiveness of the program and to accurately assess learning outcomes, there should be a carefully designed monitoring and evaluation component. This component or department should be staffed by professional evaluators who can define and measure the necessary indicators that will give an accurate picture of implementation, learning outcomes, cost effectiveness, identification of specific problems, and proposal of corrective actions.

Annex I: Individuals Interviewed

Sind Province

List of Alumni Interviewed in Karachi and Hyderabad

No.	Name	Institution	Status/ Location	Interviewed by
1	Afaq Hussain	Bureau of Curriculum	Karachi	Shahid
2	Fatima Zehra	GCE ⁴	Karachi	Both
3	Mobina Jakro	GECE ⁵	Transferred Thatta – Karachi	Both
4	Muhammad Zaman	GECE, Khairpur	On study leave for 4 years	Both
5	Mateen Ahmed	GECE, Sukkur	On study leave for 4 years	Enge
6	Shah Nawaz	Bureau of Curriculum	On study leave for 4 years	Both
7	Shila Devi	GECE, Karachi	On study leave for 4 years	Akbar
8	Nighat Waseem	GECE	Karachi	Akbar
9	Shahbana Hyder	GECE	Transferred Thatta - Karachi	Akbar
10	Piara Khan	GECE	Hyderabad	Akbar
11	Saleh Muhammad	GECE	Hyderabad	Enge
12	Shabbir Ahmed	Bureau of Curriculum	Karachi	Akbar
13	Shehnaz Akhter	GCE	Karachi	Both
14	Tasneem Fatima	GCE	Karachi	Both

Balochistan Province

List of Alumni Interviewed in Quetta

No.	Name	Institution	Status/ Location	Interviewed by
1	Tayyab Mehmood	Bureau of Curriculum	Quetta	Both
2	Tariq Aziz	Bureau of Curriculum	Quetta	Both
3	Siddiqa Khanum	GCEE	Transfer Pishin – Quetta	Enge
4	Nargis Shaheen	GCEE	Quetta	Enge
5	Raheela Mir	GCEE	Quetta	Akbar
6	Rubina Masood	Bureau of Curriculum	Quetta	Enge
7	Samina Naz	PITE	Quetta	Akbar
8	Noor ul Haque	PITE	Quetta	Both
9	Muhammad Raiz	PITE	Quetta	Enge
10	Khurshid Maik	PITE	Quetta	Enge
11	Hussan Jan	PITE	Quetta	Enge
12	Daroo Khan	Bureau of Curriculum	Quetta	Enge
13	Fahmida Bibi	Bureau of Curriculum	Quetta	Akbar
14	Aziz Ullah	GCEE	Lorali	Akbar
15	Abdul Hameed	Bureau of Curriculum	Quetta	Akbar
16	Ratan Chand	GCEE	Quetta	Enge
17	Habib Ullah	Additional Secretary (D)	Quetta	Both

⁴ Govt. College of Education

⁵ Govt. Elementary College of Education

Punjab Province

List of Alumni Interviewed in Punjab/Islamabad

No.	Name	Institution	Status/Location	Interviewed by
1	Asghar Ali Khan	GCET ⁶ (M)	Kasur	Both
2	Imtiaz Ahmed	GCET (M)	Kasur	Both
3	Khalid Mehmood Khan	GCET (M)	Narowal	Both
4	Muhammad Ajmal Khan	GCET (M)	Narowal	Both
5	Naheed Iqbal	GCET (W)	Lahore	Both
6	Abida Mukhtar	GCET (W)	Islamabad	Akbar
7	Rajib Ali	Federal College of Education	Islamabad	Akbar
8	Rooh -ul- Amin	Federal College of Education	Islamabad	Akbar
9	Muhammad Saleem	Federal College of Education	Islamabad	Akbar

Punjab Province

List of Program people interviewed in Islamabad

No.	Name	Designation	Organization	Interviewed by
1	Mr. Randy H. Field	Education Office Director	USAID, Pakistan	Both
2	Ms. Umbreen Arif	Ex. Education Officer	USAID, Pakistan	Both
3	Mr. Iqbal Jatoi	Ex. Country Representative	AED, Pakistan	Both
4	Ms. Nasreen Gul	Ex. Program Specialist	AED, Pakistan	Both
5	Ms. Aabira Sher	Ex. Program Manager	AED, Pakistan	Akbar

Classroom / Workshops Observations

No.	Observation	Audience	Institution	Subject/Topic	Observed by
1	Training Workshop	NFE Teacher	PITE Quetta	Math/ Counting	Both
2	Classroom Teaching	PTC, CT students	GCEE Quetta	Math/ H.C.F	Both
3	Classroom Teaching	PTC, CT students	GCEE Quetta	Eng. / Grammar	Both
4	Classroom Teaching	PTC, CT students	GCEE Quetta	Math/ Numerals	Both

⁶ Govt. College of Elementary of Teacher Training
Assessment of the Pakistan Teacher Education and Professional Development Program
Juárez and Associates, Inc.

Annex II: Relevance of Teacher Education Curriculum in ESL, Math and Sciences and the PTE PDP Subject Specific Training.

A. The ESL in PTC, CT and B.Ed. curriculum

The PTC and CT courses in “Teaching English as a Foreign Language” are designed for Teaching English Language at primary (class I-V) and middle level (Class VI – VIII).

The PTC English course is very elementary. The emphasis is on Grammar Translation and basic skills of Reading and Writing. The speaking skills are limited to exchange of courtesies and very simple short sentences. There is very little emphasis on providing communication skills.

The CT course designed for teaching English at the middle school level (Class VI – VIII) is more extensive. Again, in methods and approaches to language teaching, the Grammar–Translation method is prominent. The Direct Method and the Structural-Situational Methods are also included. Methods for enhancing listening, speaking, reading and writing skills are described in detail. Lesson – Planning is a major unit in both PTC and CT TEFL syllabuses. The courses, however, do not include any component for raising the English language proficiency of the trainee teachers.

The B.Ed. courses designed for secondary school English language teachers do include a functional English course (B.Ed, Curriculum Wing, 1996) aimed at improving English language proficiency of the trainee teachers and also an extensive component on methodology.

The TEFL courses at all three levels ----- PTC ,CT and B.Ed ---- are traditional. The conversational and communicative skills, so important in modern English usage, have not been given proper emphasis. The methods of teaching and learning the language do not suggest the use of modern technology. There is no mention of the use of audio-video equipment or computers.

B. The PTEPDP–ESL Program, University of Montana, USA.

The three - month ESL program offered to Pakistan teacher educators by the University of Montana, USA, is a modern course in ESL primarily designed to meet the needs of the Pakistan clients. The major focus is communicative language teaching and learning. The course uses an intensive participatory approach which is not apparent in Pakistan courses. Information gap activities, communicative language games, role plays and drama activities, problem solving activities, listening-based activities TPR, story telling etc make the course intensively participatory and workshop oriented. All four sections of the ESL course provide intensive participatory activities immersing the learners in the 4 language competencies. Even the teaching/learning of grammar is presented through communicative activities, in situational contexts, while in the PTC, CT, B.Ed. courses, grammar is taught as rules removed from situational context. In the US course, use of

materials is emphasized in teaching language. A major and prominent aspect of the course is the use of modern audio-video and internet.

