

PNB ABX-721

46

**PRE-SERVICE AND IN-SERVICE
TEACHER TRAINING IN NWFP
AN ORGANIZATIONAL STUDY AND STATUS REPORT**

Dr. Richard N. Cowell

FED Teacher Training and Supervision Specilaist, NWFP

August 19, 1991

TABLE OF CONTENTS

| | | |
|------|--|----|
| I. | The Curriculum Bureau's Teacher Training Organization and Activities | 1 |
| | 1. Reorientation Training | 6 |
| | 2. Short Term Training | 7 |
| | 3. Long Term Training | 8 |
| II. | The Education Extension Center and the In-Service GCETs . | 14 |
| III. | Other Teacher Training Programs | 18 |
| | A. The Field Based Teacher Development Project | 18 |
| | B. The Allama Iqbal Open University PTC Course | 18 |
| IV. | Analysis | 20 |
| V. | Options for the Organization of Teacher Training | 21 |
| | 1. Pre-Service Training | 21 |
| | 2. In-Service Training | 23 |
| VI. | Suggested Procedure | 28 |
| VII. | Current Situations which a Plan for Teacher Training Must Address | 29 |
| | 1. General | 29 |
| | 2. Curriculum Bureau / Education Extension Center .. | 29 |
| | 3. Government Colleges for Elementary Teachers | 31 |
| | Endnote | 33 |

LIST OF CHARTS AND TABLES

| | |
|--|----|
| Curriculum Bureau / Education Extension Center Organization Chart No. 1 | 1 |
| Curriculum Bureau / Education Extension Center Organization Chart No. 2 | 2 |
| Numbers of Participants in Primary Reorientation (Refresher) Courses | 7 |
| Numbers of Participants in PTC Short Course | 8 |
| Numbers of Students in PTC Courses at GCETs | 9 |
| 1990-1991 GCET Enrollments by District | 10 |
| Numbers of Educators Trained at the Education Extension Center | 15 |

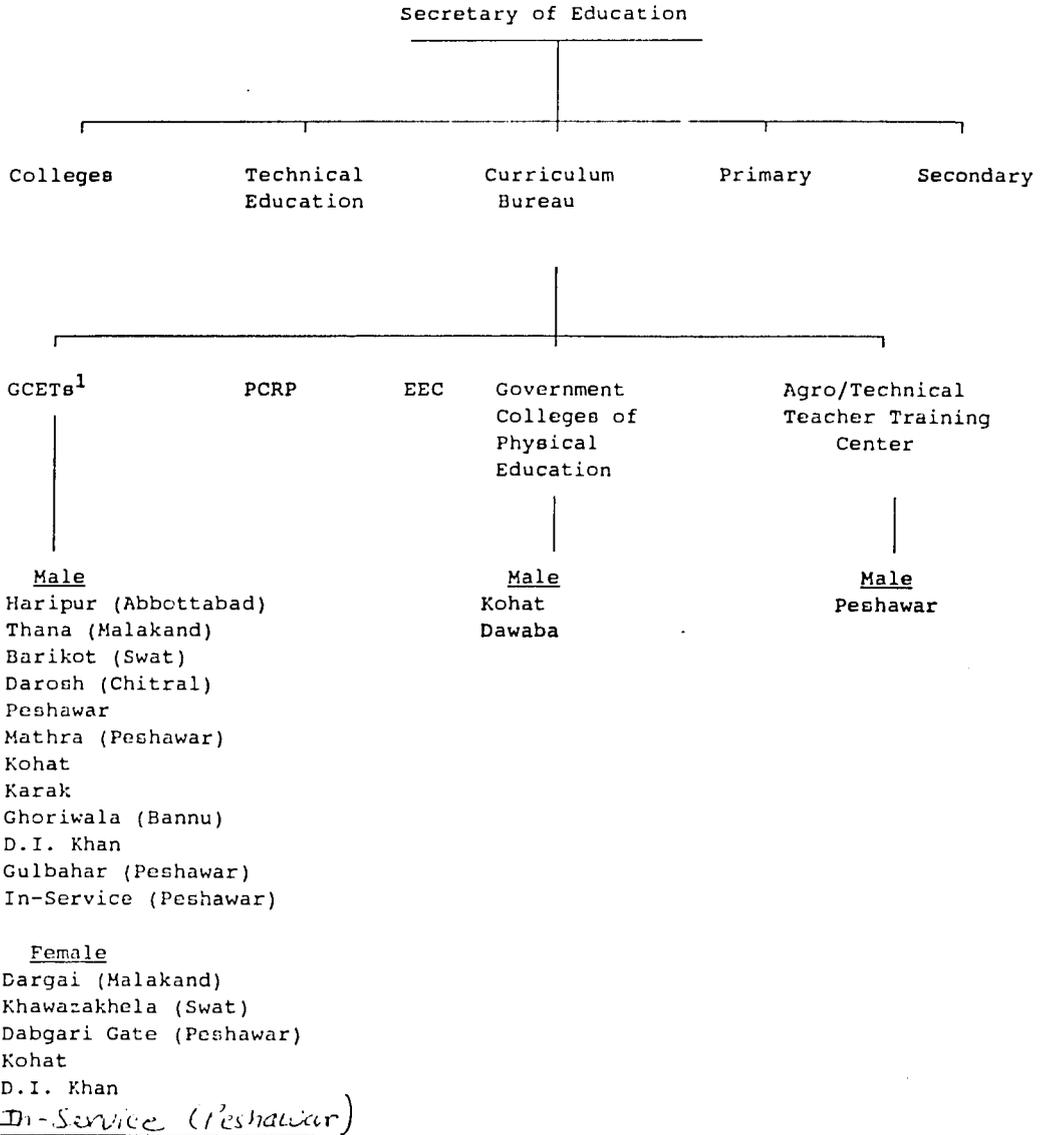
I. THE CURRICULUM BUREAU'S TEACHER TRAINING ORGANIZATION AND ACTIVITIES

The Curriculum Bureau (CB) is the parent organization of the Education Extension Center (EEC). (See Organization Charts on pages 2 and 3) Together, they are in charge of both the pre-service and in-service teacher training in the Northwest Frontier Province (NWFP). The Curriculum Bureau is organized according to the charts on the following pages. Although the primary mission of the Curriculum Bureau is to develop curriculum according to the objectives provided by the Curriculum Wing at the federal level in Islamabad, the Bureau also does a considerable amount of teacher training. Of the six non-administrative professional staff of the Bureau, three are primarily involved in teacher training, and the other three are occasionally involved in training activities. All have many responsibilities involving the management of personnel, TA/DA, budgeting, and other administrative functions. For a complete discussion of the Curriculum Bureau's organization and activities and the duties of its staff, see Mona G. Habib, "Curriculum Bureau Organization Study," Directorate of Primary Education NWFP, Hayatabad, in preparation.

The Director of the Curriculum Bureau reports to the Secretary of Education of NWFP. Traditionally, these secretaries have had little time (and sometimes little inclination) to involve themselves in Curriculum Bureau/Extension Center affairs, and therefore these institutions have drifted with little direction or supervision. They are further isolated by their location in Abbottabad, a three and a half hour drive from the other provincial education facilities and organizations in Peshawar.

