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Process evaluation of in-service teacher professional development and classroom practice

Teacher Inquiry Groups (TIGs) and the Daily Reading Lesson Plan (DRLP)

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Evaluation Report

Process evaluation of in-service teacher professional development and classroom practice: Teacher Inquiry Groups (TIGs) and the Daily Reading Lesson Plan (DRLP)

Component-1 of USAID-funded Pakistan Reading Project (PRP)

Submitted by:
Institute of Social and Policy Sciences

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Executive Summary

Introduction

The Pakistan Reading Project (PRP) is one of the largest investments of USAID in the education sector of Pakistan. The project's theory of change is that student reading outcomes can be improved through multipronged interventions that include: (1) improved classroom practices; (2) policies and systems that support reading; and (3) increased community-based opportunities to practice reading outside of school. In order to improve classroom practice, the PRP is strengthening the capacity of 23,800 teachers across Pakistan to teach reading. To that end, the PRP is training teachers to implement the Daily Reading Lesson Plans (DRLPs – developed by PRP) for teaching reading effectively, and engaging small groups of teachers in monthly-structured, topic-based Teacher Inquiry Groups (TIGs). The DRLPs and TIGs are innovative interventions within the context of Pakistan, requiring teachers to learn together in a novel manner and teach reading in ways they have never taught before. At the time of this study (November 2015), the cohort of teachers had participated in one five-day face-to-face training (January-February 2015), introducing teachers to the PRP's reading approach, the teaching/learning materials, and the TIGs. Subsequently, the teachers participated in six to eight TIGs and received a minimum of one school-based support visit.

Evaluation Overview

The process evaluation, on which this report is based, is a descriptive study looking at fidelity of the program's implementation, mainly adherence to the DRLPs and TIGs (the interventions); and teachers' responsiveness in terms of participation and confidence in the interventions to improve reading. *Its purpose is to understand the extent to which the participating teachers are implementing the DRLPs and TIGs as designed.* Process evaluation results inform the future implementation of the DRLPs and TIGs. Results also provide information about aspects of the DRLPs and TIGs that need to be refined, revised and/or adapted to local contexts; and in some cases – where we ask specific questions – suggestions and/or strategies for improving the interventions. PRP program managers and developers will use the results to strengthen the teaching/learning materials and in-service professional development with the intent of directly impacting classroom teaching.

The current report documents DRLP and TIG activities as happening at sample sites and their progress toward PRP's intended implementation goals. It also identifies issues of implementation that PRP may want to consider in its future planning and course correction. Specific research questions for this evaluation, as specified by the ToRs, are as follows:

1. What is the degree to which TIGs and the DRLPs are implemented as designed (fidelity of implementation)?
2. What are stakeholders' perceptions about TIG materials, structure, monitoring and support, and ability to implement learned skills?

There were six distinct primary data collection activities employed for this evaluation. For two of these activities, the evaluation team observed 33 TIG sessions, and 66 DRLPs through observation checklists. For three activities, self-reporting surveys were conducted with TIG members, PRP staff, and Urdu literacy teachers (also TIG members). For the final activity, six Focus Group Discussions (FGDs) were conducted in the six regions of interest.

Key Findings and Recommendations

PRP is addressing key areas of pedagogy of Urdu literacy with a research-based approach and providing teachers with valuable assistance through the implementation of TIGs and DRLPs. On the basis of a systematically conducted process evaluation, this report provides an objective appraisal of the degree to which activities are being conducted as designed and intended. The following paragraphs provide a summary of the degree of fidelity of implementation. For a detailed analysis of findings, please refer to the section on Findings and Discussion.

TIG: Fidelity of Implementation

Overall, more than half of TIG facilitators, mentors and teachers performed their roles as defined; and more than half of teachers implemented the DRLP with fidelity, except for the evaluation activity that comes at the end of each lesson. Fidelity research suggests that the more complex the intervention, the lower the fidelity in the initial year of implementation. Given that TIGs and the DRLPs require stakeholders to teach and learn together in new ways, the overall results are positive. Some summary statistics are given below.