The language support classes included in the program helped the Pakistan participants in raising their own proficiency level in the language.

The Montana ESL course has many features that need to be included in the Pakistan teacher education ESL courses. The course, though of a limited period, has elements that are extremely desirable for fulfilling the needs of Pakistan teacher educators.

Conclusions:

- Study of the Montana ESL course and discussions with the returnee ESL trainees makes it amply evident that the ESL components of the Pakistan courses need to be modernized.
- The raising of the English proficiency level of the trainees has to be compulsory part of the courses at each level i.e. PTC, CT and B.Ed.
- The teaching/learning of conversational, functional English needs to be emphasized.
- The methodology needs to be based on total immersion in language experience. Grammar needs to be taught in situational context rather than isolated rules and principles.

C. Mathematics in PTC, CT and B.Ed. Curriculum

The mathematics courses in PTC and CT syllabuses are focused on teaching mathematics content to the trainee teacher. Almost 80% of the syllabus includes the primary and middle school math. Less than 20% of the syllabus deals with teaching methodology, lesson planning, different methods and approaches to teaching math and making math relevant to real life problems. This is probably because the deficiency in content knowledge (mathematical skills) of the teachers has been the worry of the curriculum planners.

The B.Ed. course in teaching of mathematics deals simultaneously with content and methods. Appropriate methodologies are suggested for each content area. Problem solving and activity-based teaching-learning are emphasized. In spite of the better quality of the B.Ed. math course as compared with the PTC and CT math courses, the teaching of the course in B.Ed. colleges is mostly dogmatic. Lecture is the common mode of delivery. Discovering mathematical principles through investigation and exploration is nowhere evident.

D. The PTEPDP Mathematics Program, George Mason University, USA.

The three-month course in Teaching of Mathematics offered by the George Mason University USA is a modern course in Maths-teaching designed primarily to meet the needs of the Pakistan teacher educators.

A major course component deals with teaching problem solving and higher order thinking skills; the latter are conspicuously missing in the PTC, CT and even B.Ed. courses. In the George Mason course problem solving strategies are developed through hands-on activities, and workshop-oriented experience.

Another component of the course engaged students in analysis, design and evaluation of school mathematics curricula and materials and in identifying key characteristics of school mathematics curriculum. In consequence of this study the participants are also required to design a mini-curriculum project based on key design principles. This particular component — in-depth critical study of school mathematics curriculum — is totally absent from the Pakistan teacher education math courses.

A third component of the math course is the review of current literature in mathematics education and engages the participants in research study and discussion of factors that impact the teaching-learning of math in schools. The end outcome of the study is to enable trainees to devise methodologies for teaching math more effectively to children of differing abilities. The component also introduces the trainees to standards-based mathematics curriculum. The Pakistan school mathematics curricula are objectives-based and do not set standards of achievement at different levels of school education; the standards-based curriculum is just one step further.

Conclusions:

- Problem solving and higher thinking skills need to be included in the math teacher education courses.
- Research oriented in-depth critical study of math curricula should be a part of the math courses, particularly at CT and B.Ed. levels. This creates insight into the hierarchy of mathematical concepts suitable for introduction at different levels and suitable for students of differing abilities.
- National and international curricula and review literature should be provided to the math section of the institution libraries and study of this literature be made a part of the program.
- The trained returnees should be encouraged to adopt the hands-on, activity-based, workshop-oriented approach in their math course teacher education classes.

E. Science in PTC, CT and B.Ed. Curriculum

The PTC, CT courses in science include 50% theory and methods and 50% subject matter that cover the science syllabuses for class I-V and VI-VIII respectively. Although the marks distribution for the two parts is 50% each but subject matter portion is almost three fourths of the course and theory and methodology of teaching science is a small portion of the syllabus.

The methodology part includes the teaching of processes, concepts, principles and stresses the role of the teacher as a guide and a facilitator. It also emphasizes experimentation, investigation and relating science to real life situations. The use of A-V

aids and low cost material and evaluation in science are included. Skills in lesson planning and lesson delivery are a requirement.

The PTC and CT both courses , as noted above, include a large amount of science subject matter which presents an opportunity to convert theory into practice — investigation, exploration, experimentation, processes — all approaches leading to doing science and hands-on science can be put into practice. However, this does not happen in the teacher education classes nor are there any models of such practice available in the practicing schools attached to the institutions.

The B.Ed. science syllabus offers separate courses in Teaching of Elementary Science and Teaching of Secondary Science. The courses are heavy on theories of teaching-learning while comparatively low weightage is given to discovery-learning, investigation, experimentation and the learning of processes. There is no practical work or research or assignments component in the syllabus. The “Teaching of Science” classes in the training colleges are mostly conducted through lectures. There is, however, an attempt at giving a modern look by including the use of media and technology (CAI, A-V etc.) in the syllabus. Both the elementary and the secondary science courses include a study of well-known science teaching programs such as the Science Curriculum Improvement Study (SCIS), Science—a Process Approach (SPA) and Nuffield Science.

Lesson planning skills and use of technology in teaching science are prominent in the syllabus. If the theory component in B.Ed. science teaching syllabuses could be reduced and practical work and teaching practice component could be increased the science teacher quality would improve.

F. The PTEPDP—Science Program, Oregon State University, USA.

One major objective of the Oregon science program for Pakistan teacher educators is: “Participants will be able to present the science content to students in challenging, clear and compelling ways and integrate technology appropriately”.

The emphasis of the whole course in teaching science is on inquiry and discovery of science concepts and principles through hands-on investigation and exploration by the learners. Another important aspect of the course is on developing skills for integrating information technology to facilitate learning. The latter aspect, although present in the Pakistan teacher education curricula, is totally neglected particularly because the technology — audio-video equipment, computers — was not available in the institutions. Now since the equipment has been made available to most institutions, it is expected that the returnee science educators would be able to start and disseminate the integration of technology with science teaching.

The development of instructional materials, laboratory organization and demonstrations in science education is another major component of the Oregon course.

A third very much needed part of the course is the improvement of participants’ skills in collaborative learning, constructivist teaching practices and use of technology in

teaching, and scoring guidelines for workshop assessment. The participants will need these skills in working with adult learners in the workshops they will present in Pakistan. This aspect regarding leadership skills in workshop organization, management and assessment is totally absent from Pakistan teacher education courses. Action research as a measure of training effectiveness is another very useful aspect of the course. If on their return, the trained teacher educators, use their action research skills, they will be able to assess the effectiveness of their own teaching and develop fresh strategies to improve the quality of their product — the trained teacher.