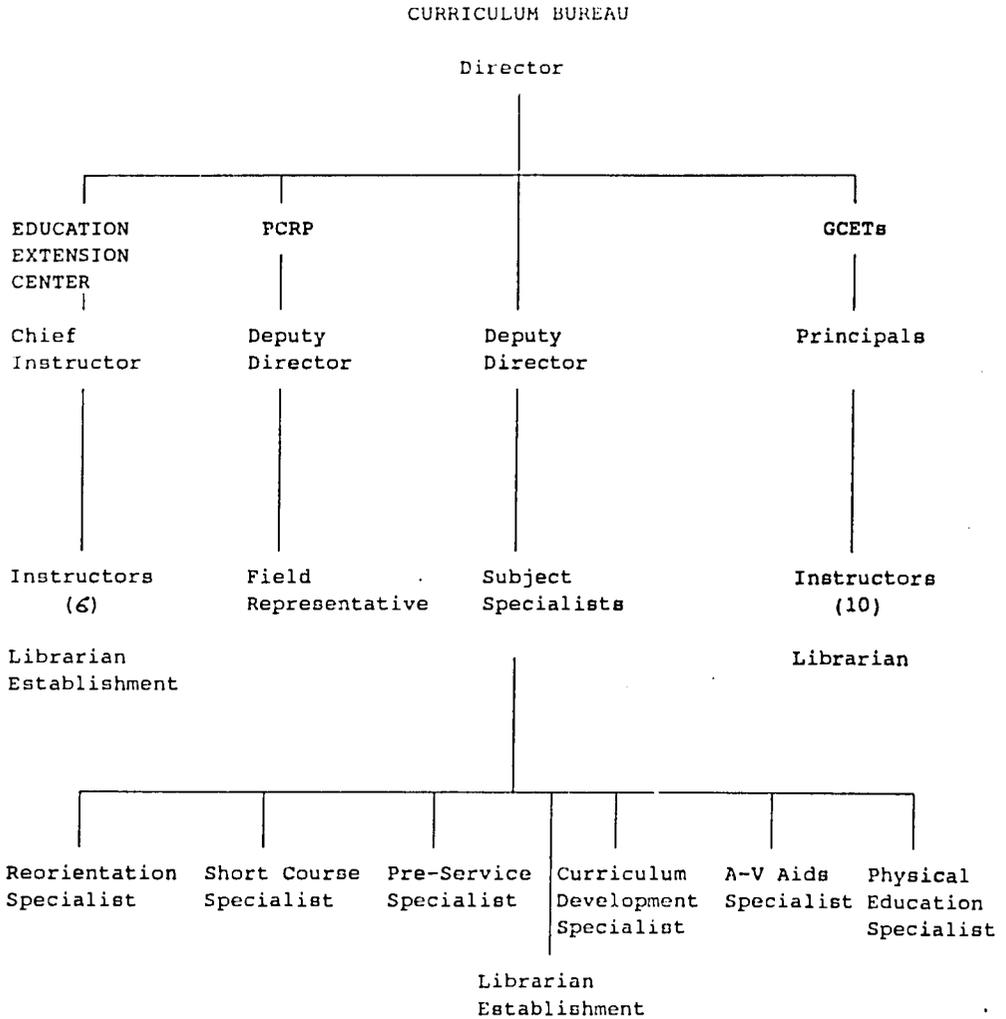
The EEC was originally established in modern and spacious quarters. It was moved in 1973 to a location near the Curriculum Bureau's small, old and inadequate building near the city center of Abbottabad when its original quarters were converted to the Ayub Medical College. This move was made for political reasons. These new quarters consisted of a rented building which was previously used as a GCET for women, a building which was adequate but which was significantly inferior to its previous facilities. In June of 1991 both the Curriculum Bureau and the EEC were moved back to the EEC's original location. The Ayub Medical College building has been converted to a government college offering F.A. and F.Sc. degrees, while its old hostel and other satellite buildings now house the Curriculum Bureau, the EEC, and the new PCMP curriculum development project.

CURRICULUM BUREAU / EDUCATION EXTENSION CENTER ORGANIZATION CHART NO. 1



¹ In addition to the GCETs listed here, in the next four years male GCETs will be constructed at Swabi, Charsadda, and Dir; female GCETs will be constructed at Mansehra, Nowshera, Mardan, and Charsadda; currently operating GCETs at Karak (male) and Charsadda Road/Peshawar (female) will be enlarged; and hostels will be enlarged at four female GCETs: Dargai, Khawazakhela, D.I. Khan, and Dabgari Gate.

CURRICULUM BUREAU / EDUCATION EXTENSION CENTER ORGANIZATION CHART NO. 2



There is no separate cadre for the staff of the Bureau or the Center. The Director of Education (Schools) with the approval of the Secretary of Education has appointed staff members to these institutions in the past. When this Directorate was bifurcated into the Directorates of Primary Education and Secondary Education, this power of appointment was lodged in the Directorate of Secondary Education. Anyone at grade 17 is considered eligible for these positions, and appointments from this pool of personnel are made for personal and political reasons as well as for educational reasons. As all people in this pool are considered to be equally capable and equally skilled in all areas, distinctions are not made among them.

The Chief Instructor of the EEC knows of no document which states the goals and purposes of the CB/EEC. He claims that he has never seen such a document in his eighteen years in Abbottabad, although the new Director of the Bureau is reputed to have found such a document recently. The Chief Instructor provided a list which was his speculation concerning the probable objectives of the Curriculum Bureau. Those objectives on this list which have to do with teacher training are as follows:

- "To undertake and promote development of curricula, instructional materials and teacher training programmes and to co-ordinate all such activities up to the secondary school level in the province and with the Curriculum Wing at the federal level.
- To develop and plan in-service training programmes for all categories of teachers in the province.
- To organize and arrange training facilities for pre-service teacher training courses.
- To supervise and control all the institutions in the province which are responsible for pre-service and in-service teacher education.
- To plan and organize workshops for school supervisors and for instructors of Government Colleges for Elementary Teachers (GCETs).
- To stimulate, co-ordinate, and implement research in curriculum development and teacher training.
- To conduct follow up programmes of various activities in the field.

- To budget in-service and pre-service training programmes.
- To provide suggestions for improving education."

It is assumed that no CB/EEC staff member, new or old, needs in-service training when they join the organization. On rare occasions (approximately once every two or three years) selected CB/EEC staff do receive some training in the form of workshops or seminars. These vary in duration from a day or two to a week or two, and staff members are not usually sent to this training to meet a newly identified need but rather because places in the training sessions happen to be available at the time or because a donor agency is providing specific training for a specific purpose. Such training has been offered by the Curriculum Wing, UNICEF, The Academy for Educational Planning and Management (AEPAM), and the British Council in the past. Some CB/EEC staff feel that they are presently inadequate to their tasks and would like to have further training in content which they are asked to teach. Evaluation, TESOL, and new ideas in pedagogy were specifically mentioned as areas in which training was desired. They feel that they are discriminated against in terms of this professional training, opportunities for extra jobs, and other benefits. They say that they receive little reward for doing their jobs well and suggest that incentives to which they would respond would be: more money, upgrading their posts, overseas training, housing or housing allowances, teaching only subjects of their choice, fringe benefits, additional allowances, and transport. Interestingly, more professional challenge and a better working environment are not mentioned.