1. *Among observed TIGs (n=33), 48% implemented module 07 (Phonics II); 48% covered module 08 (fluency); and 3% covered module 09 (writing to read). All TIG members, without exception, had TIG modules during the meeting, and majority of the TIGs, i.e., 88% had teacher attendance between 76% and 100%.*
2. *82% of facilitators (n=27) performed their role as defined during TIG meeting, i.e., they were seen performing on three or four indicators out of the four indicators.*
3. *90% of mentors (n= 28) performed their role as defined during TIG meeting, i.e., they were seen performing five or more indicators out of the ten indicators.*
4. *73% of teachers (n=118) performed their role as defined during TIG meeting, i.e., they were seen performing on four or more of the seven indicators.*

DRLP: Fidelity of Implementation

5. *77% of teachers (n=51) were prepared for delivering the daily reading lesson plan in class, i.e., they performed on all three indicators.*
6. *76% of teachers (n=50) were implementing Letter of the Day, Key Word – Sound as part of daily reading lesson plan in class(at least four or more out of the seven indicators).*
7. *76% of teachers (n=50) were implementing skywriting (at least four or more out of the seven indicators) as part of daily lesson plan in class.*
8. *61% of teachers (n=40) were implementing text study (at least four or more out of the seven indicators) as part of daily reading lesson plan in class.*
9. *53% of teachers (n=35) were implementing Word Work (at least four or more out of the eight indicators) as part of daily lesson plan in class.*

10. *61% of teachers (n=40) were implementing sight words section (at least five or more out of the nine indicators) of the daily reading lesson plan in class.*
11. *41% of teachers (n=27) were implementing the evaluation activity (one or more out of the three indicators) as part of their daily lesson plan in class.*
12. *70% of teachers (n=46) were reading aloud Big Book activities (one or both indicators) as part of their daily lesson plan in class.*
13. *97% of classrooms (n=64) had learning materials and supplies for practicing daily lesson plan in class.*

Building on the above positive findings, the data also reveals areas that need to be strengthened. DRLP and TIG observations, in addition to FGD and open-ended survey questions, revealed that both TIGs and DRLPs may have too much material to be completed in the allotted time. TIG observations revealed that TIG members are not discussing a number of general teaching competencies such as creating effective lesson plans and student learning outcomes. This may be due to time constraints, or the fact that teachers are not prepared to discuss this. Data from the classroom observations reveals that guiding students to the workbook activities, formative assessments, and assisting and providing specific feedback to students need to be strengthened. Focusing on students through formative assessments and feedback is a higher level teacher skill that PRP teachers may not be ready to tackle.

Perception of Key Stakeholders

General perceptions of stakeholders are very positive, however, the flat positive responses to the self-report surveys and contradicting evidence collected from the focus groups raise questions about the validity of the self-report surveys. Here we present summary findings from the surveys and FGDs. Overall, and according to surveys and FGD, TIG members, facilitators and mentors reported that:

1. They value and appreciate TIG sessions, materials, and activities.
2. TIGs help create a professional learning community, where they can share classroom problems and listen to each other.
3. They appreciate the diversity of techniques they are learning to teach reading; and that the activities engage students.

Areas where evidence was contradictory among the self-report surveys and FGDs include TIG meeting structure, location and duration of meetings. Whereas, the survey reported 90% (n=145) of TIG members strongly agree that the TIG meeting structure is effective, focus group data revealed that meetings are too long, and in some cases, too far to travel. Finally, teacher monitoring and support also revealed contradictory evidence within the survey itself. For example, 98% (n=236) of TIG members reported that they strongly agree with the monitoring and support they received, yet 38% (n=61) of teachers reported that they had not been observed in their classrooms.

Teacher Self-Assessment

Teachers reported continuously using most of the techniques learned through modules 3-6. However, as noted above, self-report data in this context may not be valid, and some of the self-report data are contradictory to the observation data. For example, 91% (n=147) of teachers report displaying the names of students in their classrooms; however, classroom observations revealed that only 24% (n=16) of classrooms had students named displayed. Another mismatch is seen in the use of module 4 (phonemic awareness) where 97% (n=156) of teachers indicate reviewing student's awareness of sounds and phonetics. This is validated by DRLP data where 77% (n=51) of teachers were seen reviewing students practicing letter sounds. Among surveyed teachers, 96% (n=155) reported using a finger under the words during reading, while DRLP observations showed 73% (n=48) of teachers doing that.