Conclusions:

- The inquiry-discovery approach to science teaching is strongly advocated in Pakistan curricula, particularly at the B.Ed. level. The teacher educators, however, do not practice the approach. It is expected that the returnees would be able to practice the approaches with enthusiasm and infuse new life into the teaching of science.
- Integrating information technology with science must be supported, now that necessary equipment is available in majority institutions. It also needs to be ensured that the integration approach is practiced by the trained teachers in elementary and secondary classrooms as well.
- The science labs in majority institutions are in disuse. The Oregon trainees have hands-on experience in laboratory organisation and teaching materials development. The labs must now be the hub of science education activities and science teacher preparation.
- The workshops for science teachers and science teacher educators conducted by the Oregon returnees are expected to introduce collaborative learning and constructivist teaching practices and use workshop assessment techniques learnt at Oregon to assess the success of their workshops.
- The action research skills learnt at the Oregon course can now be used as feedback for assessing the effectiveness and quality level of the training the science educators provide to their trainees. The feedback mechanism, so important for developing fresh strategies for improving science teacher education and quality of science teachers and teaching, has been totally absent in the whole teacher education system. The action research skills, when applied by teacher educators, will fulfill the need.

G. The PTEPDP Trainings in the U.S.

The study interviewed 25 trainees who had completed their training in the US. All returnees were found to be enthusiastic about their training. The ESL and Science trainees referred to their US courses as very relevant. They were looking forward to implementing their “action plans” which they designed under the guidance of their US tutors. In their own view, their training needs were fulfilled to a large extent.

Most of them however expressed some concerns about implementation of their action-plans and utilization of newly acquired skills because of (a) the lack of facilities in equipment (b) the pressure for completing the courses (c) non-cooperation of higher

authorities (?) (d) budget (for equipment and materials ?) (e) convincing of education department (f) non-cooperation of colleagues (g) overcrowded classrooms.

Those who went for training in Administration had some complaints about the course and activities offered to them particularly because of their preconceived notion of “Administration” However they too learned from observation of activity-based goal-oriented classrooms and organization of teaching-learning.

Many suggestions came from the respondents regarding the ways of effective utilization of the US trainees. Some of the strategies suggested by the Directors, Principals and the trainees themselves were:

- Trainees to be supported in improving teacher education in their own institutions.
- Trainees form regional/provincial groups and train master trainers to start a cascade process.
- Trainees to be linked into a National Corps of ToTs (Trainers of Trainers) and train Corps of Master Trainers (MTs). Each Corp of MTS would then go about conducting trainings of Teacher Educators at provincial/district levels. The whole country would benefit from this strategy.

Since the PTEPDP’s foreign training program goal is to improve the quality of teacher education, the priority for dissemination of the U.S. acquired skills would best be as follows:

1. First target should be the trainee teachers attending the PTC, CT, B.Ed courses. The new approaches should be practiced by the teacher educators in their own classrooms so that their graduate turnout of the year is already equipped with the modern skills of teaching.
2. Second priority should be the orientation of colleague teacher educators of their own institutions. “Cannot spare time for transfer of my knowledge to colleagues except at tea-time”, said one of the foreign trainees. The Principals would need to create time for such in-house skill development activity, and support and facilitate the process. This would lead to a positive and harmonious change in training strategies in the whole institution.
3. Third priority should be lab school/practice school teachers. They should be intensively trained and supported in learning and adopting the activity-based child-centered approach to teaching. Their classrooms should present models of activity-based teaching-learning so that the student-teachers observing their lessons have the opportunity to observe at and to study activity-based child-centered teaching in actual practice.
4. The fourth in order of priority should be the fellow teacher educators in the regional training institutions. A corps of U.S. returnees should conduct in-service courses for teacher educators in the province during the summer vacations.

**TEACHING OF SCIENCE SUBJECT TO PRIMARY
TEACHERS FOR EFFECTIVE EDUCATION TO
THE CHILDREN.**

**WORK ACCORDING TO MY
ACTION PLAN**

**IN THE MONTH OF MAY, JUNE , JULY AND AUGUST
2005.**

By:

*PIARO KHAN SAHARAN
ASSISTANT PROFESSOR*

***GOVERNMENT ELEMENTARY COLLEGE OF
EDUCATION (M) HYDERABAD.***

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TEACHING OF SCIENCE SUBJECT TO PRIMARY TEACHERS FOR EFFECTIVE EDUCATION TO THE CHILDREN.

To follow the Action Plan which was assigned by Academy for Educational Development (AED), Islamabad. I started my teaching science subject to primary school teachers of District Jamshoro for which I was nominated as Master Trainer by Provincial Institute of Teacher Education (P.I.T.E) Sindh, Nawabshah in Six Week In-service Primary Teachers Training Program in the subject of Science at Government Primary School Main Sindhi Kotri District Jamshoro, w.e.f. 2nd May 2005 for three weeks periods in the subject of Science.

I have delivered lectures on different topic of Science subject as scheduled by PITE, Sindh, Nawabshah for Primary School Teachers. I have try to delivered each topic on Activity base, Observation, inquiry base and project method i-e, 80% participation of Trainee Teachers and 20% Guidance involment by me as Master Trainer, through assessment and observation I found that the participant were getting keen interest by learning this type of pattern specially, teaching of science through inquiry base, observation, experiment and activities base method.

This program was conducted in primary School (Main) Sindhi Kotri District Dadu Sindh. I applied all those skill which I have learnt from Oregon State University, USA, during (3) Three months training program. I got appreciation result during the calculation views of participants which held in daily reflections and closing ceremony in the end of six week training program. I also help them in preparing Model Lessons for their Primary Teachers such photos of some Models and Charts are attached herewith. I took opportunity to motivate to participant for basic learning of computer through **Laptop c omputer**. However teachers where also interested in learning computer and their should be some more periods for giving them complete knowledge of computer.

In the end of above training program I convey message to all primary school teachers to maintain healthy environment to their schools. In this regard I gave them some examples for healthy environment and commitment of teachers of Oregon State University, USA, and I also show them some pictures which I brought from Oregon State University in Laptop Computer and various CDs of USA, Educational Environment of Schools.

MY SECOND STEP ACCORDING TO ACTION PLAN:

On my personal efforts I requested to Course Coordinator for 12000 Primary School Teachers Training Program at Elementary School Tando Adam District Sanghar to allow me to deliver some important methods of teaching in Science and Computer, my request was accepted. I took one day workshop class of primary school teachers on 13th July 2005, delivered comprehensive lesson on various topics of science and computer with the help of Laptop computer. I tried to my best to cover many topics and in this regard I show them some Photographs and other activities which I have learnt from Oregon State University, USA. I have applied same method of USA, during this workshop I stress to the participant of primary teachers to apply new trends of teaching particularly in which activity method are being played for the sack of interest of students. I also show them Laptop computer and told them its importance and basic functions specially in the subject of science. The feelings of participants are evaluated through assessment in the end of workshop in reflection or daily report.