CB/EEC staff point out that, while their salaries are the same as those of high school headmasters/mistresses, they have fewer chances to earn money outside their jobs. In addition to their appointment at the CB/EEC, several serve as paid tutors in B.Ed. and CT courses offered by AIOU. Few were transferred into their present jobs at their own request; and some imply, although do not state directly, that they would rather be in other positions. A few clearly look forward to a transfer out of the CB/EEC, should a suitable opportunity arise. They feel that their job is one of less prestige than that of a secondary school head.

The Curriculum Bureau offers three types of teacher training, although its role in this training is chiefly organizational and administrative. These types are: (1) Reorientation (in-service), (2) Short-Term (in-service) and (3) Long-Term (pre-service). A description of each of these types of training is as follows:

(1) Reorientation Training

Reorientation or Refresher training consists of two kinds, both lasting from a few days to two or three weeks.

The first kind is for teachers at all class levels, 1 through 10. Refresher training for primary levels is offered at Government Colleges for Elementary Teachers (GCETs) and selected secondary schools. It is usually turned over to the DEO offices for organization and implementation. It covers both content and methodology in subjects taught in classes 1 through 5. GCET faculty and selected secondary school teachers are hired to be instructors. In addition to this training for primary teachers, in-service reorientation training for secondary school teachers is offered by the Education Extension Center and selected GCETs.

The second kind of reorientation training, also offered at the EEC and elsewhere, is for DEOs and their staffs, head masters/mistresses, and instructors in GCETs. It covers changes in educational policy and new concepts in methodology, supervision and administration.

In 1989-1990 3691 teachers and administrators (2212 male and 1479 female) were trained in these reorientation courses, of which 3282 were primary teachers and administrators. In 1990-1991 two types of training were offered to 2535 primary teachers and administrators. Each was three days in duration. The first type covered curriculum, methods and materials of English instruction. 1467 personnel (805 male and 662 female) received this training. The second type covered curriculum, methods and materials of Pushto instruction. 1068 personnel (572 male and 496 female) received this training.

NUMBERS OF PARTICIPANTS IN PRIMARY REORIENTATION (REFRESHER)
COURSES

| | <u>MALE</u> | <u>FEMALE</u> | <u>TOTAL</u> |
|------------------|-------------|---------------|--------------|
| 1981-1982 | 397 | 180 | 577 |
| 1982-1983 | 485 | 110 | 595 |
| 1983-1984 | 573 | 200 | 773 |
| 1984-1985 | 378 | 116 | 494 |
| 1985-1986 | 426 | 230 | 656 |
| 1986-1987 | 333 | 410 | 743 |
| 1987-1988 | 457 | 247 | 704 |
| 1988-1989 | 2681 | 1217 | 3898* |
| 1989-1990 | 2110 | 1172 | 3282** |
| 1990-1991 | 1377 | 1158 | 2535 |
| 10 YEAR TOTAL | 9217 | 5040 | 14257 |

* This major increase reflects a large number of 3 to 4 day training courses on the integrated curriculum which were given to primary teachers and included in this figure. One source shows 1968 (1165 male and 803 female) primary teachers trained in these courses, but it is not clear that this source has complete data.

** Another source, which does not break out the figures by gender, lists total primary reorientation enrollment for 1988-1989 as 5533 and for 1989-1990 as 2123. The figures for the years 1981 through 1988 given by this source are the same as those stated in this table.

(2) Short-Term Training

Short-Term courses (sometimes called "condensed courses") are designed to provide teachers with Certificate in Teaching (CT) and Primary Teaching Certificate (PTC) degrees in shortened periods of study. The latter is the standard qualification for primary school teaching. Arabic Teachers, Oriental Languages Teachers (i.e. - Persian), Drawing Masters and Physical Education Teachers are also trained in short-term courses. Traditionally these short-term courses last two to three months (including two weeks of practice teaching) and are given in the two yearly vacation periods at GCETs, selected secondary schools, and occasionally at the EEC. A shorted version of the standard CT and PTC curriculums are used. The Bureau staff do not teach these courses, although they may offer an occasional "model"

lesson. Their functions are restricted to:

- a) Identifying prospective training centers among GCETs and secondary schools,
- b) Seeing that DEOs appoint suitable staff to the centers chosen,
- c) Asking DEOs and SDEOs to identify teachers who have at least three years experience as untrained teachers,
- d) Dividing these candidates into groups according to where they live and assigning them to the nearest training center,
- e) Providing the condensed curriculum, manual of work, teaching materials, administrative supplies, AV equipment, etc.
- f) Supervising the courses as they are being presented.

NUMBERS OF PARTICIPANTS IN PTC SHORT COURSE

| | <u>MALE</u> | <u>FEMALE</u> | <u>TOTAL</u> |
|-----------------|-------------|---------------|--------------|
| 1984-1985 | 69 | 53 | 122 |
| 1985-1986 | 748 | 316 | 1064 |
| 1986-1987 | 2773 | 506 | 3279 |
| 1987-1988 | 645 | 169 | 814 |
| 1988-1989 | 913 | 318 | 1231 |
| 1989-1990 | 407 | 57 | 464 |
| 1990-1991 | 2005 | 633 | 2638 |
| 7 YEAR TOTAL | <hr/> 7560 | <hr/> 2052 | <hr/> 9612 |

NOTE: The large fluctuation in yearly numbers of personnel trained in short courses did not seem surprising to the CB staff. They attributed this wide variation to changes in budget allocations, early or late arrival from DEO's offices of lists of personnel nominated, nominees' failure to attend for reasons of their own, personnel who were nominated more than once, sudden influxes of personnel nominated for political or personal rather than educational reasons, and other explanations of similar nature.

(3) Long-Term Training

Long-Term courses are given at the Government Colleges for Elementary Teachers (GCETs), institutions which the Curriculum Bureau supervises. The GCET is the standard institution for training pre-service primary teachers. The CT, CT (Agro-Technical), Art Master, and PTC degrees are all offered in the regular nine month academic year, although not every GCET offers all of these degrees. Bureau members do not themselves teach in

these programs, but undertake the following organizational functions:

- a) Finding out from Educational Directors of Divisions and DEOs the demand for teachers in their areas,
- b) Helping to decide on quotas for each type of degree to be offered in each GCET,
- c) Helping to decide on prerequisites which prospective students must have,
- d) Advertising for students in newspapers and elsewhere,
- e) Helping to select specific students to attend courses,
- f) Providing syllabuses and curriculum,
- g) Supervising GCET performance.