However, some of the indicators from TIG module 4 align with observation data. For example, 94% (n=151) of teachers indicate that they separate individual sounds in words. Teacher observation data confirms that 83% (n=55) of teachers tapped individual sounds in words during the DRLP.

Recommendations

Based on data collected from these activities, especially the perception surveys as well as the FGDs, following issues and recommendations emerged. It is to be noted that issues and recommendations in almost all the cases are coming directly from the teachers (in some cases mentors). It is also to be noted that due to flat responses (skewed to one extreme) on perception surveys, the decision to classify an issue 'key' is based on what was reported by teachers through responses to open-ended questions in perception surveys and in FGD settings. The table below presents key areas and issues that emerged from the predominantly teacher focus group data and open-ended survey questions. The recommendations provide PRP with suggested ways to strengthen their work.

Key Areas	Key Issues	Recommendations (Level and Responsibility)
Training/Capacity Development	1. According to I-SAPS' observations, in many cases, Schools Support Associates (SSAs) are not qualified or experienced teachers of literacy, which undermines their role in TIG meetings. 2. In response to open-ended questions in TIG perception survey and FGDs, mentors reported that a weeklong training may not be sufficient to prepare stakeholders to do their jobs. Similarly, the cascade model of training dilutes quality, at least, at the level of the mentors.	a. It is recommended that SSAs should be qualified teachers if not literacy teachers. b. It is recommended that PRP directly trains mentors or develops robust quality assurance mechanisms in place for trainings. PRP may want to look at the duration and content coverage of current training for mentors.
Materials	1. Teachers in the province of KP report the level of Urdu used in modules difficult to comprehend.	a. Consider revising language of modules to ensure they are understandable, especially for provinces where teachers

	2. Teachers report that they are often overburdened at the primary level of schooling. They report that they are often teaching more than one subject and multiple grade levels. They felt that TIG interim activities require a lot of planning time, which they often lack.	speak Urdu as a second language. b. Consider incorporating TIG interim activities in DRLPs.
Recruitment & Roles	1. It was observed, during TIG meetings that some teachers are very passive participants despite constant encouragement by mentors or SSA. 2. Some teachers also shared that trained teachers have been posted to non-TIG schools, which means discontinuity in training. 3. Teachers also mentioned that the literacy modules and DRLPs are very demanding and ask for a lot of preparation prior to the class. These teachers often teach other subjects as well and cannot give disproportionately large amount of time to one subject.	a. It is recommended that PRP recruit only those teachers who are willing and interested to participate in TIGs. b. It is important that the project works with the school departments and ensures that the teacher identified for TIG trainings are not posted until at least they complete their TIG trainings. c. It is recommended that PRP-trained teachers are assigned to teach only Urdu literacy. This may not be practically possible, though, due to unavailability of enough teachers in many schools.
Implementation	1. The typical duration of TIG meetings was 3.5 hours. According to teachers' feedback, this was too long a stretch in the afternoon for many to concentrate. 2. Some TIG meetings are held after school hours, which is a challenge for many participants, especially women teachers who have	a. It may be useful to hold the TIG meetings twice a month for shorter periods of time (e.g., 2 hours) instead of organizing one meeting for 3.5 hours. b. TIG meetings should be held during school hours.

	set routines and commitments to domestic tasks in the afternoon hours. 3. The fact that a number of participants had to reach TIG meetings from other schools posed logistical challenges. In some cases, especially rural areas, it took participants from other schools at least 30-40 minutes to reach the meeting venue.	
Monitoring	*1.* DPMs and RQMs were not seen at any of the TIG meetings	a. It is important that DPMs make random monitoring and support visits to TIG meetings so that they are aware of the issues arising in trainings, and can provide feedback where necessary.