MY THIRD STEP ACCORDING TO ACTION PLAN:

To feel my responsibility, I once again tried to transfer my all skills in the subject of Science and information Technology, which I learnt at Oregon State University, USA. I got another opportunity for primary teachers Training program at Matli District Badin on 14th July 2005. Actually this district needs more training program for primary school teachers, because there is N.G.O's reports that this district belongs weak areas in standard of education. So I voluntarily select this district and attended full day workshop for teaching science subject and computer. I taught to participant about new methods of teaching science subject specially I stressed and focused on activity based method. I told the participants common activities for learning science lesson. I also inform about educational environment for science subject in classroom and I also told the participant the basic principles for making good classroom. During my lecture, I inform them about healthy environment in schools which I observed in Oregon State University, USA. I also transfer basic knowledge of science and computer through using Laptop to the teachers. I have some photographs and reports are attached.

FOURTH STEP OF MY ACTION PLAN:

Keeping in views I change my ideas and went direct in practical field i-e instated of teacher of teachers I teach Science and Computer direct to students and center of attention daily periods of Science and Computer in High School which is attached with our college. I used to get daily one period in higher classes for Science and Computer, for computer teaching students are attending our computer laboratory according their period. I feel pleasure to direct contact with students for learning new methods of teaching in subject of Science. I feel that the students are also very keen interested to learn computer and science.

EACH ONE TEACH ONE:

I have started to teach Science, Computer, Leadership skill to Mr. Muhammed Ibrahim Soomro and Mr. Abdul Rashid Channa H.S.Ts. of High School attached to this college. I have arranged two hours meeting in each week with above staff members for transfer knowledge of Science, Computer and Leadership Skills, Educational Environment of USA Schools,

Class room setup of Elementary and Secondary Schools, commitment of Teacher and Cultural change, Knowledge of Science Seminars, Educational Visits etc. which I have learnt from USA during (3) months Science Training Program in Oregon State University.

**PRESENTATION AND
SHARING KNOWLEDGE
ACCORDING TO MY
ACTION PLAN**

**TEACHING STAFF MEMBERS OF COLLEGE, HIGH SCHOOL AND THREE
PRACTICING SCHOOL TEACHERS (ATTACHED WITH GOVERNMENT
ELEMENTARY COLLEGE OF EDUCATION (MEN)
HYDERABAD**

BY

**PIARO KHAN SAHARAN
ASSISTANT PROFESSOR
GOVERNMENT ELEMENTARY COLLEGE OF
EDUCATION (MEN) HYDERABAD**

LIST OF MAIN EVENTS DISCUSSED IN WORKSHOP OF MY PRESENTATION.

- 1. Departure from Karachi to Eugene**
- 2. Oregon Campus**
- 3. Well come Lunch & Introduction**
- 4. Behavior of Teachers & other community**
- 5. Facilities during three months Training**
- 6. Techniques of Teaching**
- 7. Role of Teacher**
- 8. Food and Shopping**
- 9. Awareness of Luggage**
- 10. Visits of Various Schools and other places**
- 11. Science Conferences achievement**
- 12. Goal and Objective of my Action Plan**

GOVERNMENT ELEMENTARY COLLEGE OF EDUCATION MEN HYDERABAD

PRESENTATION ACCORDING TO MY ACTION PLAN

I was selected by Academy for Educational Development Islamabad for Three (3) Months Training Program with effect from 17th September 2004 to 19th December 2004, in the subject of Science at **Oregon State University**, the New School of Education, Corvallis City, U.S.A. During, Three Months Training, I have learnt Science, Leadership Skills, Computer and English and visit of various schools of U.S.A. On the demand of Academy for Educational Development, (A.E.D), USA, I prepared an Action Plan to work in my District/Province to trained the Colleagues, Trainees Teachers, High School Teachers, Junior School Teachers and Primary School Teachers. As and when I returned from abroad U.S.A training I have been started my Action Plan work applying to my colleagues, and fully briefed them after that the same briefing made to Primary School Teachers (attached) with this college. I have briefed them about the aims and objectives of my abroad training and stressed them to adapt new methods and concepts for teaching in the subject of Science in Elementary classes.

I highlight the main pattern of teaching science subject. I was also got opportunity to brief the teachers of Taluka Shahdadpur District Sanghar and taught them teaching methods for Science subject for Primary School Teachers w.e.f 24th January 2005 to 29th January 2005 (one week). I have applied the methods which I learnt from Abroad training program and I compelled them to adopt new and attractive methods of teaching, so that standard of education particularly in the subject of science education

may be improved. I also got another opportunity when I was nominated as Master Trainer in Science subject for Primary Teachers Training Program was held at Kotri District Jamshoro, w.e.f. 30th January 2005 to 19th February 2005 (Three weeks) Training in the subject of Science organized by Provincial Institute of Teacher Education (PITE) Sindh, Nawabshah. I also applied the activity based method of teaching during this training program in the subject of science. Here I also advise the Teacher Trainees to adopt the new methods of teaching in science subject. So, that student may get interest in science subject and they fully understand scientific reasons of environmental changes in the Sindh Province as well as in the World.

Recently I have arranged a two days workshop in Government Elementary College of Education (M) Hyderabad for briefing according to my action plan. I invited all the Professors, Lecturers, High School Teachers and Practicing School Teachers and Teacher Trainees are working under the administrative control of this college. I brief them all my Action Plan Goals of Science, Leadership Skill, Computer and use of Modern Technology. I brief them and share knowledge and achievements during three months training in the subject of science. I brief all teaching staff members and Trainees of P.T.C, C.T, O.T.C and A.T.C, with the help of Overhead Projector Slides, Laptop Computer, Pictures, Maps and natural things i.e is to say orange, Apple, Banana, Test Tubes etc. In this regard Photographs which attended this workshop are sending here with for perusal and signature sheets of participants.

I also brief the participants of short listed Master Trainers which are selected by Academy for Educational Development (AED), Islamabad for Abroad

Training in the Subject of Science, English and Mathematics in Inaugural Section of Intensive English Language Training Program held at Government Elementary College of Education (M) Hyderabad on 7th March 2005 at 9.00 a.m. During this training program I specially briefed those candidates who will get training at Oregon State University in near future. I explain my all achievements which I got during three months abroad training here I feel necessary to mention that other two group which will go to Montana and George Mission University, Washington D.C. USA, get keen interest during my briefing, the signature sheets and photographs of above briefing program are also attached herewith.

I am a full confidence that I will achieve my goals and objectives of my Action Plan through conveying my messages and briefing to teachers and students as and when I will get opportunity for teaching Science program at any where particularly my District Jamshoro, Dadu and Hyderabad.