NUMBERS OF STUDENTS IN PTC COURSES AT GCETS

| | <u>MALE</u> | <u>FEMALE</u> | <u>TOTAL</u> |
|------------------|-------------|---------------|--------------|
| 1976-1977 | 103 | 29 | 132 |
| 1977-1978 | 0 | 76 | 76 |
| 1978-1979 | 279 | 189 | 468 |
| 1979-1980 | 196 | 140 | 336 |
| 1980-1981 | 178 | 101 | 279 |
| 1981-1982 | 408 | 155 | 563 |
| 1982-1983 | 699 | 331 | 1030 |
| 1983-1984 | 562 | 194 | 756 |
| 1984-1985 | 772 | 446 | 1218 |
| 1985-1986 | 896 | 339 | 1235 |
| 1986-1987 | 1167 | 407 | 1574 |
| 1987-1988 | 1952 | 733 | 2685 |
| 1988-1989 | 1760 | 675 | 2435 |
| 1989-1990 | 1256 | 566 | 1822 |
| 1990-1991 | 1820 | 695 | 2515 |
| 15 YEAR TOTAL | 12048 | 5076 | 17124 |

1990-1991 GCET ENROLLMENTS BY DISTRICT

| | <u>MALE</u> | <u>FEMALE</u> | <u>TOTAL</u> |
|------------|-------------|---------------|--------------|
| Abbottabad | 66 | 60 | 126 |
| Mansehra | 50 | 45 | 95 |
| Kohistan | 19 | 6 | 25 |
| Nowshera | 114 | 15 | 129 |
| Peshawar | 124 | 31 | 155 |
| Charsadda | 105 | 29 | 134 |
| Kohat | 195 | 39 | 234 |
| Karak | 99 | 35 | 134 |
| D.I. Khan | 129 | 134 | 263 |
| Malakand | 50 | 43 | 93 |
| Dir | 98 | 9 | 107 |
| Swat | 229 | 71 | 300 |
| Chitral | 50 | 13 | 63 |
| Mardan | 213 | 58 | 271 |
| Swabi | 80 | 40 | 120 |
| Bannu | 199 | 67 | 266 |
| | <hr/> | <hr/> | <hr/> |
| TOTAL | 1820 | 695 | 2515 |

Decisions on how many candidates are accepted from each district and how many are assigned to each GCET, along with all other decisions related to criteria for accepting students into programs, the assignment of courses and students, the yearly calendar, and similar policy and procedural issues are made by the Teachers Coordination Council. This council is chaired by the Secretary of Education (or his designee) and is made up of members of the secretary's staff, the five Directors of the Department of Education Sections (see page 2 above), the Education Directors of the six Divisions in NWFP, DEOs, principals of the GCETs, representatives from FATA, and other selected members - 60 to 70 participants in total. The council meets once a year for two to three days. This meeting is traditionally held in late July so that decisions can be made and needed actions taken before the opening of GCETs in September.

50% of the total number of places in each GCET are reserved for members of special groups, while the other 50% are filled on merit. 5% of the places reserved for special groups are allocated for minority students, 5% for ex-service men, 5% for children of the military, 5% for the children of Education Department employees, 20% for the children of teachers, 9% for untrained in-service teachers, and 1% for disabled candidates. All candidates must be residents of NWFP. Until 1990, the Chief Minister had a quota of 25% of the merit candidates to appoint as he wished, but this quota has recently been abolished.

Appointments to GCETs from both the "quota" and the "merit" groups are heavily influenced by political and personal pressure. Often students who gain admission through these means may simply be searching for a secure job rather than expressing a sincere commitment to teaching. Such "political" candidates are often appointed after the academic year has started, some arriving at the college after as much as half of the year has passed; and many have poor attendance and show little interest in their studies. This may also be true for students who have secured their places through cheating on exams or through payment for acceptance in a college - both common practices.

Sometimes a quota of students which is allotted for a given district by the Teachers Coordination Council cannot be filled by candidates from that district, in which case candidates from other districts are chosen. This happens most frequently in far flung areas. First division Matric graduates have to be appointed to GCET places first. If a remote district runs out of first division graduates, instead of appointing its own second division graduates, it must appoint first division graduates from another district.

GCETs are directly supervised by the Director of the Curriculum Bureau. The Director may or may not be accompanied by the CB staff member in charge of GCETs. More rarely, this staff member visits GCETs alone. In theory, the purpose of these visits is to conduct both administrative and instructional supervision. The specific activities to be accomplished during these visits are not officially stated, but the EEC Chief Instructor surmised that the objectives of such visits are to:

- "Resolve administrative issues,
- Provide professional guidance,
- Evaluate the work of the college,
- Meet with the staff members of the college to hear and resolve their problems,
- Assess staff needs,
- Assess physical facilities."

Such visits occur on an irregular schedule and tend to be somewhat perfunctory in nature. True quality control is not exercised, and an "academic review" designed to ascertain the quality of instructor performance or student use of knowledge and skills acquired does not occur. CB staff say that all GCETs are visited at least four times a year, but GCET personnel report much less frequent visits.

GCET curriculum design and content have traditionally been provided by the Curriculum Wing at the federal level. However, recently this power has been shifted to the provinces, at least so far as developing assessments of student performance is concerned. The current PTC curriculum was developed in 1983 and

covers 39 weeks of work, including 6 weeks of teaching practice divided into a 2 week session and a 4 week session. The courses required for a PTC degree are:

- Principles of Education and Methods of Teaching
- Child Development and Counseling
- School Organization and Classroom Management
- Language and Methods of Teaching
- Mathematics and Methods of Teaching
- Science and Methods of Teaching
- Social Studies and Methods of Teaching
- Islamiyat/Islamic History and Methods of Teaching
- Arts and Practical Arts and Methods of Teaching
- Health and Physical Education

The last seven of these courses are each approximately equally divided between subject matter content and instructional techniques for presenting this content.

Textbooks for these courses are produced by the NWFP Textbook Board. The Board says that many copies of texts are published and that they are always readily available. Some GCET principals disagree, saying that the market for these texts is small and, therefore, that the Board does not bother to insure either their production or distribution.

Principals of GCETs are Basic Pay Scale (BPS) grade 18 officers and instructors at GCETs are BPS grade 17 officers. Occasionally personnel at higher grades serve in these positions on a "pro tempore" basis. Appointments of GCET staff were made by the Director of Education (Schools); but with the recent bifurcation of this Directorate into the two Directorates of Primary Education and Secondary Education, the power to appoint new GCET staff has been assigned to the latter. Transfers of such staff will also be made by the Director of Secondary Education, but must be approved by the Director of the Curriculum Bureau. Almost all appointments to GCET staff are "move over" appointments of personnel already at BPS grade 17; few are promotions from within the ranks of the schools cadre. Since the highest BPS grade that a primary school teacher can attain is grade 10, primary teachers have no hope of moving to this level.

Qualifications of GCET staff are similar to those of the CB and EEC staff. All GCET principals and instructors have B.A./B.Sc. and B.Ed. degrees and many have M.A./M.Sc. and M.Ed. degrees. All instructors have been secondary school teachers and most have been secondary school principals. Very few have been primary school teachers, although some may have worked in DEO's or SDEO's offices and had supervisory or other duties connected with primary schools. While the Curriculum Bureau and Education Extension Center are supposed to organize in-service training courses for GCET faculty, such courses are rare and attendance is

sporadic. When new faculty members join a GCET, they receive no training for their jobs. GCET principals and faculty report that they have no chance to meet with colleague principals and faculty from other GCETs to discuss issues and problems of mutual professional interest.

All GCETs, no matter what their enrollments, have the same number of faculty. Thus in some colleges the instructors are overworked and in others they are underworked. Whatever the need for teachers may be, students are assigned to GCETs in class blocks consisting of approximately 40 students per block. Therefore, if 60 teachers are needed, either 40 or 30 teachers are trained. Enrollments in many GCETs are restricted by lack of classroom space. Dining rooms or other unsuitable areas may be forced into use as classrooms. And this may occur in buildings where there are closed and unused rooms, rooms used for storage, or rooms full of broken and useless furniture which has been taking up valuable space for many years.