PIARO KHAN SAHARAN
ASSISTANT PROFESSOR,
GOVERNMENT ELEMENTARY COLLEGE
OF EDUCATION (M) HYDERABAD

**Training Programme To Improve Skills of
Primary School Teachers in the Subject of Science.**

Sponsored By: Academy for Educational Development Islamabad Pakistan

**at: Government Elementary College of Education (M) Hyderabad
August 24th 2006 to September 6th, 2006.**

AED visited
/

12 days program

Prepared By:

**Piara Khan Saharan
Sayed Saleh Muhammed Shah
Tanweer Ahmed Khan**

**Government Elementary College of
Education (M) Hyderabad.**

**Training Programme To Improve Skills of
Primary School Teachers in the Subject of Science.
Sponsored By: Academy for Educational Development Pakistan**

at: Government Elementary College of Education (M) Hyderabad
August 24th 2006 to September 6th, 2006.

The Academy for Educational Development Islamabad Pakistan has been pleased and approved our aforesaid training program for which we namely Mr. Piaro Khan Saharan, Sayed Saleh Muhammed Shah and Mr. Tanweer Ahmed Khan are highly thankful to program specialist AED and other worthy Staff members.

In this regard we held a formal meeting with our Principal and Director Bureau of Curriculum and Extension Wing Sindh Jamshoro and showed our ideas about training program. We also held a meeting with District Education Officer Training Hyderabad for nomination the Primary School Teachers.

We started our program from 24th August 2006 to 06th September 2006 according schedule. The Director Bureau of Curriculum and Extension Wing Sindh, Jamshoro, Inaugurated this program (12 Male and 08 Female) Total 20 Government Primary School Teachers of Hyderabad City. After inauguration we took Pre- Test from each participants about their previous knowledge in the subject of Science, Then introduction of participants and Master Trainers. After that we discuss the Main Objectives and Principles of Workshop.

We mainly focus on Science through:

- * Observation,
- * Inquiry Base Teaching,
- * Role Play,

- * **Raise Questions**
Practical Learning by Doing,
Group Discussion,
Presentation by participants

The training program was monitored by Mr. Muhammed Saghir Shaikh, Additional Director, Extension, Bureau of Curriculum & Extension Wing Sindh Jamshoro and Mr. Sohail Muhammed Ali, Provincial Coordinator, AED, Sindh, also visited the workshop on 5th September 2006 for whole day and have detailed interview with participants about Learning Processes during workshop. In the last three days of workshop participant have delivered Demonstration Lessons according to Learning Cycle and Group discussion was made after each Lesson.

We got posttest from participants and analyzed the same. The result appeared that participant have much gained knowledge and methods of teaching in the subject of Science. Workshop ended with closing ceremony which attended by the Director Bureau of Curriculum, Principal Government Elementary College of Education (M) Hyderabad and its staff.

In continuation of this workshop on the Direction of AED we also conduct one-day workshop on 14th September 2006. In this workshop all USA returned Master Trainers namely, Mr. Afzal Ahmed, Sayed Saleh M. Shah, Mr. Piaro Khan Saharan, Ms. Farzana Shaikh, Mr. Shah Nawaz Sahito, Mr. Sanaullah Soomro, Miss. Rehana Mirani, and Miss. Safia Khatoon delivered Model Lesson in the Subject of Science, English and Mathematics. Mr. Rafique Jaffar Director, Institute of Social Science Lahore, Pakistan have been observed full day Lessons and he got individual interviews from Master Trainers,

Participants and Principal Government Elementary College of Education (Men/Women) Hyderabad, Sindh Pakistan. He also inquired about teaching during two weeks Science Workshop in GECE (M) Hyderabad.

**GOVERNMENT ELEMENTARY COLLEGE OF EDUCATION FOR
(MEN) HYDERABAD.**

To,

Nasreen Gul
Program Specialist,
Academy for Educational
Development, Islamabad.

SUBJECT:- SHARING OF ACTION PLAN.

I am submitted herewith briefing report according to my Action Plan
alongwith supporting documents for your persual as desired by Academy for
Educational Development Islamabad.

• Thanks.



(PIARO KHAN SAHARAN)
Assistant Professor,
G.E.C.E. (M) Hyderabad.

Dated: 24.3.2005

CC to

- ✓ 1. The Country Representative A.E.D, Islamabad.
2. The Director Bureau of Curriculum & Extension wing Sindh, Jamshoro.
3. The Media Information Cell BC&EW, Sindh, Jamshoro.



GOVERNMENT OF SINDH
EDUCATION & LITERACY DEPARTMENT



GOVERNMENT ELEMENTARY COLLEGE OF
EDUCATION (MEN) HYDERABAD

NO: GECE (M)- 1024 /2005,
Hyderabad Dated 01-3-2005

CIRCULAR

It is to inform you that Mr. Piaro Khan Saharan Assistant Professor of this College who recently returned from USA (Oregon) State University will brief on 03-03-2005 at 11.30 am in College Library to all Teaching Staff of this College and other education institution attached with College, about his training achievement which he got from abroad.

It is therefore you are advised to avail this opportunity and assure your presence in ideal briefing. How ever on this occasion Mr. Piaro Khan Saharan will also arrange lunch for participants.

Sd-

NAZEER HUSSAIN SHAIKH
Principal

Cc.

1. The Director Bureau of Curriculum and Extension Wing Sindh Jamshoro.
2. The Additional Director Teachers Training Institutions Sindh Hyderabad
3. The Head Master High School and Practicing Schools of this College.
4. ✓ The Country Representative Academy for Educational Development Islamabad.



**PAKISTAN TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT
PROGRAM**



ACTION PLAN



Piaro Khan Saharan

Assistant Professor
Govt. Elementary College of Education
Main Hayderabad. Pakistan

Session: Fall Sep 17, 2004 Dec 19, 2004

**Oregon State University
Corvallis. Oregon State, U.S.**

ACTION PLAN

PIARO KHAN SAHARAN

Assistant Professor,

**Govt. Elementary College of Education (M)
Hyderabad, Sindh, Pakistan**

**Pakistani Teachers Education Project
Fall 2004**

Oregon State University

September 17, 2004 - December 19, 2004

· MAIN OBJECTIVE

- To develop the interest of Colleagues, Teacher Trainees and Elementary School Teachers to Teach Science with the help of Hands on Science Activities and Modern Educational Technology

GOALS

Goal 1:

To develop the interest in colleagues, elementary teachers/teacher trainees about the subject of science through the use of HANDBOOK ON SCIENCE to teach Science.

Goal 2:

To teach science to the trainee teachers and elementary teachers through the Nature of Science and Scientific Inquiry Method.

GOALS

Goal 3:

To improve the Leadership Qualities of my Colleagues, Elementary Teachers, Parents and Community members.

Goal 4:

To give awareness and importance of Scientific Tools and Modern Technology in the subject of Science to Colleagues & Elementary Teachers/ Learners.

Specific Areas to Improve

- Use of Scientific Equipment/Audio Visual Aids and Modern Educational Technology in the Science Subject.
- Learning by doing method.
 - Because, most of Teachers/Trainees are still unaware from computer, Multi-Media, Internet & other Scientific Equipment.
- So I would like to improve Scientific Skills of my Colleagues, Trainee Teachers and Elementary Teachers for enhancement of Scientific Knowledge.

PROBLEMS TO OVERCOME

- Internet Connection,
- Financial Support
- Permission of Higher Authority for use of Computer Laboratory and Scientific Equipment for Teachers Training.

OBJECTIVES OF GOAL 1



To teach Elementary Teachers/Trainee Teachers/ Learners through various Different pedagogical approaches.



To improve scientific thinking among the teachers trainees/learner through the use of hands on science.



To teach elementary teachers through activity based methods for creative thinking.

Goal 1 : To develop the interest in Colleagues, Elementary Teachers/ Teacher Trainees

Step	Action	Time Frame	Resources Available	Resources Needed
1.	To teach elementary teachers/ trainees through student centered, cell structure	One week work-shop.	Science Lab.	Financial support & permission
2.	To improve scientific thinking among the teachers through, (water zork, earthworm)	One Weeks	Science Lab	Science Kit Cooperation & Support of Higher Authority
3.	To teach elementary teachers through various activities of Learning by doing MT paper-airplane.	Two Weeks	Science Lab available	Disposable material required

OBJECTIVES OF GOAL 2

-  To teach the elementary teachers trainees/learner on Inquiry base learning.
-  To teach the trainees with the help of various Scientific Activities through No-cost & Low — cost material.
-  To teach the trainees with modern technique of teaching with the help of Audio-Visual Aids.

Goal 2 : To teach Science to the Trainee Teachers and Elementary Teachers through the Nature of Science and Scientific Inquiry Method.

Step	Action	Time Frame	Resources Available	Resources Needed
1.	To teach the teachers trainees learner on Inquiry base, observation, movies etc.	Two weeks	Science Lab. A.V Aid Centre	Financial support & permission
2.	To teach the trainees with the help of various Scientific Activities, different Stat.Magnets.	Two Weeks	Science Lab. A.V Aid Centre	Science Kit & Disposable material
3.	To teach the trainees with modern technique (cook book & shifted activities) & A.V aids.	Two Weeks	Science Lab. A.V Aid Centre	Science Kit. Disposable material

OBJECTIVES OF GOAL 4

 To enhance the knowledge, use and importance of Over Head Projector, Slide Projector, Microscope and Multi-Media in the subject of Science.

 To encourage teachers to use and Importance of Computer, Power Point Presentation and Internet for develop the skill of Science.

Goal 3 : To improve the leadership qualities of colleagues and Elementary Teachers.

Step	Action	Time Frame	Resources Available	Resources Needed
1.	To arrange workshop/ Seminar for Teachers to create change in attitude with the help of Leadership Styles	One Weeks	Multi-Media, Lecture Hall.	Financial Support & permission of Higher Authority.
2.	Develop leadership qualities through various meetings, seminars for parents & community members.	One Weeks	Multi-Media, Seminar Hall	Permission for use of Over Head/ Slide Projector.

Goal 4 : To give awareness and importance of Scientific Tools and Modern Technology in the Subject of Science to Colleagues and Elementary Teachers/Learners.

Step	Action	Time Frame	Resources Available	Resources Needed
1.	Use Over Head Projector, Slide Projector, Tape recorder, VCR, Microscope and Multi-Media in Trainee Teachers	Two Weeks	Science Lab. Seminar Hall/ Lecture Hall.	Financial Support & permission
2.	Train teachers to Use of Computer, Power Point, Internet.	One Month	Computer Laboratory & Seminar Hall	Permission for use of computer Laboratory.

ASSESSMENT

- Action Plan Check list.
- Training Assessment
 - ¥ Observation during workshop
 - ¥ Questionnaire for participants.
 - ¥ Self reflection by participants.

CONCLUSION

- Three months Science Teachers Training
- Subjects: Science, Computer, English, Leadership Skill,
- School visits and Educational Field Trips.
- I will share this knowledge to other colleagues, Trainee teachers, students, parents and community members.
- I will try to implement these qualities in my action plan.

Action Plan

BY

Shehnaz

Akhter

ACTION PLAN

BACKGROUND:

I am SHEHNAZ AKHTER Lecturer in Govt. Model Elementary College of Education (for women), Hussain Abad, Karachi, Pakistan. I am a teacher educator; I teach & train pre-service & also in-service teachers whenever govt. conducts workshops there. My subject is English. Usually the number of the trainees is about 60 in pre-service & there are 25-30 in a workshop of in-service teachers. My Action Plan is about the strategies of building & improving vocabulary of grade 3-5 students, which is the vital part of my job as to train elementary teachers.

GOAL

Teacher trainees will apply new teaching strategies to improve the use of verbs of students of grade 3-5

OBJECTIVES:

- 1- All trainee teachers will be able to apply:
Play-way device method.
Methods of cooperative learning (Jigsaw, Peer work, Group work) in English class, to enable students to use verbs of present tense.
- 2 - All trainee teachers will be able to demonstrate the strategies mentioned above for teaching new verbs of present tense.

STEP 1: NEEDS ASSESSMENT:

A-TEACHER OBSERVATION:(15 days) With the help of Education Officer, Principals, & concerned teachers.

I will use random observation of English teachers of grade 3-5. Observation of teachers will show me what & how much they know. What method they use & what could help them in teaching new verbs.

B-TEACHER INTERVIEW:

I will interview the teachers for needs assessment; the questionnaire is being attached to annexure 'A'.

STEP 2: REVIEW OF NEEDS: (1 day) By myself

I will review the needs assessment and analyze common needs among teachers.

STEP 3: SELECTION OF MATERIALS: (1 week) By myself

Low cost materials, room, furniture, stationery, reference books, and fund for workshop.

STEP 4: ORGANIZATION OF SELECTED MATERIALS: (1 day)

I will organize the selected materials for the workshop.

STEP 5: CONDUCT OF WORKSHOP: (10 days) By myself.

After meeting with District Education Officer I will conduct a workshop of 25 teachers & will train them by teaching new strategies to achieve the specific needs.

At the beginning of workshop pre-test will be given and to assess their achievement, a post-test will be given to them.

STEP 6: EVALUATIONS:

FORMATIVE ASSESSMENT

This type of evaluation will be used for the ongoing assessment of trainees during the workshop. The performance & ability to use new strategies will be assessed through it.

SUMMATIVE ASSESSMENT

For summative evaluation post-test & presentation by the trainees about their learning will be conducted. I will also make RUBRIC to do their summative assessment.