Most GCET instructors are at the end of a career, and this is shown by low motivation and routine job performance. Many state that they would prefer to return to secondary schools. All use the lecture/memorization method of instruction in their classes, and few introduce liveliness or innovative elements into their lessons. Emphasis in these lessons is on the theoretical and abstract rather than on the practical and concrete, and there is little evidence of activities or other types of active or participatory learning. Even simple question and answer sessions are relatively rare. GCETs give some instruction in the use of A-V aids. However, techniques learned at the GCETs are seldom used in primary schools due to lack of equipment and budget as well as lack of incentives for their use. Each GCET has a library and science laboratory. Both are minimally equipped and only sporadically used. In many GCETs the laboratory is not used at all.

This is a brief overview only of the current situation of GCETs in NWFP. Readers desiring more detail are referred to Survey of Teacher Training, the British Council's April 1988 detailed report on the status and problems of teacher training in all provinces of Pakistan and to Primary Teaching Certificate Program in NWFP, Huma Nauman's in-depth description of the functioning of two GCETs in Peshawar. Both books are available through the Directorate of Primary Education NWFP in Hayatabad.

II. THE EDUCATION EXTENSION CENTER AND THE IN-SERVICE GCETS

NOTE: Currently the Education Extension Center's in-service teacher training activities are restricted to the secondary level. The operations of the Center are reviewed here because they are not covered in other PED Program documents and because, should they become involved in primary level in-service training in the future, it will be desirable to understand their structure and procedures.

The Education Extension Center (EEC) of the NWFP was established in 1964. Its Chief Instructor is its head officer. The Chief Instructor reports to the Director of the Curriculum Bureau who, in turn, reports to the Secretary of Education. (See Organization Charts on pages 2 and 3)

The Center's operating budget in 1990-1991 is Rs. 898,778 (approximately \$41,400). Its budget for training courses is embedded in the budget of the Curriculum Bureau. The in-service training budget of the Bureau is Rs. 2,200,000 (approximately \$100,000). This figure includes both the short term and reorientation (refresher) training. (See above.)

The mission of the EEC is to provide in-service training courses to secondary school teachers (classes 6 through 10) and to DEOs, SDEOs, ASDEOs, secondary school headmasters/mistresses, and GCET faculty. This mission has not changed in the memory of the previous Chief Instructor and staff. The Chief Instructor stated the EEC's mission (again as speculation from memory rather than from an official document) as:

- "To help working teachers to refresh their knowledge.
- To develop teacher skills in order to improve classroom teaching.
- To enable teachers to formulate instructional objectives for their lessons.
- To enable teachers to prepare valid achievement tests.
- To change teacher attitudes towards accepting innovation and change in the field of education."

The Chief Instructor said that job descriptions for EEC staff members exist, although they could not be found at any of the times he was interviewed.

The following are the number of people trained by the EEC in the past eight years:

| <u>Year</u> | <u>Trainees</u> |
|-----------------|-----------------|
| 1982-1983 | 323 |
| 1983-1984 | 205 |
| 1984-1985 | 221 |
| 1985-1986 | 213 |
| 1986-1987 | 200 |
| 1987-1988 | 40 |
| 1988-1989 | 506 |
| 1989-1990 | 358 |
| 8 YEAR TOTAL | <hr/> 2066 |

The fluctuations in numbers are due to budget changes and to the designation of secondary schools, on an ad hoc basis, to offer some of the training. The Chief Instructor says that the sudden increase in 1988-1989 is due to his lobbying the Curriculum Bureau for more budget and more courses. Twelve courses were given in 1989-1990. Approximately fifty participants are chosen by DEOs and invited to attend each course, but average course enrollment is only around thirty.

All trainees are from the NWFP. About 80% of these trainees are secondary school teachers; and about 20% are DEOs and their staff, secondary school heads, and GCET faculty. The secondary teachers are trained in the content and methodology of various subjects taught in the secondary school curriculum. The emphasis of this training is on changes in content and methodology required by the federal Curriculum Wing or by the provincial authorities. DEOs and their staffs and secondary heads are trained in management and administrative supervision. GCET faculty are trained in pedagogy. Courses are offered for both men and women, sometimes separately, sometimes in integrated groups. Less than 20% of the trainees are females. All training courses generally last from one to three weeks and are held at the center facilities which contain classrooms, a hostel, and a library. The library, however, is small and little used. Sometimes courses are jointly sponsored with the Curriculum Wing, the Aga Khan Foundation, or other organizations.

The Curriculum Bureau controls the courses which the EEC offers. "They are the planners, we are the implementors," said an EEC staff member. The EEC staff can propose courses which

they feel should be given, but the Bureau is not obligated to accept these proposals. Last year, out of the twelve courses held, three were proposed by the EEC staff. Traditionally, however, the EEC staff is not invited to discuss the subject or topics of course offerings with the Bureau. Neither the Bureau nor the EEC conducts a needs assessment to determine type and number of courses to be offered by either organization. However, once a course to be given by the Center is approved by the Bureau, the EEC is in charge of all aspects of the course, including content, materials, methodology, instructors, and logistics. The Bureau, with the help of DEOs, chooses who should attend the EEC courses. The Center staff say that sometimes headmasters/mistresses refuse to give permission for their teachers to attend these courses. Sometimes this is because there is no one to cover the absent teacher's classes and sometimes it is for political or other reasons.

The staff of the EEC currently consists of a Chief Instructor (grade 18), six instructors (grade 17) and a librarian (grade 16). Four of these are men and four women. One other instructor position is now vacant. In addition, there are 17 non-professional staff. The qualifications of the professional staff are either B.A./B.Sc. or M.A./M.Sc. plus a B.Ed. (two have M.Ed.s, as well). All have had experience as secondary teachers, and most have also been secondary headmasters/mistresses. None has had experience at the primary level. Since the inception of the Center there have been 14 Chief Instructors, all of whom have been males. The average tenure of the staff, excluding the Chief Instructor, is only a little over two years. Of the seven current instructors, six are specialists in science or in science/math. The seventh specializes in English and social studies. This ratio reflects chance rather than design, as the courses the EEC offers can be in any subject. "We are all generalists here," remarked the Chief Instructor. Another instructor commented that appointments to the EEC were not made according to its needs.

The EEC is often described as an "In-Service Teacher Training Center." Two of the GCETs listed on page 2 above are also described in this same manner. These are the GCET In-Service (Male) at Gulbahar (Peshawar) and the GCET In-Service (Female) at Charsadda Road (Peshawar).

Despite the institution's title, the GCET In-Service (Male) trained no in-service teachers in 1989-1990 or in 1990-1991. This change in role was decided by the Teachers Coordination Council in their yearly meeting. Instead, all their students were regular pre-service PTC or CT students. In 1990-1991 126 PTC students were trained there, in addition to CT students. In 1988-1989 only three month in-service short courses were offered. In that year 74 PTC students were graduated from these courses, in addition to CT students. In years previous to 1988-1989 both

standard reorientation (refresher) courses and the three month in-service short courses were offered to both primary and secondary teachers, mainly to the former.