FOLLOW UP

- A- Teachers will prepare & send weekly report to me.
- B- I will hold monthly meeting for solving their problems in teaching.
- C- Long-term visits will be made after 6-12 months to assess them & provide feedback.

Shehnaz Akhter's Schedule For Workshop

Day	Session 1 (2.30 hrs)	Break (1 hr)	Session 2(2 hrs)
1.	Opening, Registration, Introduction and Objective of the workshop.	—	Pre-Test, Informal Discussion.
2.	Discussion on existing teaching methods of new vocabulary words and group discussions on the topic.	—	As a whole, class discussion on the topic to share knowledge, assignment due for next day.
3.	Reflection and discussion on play way devices for teaching new vocabulary.	—	Pair, group, & class discussion and presentation by the groups on the topic, assignment for the next day.
4.	Reflection, discussion on Jigsaw strategy for teaching new vocabulary.	—	Pair, group, & class discussion and presentation on the topic by the groups, assignment.
5.	Reflection, discussion on Pair Work strategy for teaching new vocabulary.	—	As above.
6.	Reflection, discussion on Group Work strategy for teaching new vocabulary.	—	As above.
7.	Final individual presentation by the participants.	—	Final individual presentation.
8.	Final individual presentation by the participants.	—	Final presentation.
9.	Over all review of the workshop and post-test.	—	Distribution of the certificates, closing.

ANNEXURE A:

Needs assessment

- 1- What method do you follow while teaching verb?
- 2- What difficulties do you face in teaching verbs?
- 3- What is the best method of improving students' use of verbs?
- 4- Do you know about the best material for teaching new verbs?
- 5- How can you get best teaching materials for students?
- 6- How students can take interest to learn new verbs?
- 7- How do you improve their use of newly learned verbs?

**PAKISTAN TEACHER EDUCATION
AND PROFESSIONAL
DEVELOPMENT PROGRAMME**

**REPORT OF TRAINING ESL AT
GEORGE MASON UNIVERSITY VA
(U.S.A.) PROGRAM.
JANUARY 17 –MAY 02' 2004.**

**Prepared by Shehnaz Akhtar.
Lecturer (B-17)
Govt. Elementary College Of Education
Hussainabad Karachi.**

Training Code:

ESL training program (391US04003), George Mason University (January 17 May 2, 2004).

Senior Program Officer.

David Seider

Program Execution.

This program was conducted by the cooperation of A.E.D Pakistan ,A.E.D US and US aid.

Director of program.

Dr. Jack Levy.

Teachers.

George Flower
Sherry Steely
Jennifer Norlin
Magan More
Magan Kelly
Marlis

Speakers.

Francisco Millat
Sumaya Hamdani
Marguary.

CRUX OF TRAINING PROGRAM.

- **ABOUT THE TRAINING**
- **FOCUS OF TRAINING**
 - **Assessment of ESL students**
 - **Principles of teaching**
 - **Implementation of the Cognitive academic language learning approach.**
 - **Basics of Computers.**
 - **English language**
- **FIELD TRIPS (STUDY TOURS).**
- **WORKSHOPS**
- **CONFERENCE AT WILLIAMSBERG.**
- **RECREATIONAL TOURS.**
- **ACTION PLAN.**
- **GRADUATION.**
- **EVERYDAY LIVING**
 - **Living.**
 - **Transportation.**
 - **Allowances.**
- **ABOUT TEACHERS.**
- **SUGGESTIONS.**

It's been a great honor and pleasure for me that I had been chosen by A.E.D for the training of E.S.L.

First of all I am really grateful to my principal Mrs Maqsood Jahan who encouraged me to complete and then attend this training program. I have learned lots of new techniques regarding our educational system. It was a great exposure to me. I observed cultural and educational difference in Pakistan and U.S.

About the Training.

Actually this training was followed by a strict checking and pre-training session conducted by A.E.D Pakistan, which was carried out at NawabShah, Pakistan. On the top of this training every single candidate was interviewed and judged by the representative of A.E.D Pakistan. After all this well managed program and scrutiny, actual training was started in US, George Mason University, VA on Jan 18th 2004. This training has been completed on May 29th 04, with a graceful certificate distribution ceremony.

Focus of Training.

The focus of training is depending on following points.

1- Assessment of ESL students.

This assessment provoked many new concepts and techniques in me.

First of all I would like to enlighten the authentic assessment which is completely opposite to the traditional. In this I learnt Rubric, Portfolio self assessment by student, checklist, anecdotal records etc. According to authentic assessment a teacher should assess the student through out the year which is completely opposite the assessment strategy in the educational system of Pakistan, where a student is assessed once a year. My mission is to change that system and prevail the authentic assessment which is most applicable form of judgment.

2- Teaching by principle.

In teaching by principle, I have learned new ways and techniques which are pioneered in the educational system of US. In addition this topic teaches me about the reading, writing, listening and speaking strategies of English language in different grades.

3-Implementation of cognitive academic language learning approach.

In Implementation of the cognitive academic language learning approach, I have Learned how the curriculum should be used to achieve our educational goals. What strategies we should follow and how we can change the strategies to make the curriculum more practical.

4- Basic of Computers.

This course has given me the basic and Introductory knowledge of computers, Initially I had started with MS word, Powerpoint, Internet usage with respect to the emailing system. I have used powerpoint are of the effective toll in my assessment class. The main subject for that presentation was the proposal of workshop. In this connection my teacher George Flower appreciated and awarded me with a qudose certificate.

5- English Language.

In this program the main emphasis was grammar, sitation, bibliography, how to summarise the paragraph. In addition this program taught me how to make the full use of websites.

Field Trips (Study tour).

ESL assessment centre, Main Library of Fairfax county and seven different schools namely.

- Eagle mount elementary school
- Cameron elementary school
- Park lawn elementary school
- Provident elementary school
- Anendal High school
- Mount Vernan County School
- Bailey's elementary school

Workshops.

Leadership, conducted by Farnoosh Shahrukhi, Zora Von Marshall

Portfolio, conducted by Doctor Fox.

Teacher Training, Conducted by Beverly'D Shaklee

Conference at Williamberg.

This was about the ESL teachers are over the US, this conference was mainly about the assessment technique, strategies of learning, new methods of teaching.

Recreational Tours.

- 1- Washington DC. by AED Washington with Radha (member of AED) and guide.
- 2- NewYork (Self tour).
- 3- Washington DC with teachers.
- 4- Mount Vernan, historical place by teach.

Action Plan.

Every participant made an action plan and presented on 27th April.

Graduation.

There was an impressive ceremony on April 29th, 04 in which Mr. Mark Ward awarded us the graduation certificate. Members of A.E.D Washington, members of Pakistan Embassy, News reporters teachers and Dean of George Mason University were the part of graduation ceremony.