Training in the GCET In-Service (Female) follows a somewhat similar pattern. In the past four years this institution has trained the following number of pre-service teachers in a standard nine month PTC course: 1987-1988 - 89 teachers; 1988-1989 - 117 teachers; 1989-1990 - 80 teachers; and 1990-1991 - 80 teachers. CT teachers were trained in each of these years also. In 1989-1990 30 in-service teachers were trained during vacation periods in the standard three month PTC short course, but this course has not been offered at other times during this four year period, except to CT students. This PTC short course is currently (summer of 1991) being offered again. 43 students were assigned to this course, but only 17 registered. The staff of the GCET professed to have no idea why the others did not appear. No reorientation courses were offered to primary teachers during this four year period. Thus the GCET In-Service (Female) also functions mainly as a "regular" pre-service GCET rather than as a special in-service institution. The principal said that she preferred it this way since "this keeps the faculty busy."

III. OTHER TEACHER TRAINING PROGRAMS

A) The Field Based Teacher Development Project

Sponsored by the Aga Khan Foundation and administered by the Aga Khan Education Services, the Field Based Teacher Development Project (FBTD) began in the Northern Territories of Pakistan in 1984 as a unique school-based apprenticeship teacher training system. It has trained 320 uncertified in-service primary teachers since that date. This training has consisted of assigning ten trainees and two Master Trainers for one academic year to middle and secondary schools which have been converted to FBTD centers. Trainees are grouped in pairs, each trainee teaching three periods per day and observing another trainee for the remaining three periods. Teaching is also observed on occasion by a Master Trainer who discusses progress and problems with the trainees at the end of the school day. These discussion sessions also include instruction in subjects covered in the Primary Teaching Certificate (PTC) examination which trainees take as private students at the end of the training period. Master Trainers also give demonstration lessons and report on trainee performance to the program's head office. Teaching manuals have been developed which provide student activities and content in PTC subjects, and two-week refresher courses are given in vacation periods to graduates of the program by selected Master Trainers. The focus of the training is on the daily practice of active teaching methods which emphasize student centered learning and use of the local environment.

The FBTD program is one of the few examples in Pakistan of attention to quality concerns as opposed to quantity concerns in teacher training. The Project was evaluated in 1987 by the National Institute of Psychology at AIOU and in 1990 by the German Foundation of International Development. Both evaluations were essentially positive, although they pointed out problems with standardizing the program, the training and performance of Master Trainers, the lack of truly active teaching methods, the lack of sufficient subject matter content knowledge by the teachers, and poor follow-up procedures once participants have graduated.

B) The Allama Iqbal Open University PTC Course

Allama Iqbal Open University (AIOU) began in 1974 in order to provide education to those who lived in remote areas, especially the poor who lacked other educational options. Its NWFP provincial office is in Peshawar. The AIOU PTC course

began in 1979. It now enrolls approximately 450 students (usually in-service primary teachers) per year in the NWFP, approximately 33% of which are female. The main topics of the AIOU PTC syllabus are the same as those for the regular PTC course offered in the GCETs, but specific content may differ somewhat in the two versions. The cost to the student for a full AIOU PTC course is approximately Rs. 1000 per semester.

The AIOU PTC course is organized around self-study books and lessons based on these books, tutors, study centers, and workshops. Students complete assignments based on the self study books and send them to "correspondence" tutors. The tutors mail them back with comments and corrections. Each student has two tutors and sends approximately one assignment a month to each tutor. Students and "study center" tutors meet for an hour and a half every two weeks in study centers to discuss the assignments and to clarify unclear points. However, these class meetings are optional, and it is estimated that about 50% of the PTC candidates attend them. This "correspondence" phase of the PTC program is followed by a "workshop" phase. The workshop phase consists of 6 weeks of full-time (5 hours per day) work. In the first two weeks the students participate in model lessons given by the tutors, discuss the lessons and analyze the lesson plans used; and each student prepares 30 lesson plans of his or her own. During the next 4 weeks the students return to their own schools as full-time teachers and use the 30 lesson plans. During this period the ratio of students to tutors is reduced to 10 to 1 by adding "co-tutors" or "supervisors." This augmented staff supervises the students' "practice" teaching.

The AIOU PTC program takes 12 months to complete. It is divided into two semesters or correspondence periods and one workshop period. The correspondence period consists of four courses, and each course is divided into four assignments. The first semester begins approximately April 1 and lasts 4 1/2 months. During this period two courses (eight assignments) are completed. An exam covering these two courses is held in October. Meanwhile, the second semester (also two courses/eight assignments) begins approximately September 15 and also lasts 4 1/2 months. The exam for the second semester courses is held in March. Students are given three chances to pass all exams. The workshop period falls between the end of the second semester and the March exam.

In order to receive a PTC certificate a candidate must earn a total of five credits. Four credits are awarded for the correspondence phase and one credit is awarded for the workshop phase. The written assignments are weighted 40% and the exams 60%. A candidate who does not receive all credits is dropped from the course, but is encouraged to reapply the following year.

Dropouts from the program are few, and approximately 70% of the candidates graduate.

IV. ANALYSIS

Despite the hard work of a number of dedicated educators, the present pre-service and in-service program for primary teacher training does not serve the needs of NWFP. It is deficient in both its quantitative and qualitative aspects. Options for the organization of future training efforts are presented in the next section. Here it is sufficient to point out that changes in the system should be made.

The World Bank estimates that, including all expenditures connected with GCETs, it costs twenty-five times as much to educate a person for the nine months of a PTC degree as it does to educate this person for all the ten years of primary, middle and secondary education. A study done by the BRIDGES Project of Harvard University shows that a year of PTC training, despite its high cost, does not enable teachers who have this training to increase the achievement of their students, whereas teachers with academic training beyond the Matric (F.A./F.Sc.) are able to do so.

The Curriculum Bureau does not produce any curriculum as such and provides only organizational and administrative functions for its teacher training activities. The Educational Extension Center trains no primary teachers and only limited numbers of secondary teachers and other educational personnel. The GCETs train inadequate quantities of teachers, and mechanisms for distributing teachers to where they are most needed do not work. Children in remote areas and female children are not well served. The training given by all institutions is mechanical and repetitive in nature and not generally of high quality. Instructional techniques using rote memory predominate at the expense of active methods which emphasize activities, higher level thinking skills, and affective concerns. The staff at all institutions is usually underutilized and often somewhat dispirited. No institution has a clear description of its functions or enthusiasm for improving its performance. None is adequately supervised. Physical facilities are poor. In effect, there is no in-service training program in existence for primary teachers. What courses exist are piece-meal in nature, poorly planned and implemented, reach only a very small minority of teachers, and reach them only on an irregular basis.

While dedicated and hard working educators exist at all levels in NWFP, the energy, confidence, determination, skills, and motivation - as well as sufficient finances - needed to provide effective pre-service and in-service training for primary teachers in a province as large and varied as the Northwest Frontier is presently lacking. Well planned and aggressive new policies are needed to insure that this training is provided in a timely and effective manner.

V. OPTIONS FOR THE ORGANIZATION OF TEACHER TRAINING

PRE-SERVICE TRAINING

OPTION NO. 1 - RETAIN PRESENT ORGANIZATION

SUB-OPTION A - Institute No Changes

Description:

All characteristics of the present organization and system are retained without change. The "status quo" is maintained in all respects.

Characteristics:

- All pre-service training continues to be inadequate. A system which is ineffective and which does not serve the province's needs is retained.
- There is no transition to a new system, so there are no transition problems.
- Costs continue to be low.
- Control remains centralized and far from the locations of GCETs and primary teachers.
- Connections between pre-service and in-service training remain weak, as do connections among training, supervision, curriculum design and materials development.
- Numbers of personnel continue to be inadequate and personnel continue to be undertrained for their jobs.
- Badly needed creativity and new ideas do not enter the system.

SUB-OPTION B - Retain Old Structure and System but Increase Budget, Staff, and Training for Staff

Description:

The structure and organization of the present system are retained; but new budget and new staff are added, as is training for this new staff.

Characteristics:

- Resources and expertise are available to create needed change.
- Present structure and organization are maintained, so transition problems are minimal.
- Costs are increased.

- Operations remain centralized and remote.
- Resources are available to improve the connections among pre-service, in-service, supervision, curriculum, and materials.

OPTION NO. 2 - ASSIGN TO DIRECTORATE OF PRIMARY EDUCATION

SUB-OPTION A - Control from DPE in Peshawar

Description:

Pre-service teacher training is organized under the Directorate of Primary Education, and control of this training is located in the DPE offices in Peshawar. New budget, staff and training are provided.

Characteristics:

- Primary pre-service teacher training is located close to the other services provided to primary schools.
- Training and planning for training is located close to other educational planners.
- The changes involved are considerable and take time and effort to accomplish.
- Costs are increased due to both the changeover to the DPE and to the new staff and staff training required.
- Resources are available to improve the connections among pre-service, in-service, supervision, curriculum, and materials.
- Activities remain centralized.

SUB-OPTION B - Control from DPE through DEO Offices

Description:

As in 2.A, except that control is decentralized to the various DEO (both Male and Female) offices in each district.

Characteristics:

- Control is located close to where specific problems of training and primary teaching can be identified, analyzed and solved.
- Control is located far from where curriculum and materials are developed.
- Effective supervision of GCETs is easier and less expensive.
- The changes involved are considerable and take time and effort to accomplish.
- Start up, staffing, and staff training costs increase.
- Numbers of trained personnel needed for effective operation are more likely to be available.

OPTION NO. 3 - CREATE NEW ORGANIZATION

Description:

A new organization is constituted and given authority, budget and staff to organize and conduct pre-service teacher training.

Characteristics:

- A fresh start is provided which is free from the legacy of the past and is not involved in present educational or political controversies.
- Considerable time is required to obtain all the necessary permissions and approvals.
- Except for a few additional start up expenses, costs are approximately the same as in options 1.B and 2.A.
- The new organization might or might not be centralized.
- Closer links among training, curriculum, materials, and supervision can be built into the system, as can a mechanism to respond to teacher needs.

IN-SERVICE TRAINING

OPTION NO. 4 - RETAIN PRESENT ORGANIZATION

A. Institute No Changes

Description:

All characteristics of the present organization and system are retained without change. The "status quo" is maintained in all respects.

Characteristics:

- Present in-service training at the primary level is, for all practical purposes, nonexistent and remains so. A system which is ineffective and which does not serve the province's needs is retained.
- There is no transition to a new system, so there are no transition problems.
- Costs continue to be low.
- Control remains centralized and far from the locations of GCETs and primary teachers.
- Connections between pre-service and in-service training remain weak, as do connections among training, supervision, curriculum design and materials development.

- Numbers of personnel continue to be inadequate and personnel continue to be undertrained for their jobs.
- Badly needed creativity and new ideas do not enter the system.

SUB-OPTION B - Retain Old Structure and System but Increase Budget, Staff, and Training for Staff

Description:

The structure and organization of the present system are retained; but new budget and new staff are added, as is training for this new staff.

Characteristics:

- Resources and expertise are available to create needed change.
- Present structure and organization are maintained, so transition problems are minimal.
- Costs are increased.
- Operations remain centralized and remote.
- Resources are available to improve the connections among pre-service, in-service, supervisor curriculum, and materials.

OPTION NO. 5 - CONTROL FROM DPE IN PESHAWAR

Description:

In-service teacher training is organized under the Directorate of Primary Education, and control of this training is located in the DPE offices in Peshawar. New budget, staff and training are provided.

Characteristics:

- Primary in-service teacher training is located close to the other services provided to primary schools.
- Training and planning for training is located close to other educational planners.
- The changes involved are considerable and take time and effort to accomplish.
- Costs are increased due to both the changeover to the DPE and to the new staff and staff training required.
- Resources are available to improve the connections among pre-service, in-service, supervision, curriculum, and materials.
- Activities remain centralized.

OPTION NO. 6 - JOINT CONTROL THROUGH DEO OFFICES AND THE GCETS

Description:

Control is decentralized to the various DEO offices (Male and Female) in each district and is jointly exercised with the principals of the GCETs and, through them, to the organization controlling them (see pre-service choices to be made above).

Characteristics:

- Depending on which organization is given control of pre-service training, the possibility of reporting to two different heads occurs. Such reporting is always awkward and often inefficient.
- Unites the groups potentially most interested in and relevant to in-service training.
- Can help build the crucial link among in-service training, pre-service training and supervision.
- Can help make the supervision of teachers more efficient and effective, and less expensive.
- Directly involves the GCET faculty in in-service training and aids them in their own professional development.
- Major changes are necessary which are costly in terms of time and money.
- Control is located close to where specific problems of training and primary teaching can be identified, analyzed and solved.
- In-service training can more easily respond to specific teacher needs as identified in the field.
- Numbers of trained personnel needed for effective operation are more likely to be available.

OPTION NO. 7 - CREATE NEW ORGANIZATION

Description:

A new organization is constituted and given authority, budget and staff to organize and conduct in-service teacher training.

Characteristics:

- A fresh start is provided which is free from the legacy of the past and is not involved in present educational or political controversies.
- Considerable time is required to obtain all the necessary permissions and approvals.
- Start up costs for a new organization may be high, but total costs are not likely to be higher than those involved in Options 4.B and 6.
- The new organization might or might not be centralized.

- Closer links among training, curriculum, materials, and supervision can be built into the system, as can a mechanism to respond to teacher needs.

As can be seen from these options, any method of organizing pre-service and in-service teacher training can be judged according to the following criteria:

1. Change in the system. Change requires time, money, training, bureaucratic procedures and approvals, and other complications. In order to be worthwhile, change must bring clear benefits.
2. Ability to support creativity and new ideas. Present systems of pre-service and in-service teacher training are not successful. An organization and structure which does not change the "status quo" cannot serve the needs of the province.
3. Costs. Money is scarce and must be saved whenever possible. Costs of new staff salaries, staff training, new office space and equipment, transportation, TA/DA, etc. must be carefully calculated when decisions among options are made.
4. Centralization/Decentralization. Centralized options are located far from where most primary teaching and training occurs; however, relevant personnel are usually close together. Decentralized options can be closer to where specific problems of teaching and training can be identified, analyzed and solved; but administrative control and supervision can be more difficult because they involve personnel who are scattered.
5. Personnel. Quality pre-service and in-service teacher training requires a large number of trained and dedicated people. Too few trained personnel are presently assigned to these tasks. An option which does not provide for adequate numbers of personnel to complete the tasks assigned cannot succeed.
6. Training. Since present systems of pre-service and in-service teacher training are not working well, it must be assumed that any new system chosen will contain new tasks and duties. Personnel will not perform such new tasks and duties properly unless they are trained to do so. Any option chosen, in order to be successful, must contain adequate provision for personnel training.
7. Coordination. Presently the areas of pre-service teacher training, in-service teacher training, supervision, curriculum design and educational materials development work largely in isolation from each other. No system can expect to meet the needs of students when this is so. Any option chosen, in order to be successful, must contain a mechanism to help coordinate the actions of these various groups.