Everyday Living

Living

Apartment was fully furnished and beautiful. All the utilites were closeby to the apartment like stores, queue bus stop and subway. I am really very satisfied with the living standards and building which was provided to me by A.E.D Washington.

Transportation.

The main mode of transportation to and from the university was queue bus. For the field work and shopping we are provided transportation by University.

Allowances.

The allowances provided by A.E.D Washington were good enough for fulfilling the food, transportation, and recreational time.

About the Teachers.

Actually the fact is I that I had never experienced such a nice teaching staff in my whole educational carrier, as I observed the GMU teachers. They were very kind, helpful in both educational and cultural ways. They were tolerant and kind enough to support the educational needs.

Suggestions

Give complete information about the training before leaving the country.
Participants must keep there valuables in the bags for safety.

This training demands really hard work, so the students who are not medically fit must not allowed joining that training. Candidate must inform that it is not only a recreational tour but also a educational trip.

Acknowledgements:-

We take this opportunity to thank all the members of AED. Government of Pakistan and USAID for investing such a huge amount of money in sending a large group of people on this visit. But, we assure you that the return will be many time greater in terms of productivity in work and its out comes. We also thank our professors, director and coordinator in USA we have learnt a lot from them. We would like to thank all the members of George Mason University for their untiring efforts in making our visit very productive and enjoy able one.

Certificate Giving Ceremony at Narowal

On 24th August, a ceremony was held at Govt.College for Elementary Teachers Narowal in connection with giving away certificates to the participants who successfully completed English Language Workshop conducted by Mr. Muhammad Ajmal Khan, AED Alumni, Subject Specialist English GCET, Narowal. The duration of the workshop was three months (March 10 to June 10 – 2006) thrice a week. A team from AED comprising Miss Raiha Idrees, Miss Zara Haider and Miss Razia Jaffer attended the ceremony. The ceremony was attended by Assistant Director Education Narowal, Mr Zafar Mehmood Khan, EDO literacy Narowal, principals of renowned private schools and Senior Head Masters of Govt.Schools of Narowal city

Mr Mehmood Ahmad Kaawish, Ph.D., threw light on the efforts, Mr.Khan is doing to make English Language more common and interesting in the backward and far flying area like Narowal, particularly after getting training from USA as AED Alumni. Mr kaawish appreciated the promotion of English Language by Mr Khan.

Mr Abdul Ghaffar vice principal, GCET, Narowal, in his welcome address, thanked the guests who despite the scorching heat came to the remote district to encourage the participants. He assured his cooperation in this context to AED and Mr. Khan in future.

Mr Muhammad Ajmal Khan, in his speech, told the audience what he had achieved. He explained different objectives and aspects of the workshop. According to him the workshop was arranged to build up confidence among the pre-service teachers, to remove the hesitation and to create interest in future teachers

Mr Khan thanked AED on providing full cooperation regarding different workshops that have been held at Narowal from time to time. He promised to conduct similar workshops in future also.

Mr.Rana Muhammad Arshad, Sr, Subject Specialist and AED alumni of Science, expressed his future plans about conducting Science Workshop in the college. He also thanked AED for providing him training on the latest lines.

Mr Abdul Rehman, principal, appreciated the efforts of AED to improve the quality of education in Pakistan and especially in the areas like Narowal. He confirmed the fact that the training of English and Science Teachers has created a difference in his college. Mr Rehman also thanked the guests to honor his college on coming in the function.

Miss Raiha Idrees introduced AED and its objectives. She expressed her satisfaction as Mr

Khan was doing well. She congratulated the participants of the workshop. In the end certificates were awarded to 55 female participants.



(AED Alumni's Rana Arshad and Muhammad Ajmal Khan)

After the ceremony a discussion was held and following decisions were taken;

- Mr. Muhammad Ajmal Khan will work on forming a group of teacher trainers which will provide services to the Govt.as well as private schools of the district.
- A workshop will be held in the subjects of English and Science in GCET Narowal by Rana Arshad and Ajmal Khan.
- Mr Khan and Mr. Kaawish will conduct a training course for private school teachers to enhance their capabilities in English Teaching
- Mr Zafar Mehmood Khan assured to cooperate with GCET and AED Alumni's in the field of Teacher Training.





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Pakistan Teacher Education and Professional Development Program Final Evaluation

Class: TEFL Methodology

Instructors: Joan Hood and Julie Vetter

Dates: September 20, 2004-December 14, 2004

Muhammad Ajmal Khan

The Methodology Class, which met for twelve hours per week for thirteen weeks, covered the following topics: methods of teaching TEFL (Teaching English as a Foreign Language); correction and feedback; learning strategies; multiple intelligences; teaching listening, speaking, pronunciation, reading, vocabulary, grammar, and writing; use of the Internet for EFL; and teacher development. The time in class focused on hands-on and participant-centered activities (e.g., jazz chants, role plays, poetry reading, songs, information-gap activities, demonstrations of TEFL methods and approaches, story-telling, drama, and simulations). As a culminating project, groups documented and presented a final workshop based on the topics and techniques used in class. In addition to this workshop, participants completed readings from selected TESOL (Teaching English to Speakers of Other Languages) texts and professional journals, wrote reflective journal entries and visited local public schools. Feedback about all of the topics and activities continued throughout the term.

Mr. Khan's background in the field of TEFL is extensive and impressive. He enjoyed sharing his knowledge with us and the whole group, and his insights were appropriate and well presented. We appreciated the fact that he became more open to new approaches and techniques over the course of the semester; he seems genuinely interested in embracing these approaches and techniques in his own teaching.

When he arrived, Mr. Khan's English language skills were at a very advanced level. His broad vocabulary enabled him to express himself precisely and confidently. Throughout the semester, he took advantage of various opportunities to enhance his English-language ability.

Mr. Khan's group selected an interesting and challenging topic for their workshop: Activities for Improving the Pronunciation of English Language Teachers. By his own admission, Mr. Khan stated that he has always been most comfortable lecturing during his classes; although he used a lecture format for part of his presentation, we were pleased that he also utilized an interactive approach by checking for understanding, allowing for equal participation from the audience and giving positive feedback.

It has been enjoyable working with Mr. Khan - we have observed some very positive changes in him. Moreover, as a leader in the profession, he will make a fine contribution to TEFL in Pakistan. We wish him well in his future endeavors.

Joan Hood Julie E Vetter

**DIRECTORATE OF STAFF DEVELOPMENT
ISLAMABAD, LAHORE**



SERIES OF CONSULTATIVE DIALOGUES:

**REVIEW OF MATERIAL AND DEVELOPMENT OF BASIC FOUNDATION MODULE FOR
PRIMARY SCHOOL TEACHERS**

June 27-30, 2005.

It is certified that Mr. / Ms. _____
Organization / Institution _____

has contributed towards the development of Basic Foundation Module for Primary
School Teachers of Punjab

Ludra
DIRECTOR

Professional Development for Quality Learning