8. Responsiveness. Effective training systems must be built on the needs of the people to be trained - in this case primary teachers. Any option chosen must be able to identify, analyze and respond to such needs.

9. A "fresh start." Educational and political controversies regarding teacher training organization and procedures are a legacy of the past. The extent to which these can be avoided and a fresh start made must be included as a criterion for choice among options.

VI. SUGGESTED PROCEDURE

Decisions regarding the future organization and functioning of pre-service and in-service teacher training will be extremely important for the development of education in NWFP. These decisions will be complex and will need to take into account many factors. Thus, they must be made at a high level and must involve those people whose work will be most affected by them.

A method to accomplish this would be to set up a Teacher Training Steering Committee. This committee would be chosen by the Secretary of Education and chaired by this official. It would consist of representation from at least the following key institutions:

Directorate of Primary Education
Curriculum Bureau
Education Extension Center
Directorate of Secondary Education
Primary Education Development Program Technical
Assistance Team

Distinguished educators and other appropriate persons could be added to the committee as well, although the committee will be a working committee and not an honorary one and will need to make important decisions rapidly, so it should not contain so many members that it cannot do its work quickly and efficiently.

The duties of this committee would be to:

1. Review and analyze the present report,
2. Obtain additional information, as needed,
3. Make decisions regarding the organization, procedures and evaluation of pre-service and in-service teacher training,
4. Gain approval for these decisions from the responsible authorities,
5. Oversee the implementation of these decisions,
6. Evaluate the progress of teacher training, and
7. Review, revise and update these decisions based on the needs revealed by this evaluation.

The need for effective teacher training is urgent. This committee should begin work as soon as possible and should institute new organization and procedures for teacher training as soon as is feasible.

VII. CURRENT SITUATIONS WHICH A PLAN FOR TEACHER TRAINING MUST ADDRESS

Whatever options are chosen for the organization and structure into which pre-service and in-service teacher training activities will fit, certain situations must be addressed. If they are not addressed, any new organization and structure may fail to deliver an improved training program. When taken all together, these situations may seem rather bleak and pessimistic. They are not meant to be so. They are simply meant to be a statement of issues to be handled so that progress can be made. These situations are:

1. General

- There is no planned program of in-service training for primary teachers
- There is no needs assessment to ascertain what gaps there are in primary teachers' knowledge, skills, and attitudes
- There is too little articulation between pre-service and in-service teacher education and between both of these and the supervision of primary teachers
- There is no Master Plan which outlines pre-service and in-service needs, both in terms of quantity and quality
- There is no meaningful research and development done in the area of teacher training

2. Curriculum Bureau / Education Extension Center

A) STRUCTURE

- There is no overall training framework into which the activities of the CB/EEC fit
- There is no clear statement of the purpose and duties of the teacher training segment of the CB/EEC
- The CB/EEC has inadequate job descriptions for its personnel involved in teacher training activities
- There is a lack of articulation with other groups doing related or complementary tasks

- The CB/EEC's performance is ineffectively supervised

B) STAFF

- The number of CB/EEC professional staff engaged in teacher training is inadequate
- The recruitment of CB/EEC staff engaged in teacher training is not according to the purpose, duties and needs of the organization
- The in-service training for CB/EEC staff engaged in teacher training is inadequate
- There is a complete lack of CB/EEC staff with primary level experience
- Appointment to the CB/EEC is not part of a career ladder
- The turnover in CB/EEC staff is dysfunctional to the purpose, duties and needs of the organization
- With the current lack of incentives and motivation, the CB/EEC staff engaged in teacher training has little reason to want to do a good job
- The EEC staff has little ability to influence the courses they are required to offer

C) COURSES

- The courses given fit into no overall plan or design
- There is no needs assessment for courses to be given
- The evaluation of courses given is lacking
- Courses are not adequately monitored and supervised
- Participants in courses are sometimes chosen for political reasons or as a favor for services rendered
- Some participants chosen for courses do not attend them

D) FACILITIES

- The library and A-V holdings are inadequate and largely unused

E) BUDGET

- The budget for communication and transportation is inadequate given the removed location of the CB/EEC and their supervisory functions
- There is a lack of a discretionary budget for R & D work

3. Government Colleges for Elementary Teachers

A) CURRICULUM AND MATERIALS

- The curriculum needs to be less theoretical and abstract
- Textbooks and teaching materials need updating
- A sufficient supply of textbooks needs to be assured

B) FACULTY

- Faculty members need to be selected who are more appropriate for the duties to be performed
- Faculty members need to be motivated and need a reward system for good performance
- Appointment to a GCET needs to be part of a recognized career ladder
- Faculty members need in-service training
- Faculty members need regular supervision which is instructional as well as administrative

C) BUDGET

- A discretionary budget for R and D is needed

D) STUDENTS

- Student intake based on data and on district needs is required
- Student intake based on merit only should be instituted

- Follow-up of student performance and careers after graduation is needed
- Class size is generally too large and students are usually overcrowded

E) FACILITIES

- More hostel space is needed, and more classroom capacity may be needed at certain institutions
- Buildings are frequently old, inadequate, in disrepair, and sometimes contain unused or locked rooms
- Libraries and laboratories need more and more appropriate equipment
- Faculty members need training in how to use libraries and laboratories
- Broken furniture is often stored in rooms, even when more classroom space is needed
- Previous plans to attach "Teacher Resource and In-Service Training Centers" to some or all GCETs may need to be activated

ENDNOTE

An earlier, shorter draft of this report is on file under the title "Teacher Training Activities in The Curriculum Bureau and The Education Extension Center, NWFP." In this earlier version, the report formed one part of the "Curriculum Bureau Organizational Study," Activity 2.3.1.1 in the 1990-1991 NWFP Annual Work Plan. This Curriculum Bureau Organizational Study was split into two parts when it was realized that the Curriculum Bureau was engaged in more teacher training activities than curriculum and materials development activities. The companion piece to this earlier draft, which covers the organization of the Bureau itself and those of its activities focused on the design and development of curriculum and educational materials and on research connected with this design and development, is authored by Dr. Mona G. Habib, Curriculum Specialist in the PED Program, and is currently in preparation.

When the 1991-1992 NWFP Annual Work Plan was written in May 1991, a new activity was included. This is activity 4.3, "Plan for the Revision of the Administration and Organization of Teacher Training." A necessary sub-activity, which gives the background situation and data on which such a plan can be built, is the production of a more complete version of the 1990-1991 "teacher training half" of the Curriculum Bureau Organizational Study. This present document constitutes that more complete version.