This descriptive study is the first step in understanding fidelity of implementation of the DRLPs and TIGs along with perception data about TIG structure, materials, support and teachers confidence in their ability to implement the PRP reading approach in their classrooms. In essence, it describes "what is happening" in terms of the DRLPs and TIGs, but does not answer the question "why is this something." The next step for PRP could be to design a study that seeks to understand why a phenomenon is or is not happening.

2 Section I: Introduction

This report closely follows the approved structure laid down in the inception report, providing mutually agreed expectations around the purpose and scope of the assignment. The main thrust of the assignment is to structure a constructive appraisal in ways that help the PRP achieve its programmatic objectives through the following: 1) a review of the fidelity of implementation of TIGs from quantitative and qualitative perspectives; 2) a review of the fidelity of implementation of DRLPs; and 3) a review of the perceptions of key stakeholders in relation to TIG materials, structure, monitoring and support as well as participants' confidence in their ability to implement their learning.

The coverage of this assignment is as shown by Figure 1.

Regional Coverage	
Regional Level	 Six (06) regions were identified for data collection purposes, including Islamabad Capital Territory (ICT), Khyber-Pakhtunkhwa (KPK), Balochistan, Gilgit-Baltistan (GB), Sindh, Azad Jammu & Kashmir (AJ&K)
District Level	 Seventeen (17) districts were identified within each region, including Islamabad city, Abbottabad, Mansehra, Swat, Malakand, Lower Dir, Ziarat, Quetta, Pishin, KillaSaifullah, Loralai, Astore, Skardu, Karachi, Muzaffarabad, Mirpur, Bhimber

Sampled TIGs and DRLPs	 02 TIGs were observed within each district. A total of 33 TIGs were observed	 02 DRLPs against each TIG were identified for observation purposes. A total of 66 DRLPs were observed	 In addition, a teacher self-assessment tool (68 teachers), as well as TIG perception surveys were administered with PRP staff, including the SSAs, 17 DPMs, 06 RQMs, and 161 teachers. 06 FGDs were carried out, one in each of the six regions.

FIGURE 1: COVERAGE OF PRP PROCESS EVALUATION

The rest of the report is divided into seven main sections. The section immediately following this introduction provides the backdrop against which this process evaluation report should be read and understood, followed by I-SAPS' methodological approach for this process evaluation. This is followed by four main sections, each describing the findings of this evaluation with respect to four components of this study: Teacher Inquiry Groups (TIGs); Daily Reading Lesson Plans (DRLPs); Perceptions of stakeholders about TIGs; and Teacher Self-Assessment. Each section describes findings under the respective research questions. Findings of the FGDs are covered in a separate section. A section on discussion and recommendations is also provided at the end of this report.

3 Background

Pakistan Reading Program (PRP) is one of the largest investments of USAID in the education sector of Pakistan. The project, in coordination with the national and provincial education departments, is working to help students all over Pakistan learn to read better. This project will improve the quality of reading in public and private schools across all of Pakistan, supporting at least 1.3 million additional primary school students to read at a level commensurate with standards at their grade level. This objective is achieved by the mutually-reinforcing components of teacher education and professional development, systems reform, and civil society engagement.

The project will work in six provinces and regions across Pakistan (Islamabad Capital Territory, Sindh, Balochistan, Khyber Pakhtunkhwa, Azad Jammu & Kashmir, and Gilgit-Baltistan) and will reach primary schools in 67 districts over a period of five years. By the end of the project, PRP will:

- Improve reading instruction and assessment for 23,800 teachers from public schools.
- Focus on the five components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension, with writing and print concepts integrated.
- Deliver a robust in-service CPD approach – face to face training, TIGs, and coaching.
- Develop rich and appropriate reading materials: activity books, lesson plans, decodable and leveled readers, big books, alphabet strips, and flash cards.
- Pre-service support provided to 111 universities/colleges to introduce a two-year Associate Degree in Education, a four-year Bachelors of Education degree and professional development in reading.
- Award 3,649 scholarships to pre-service and in-service teachers seeking higher education, including the two new degrees.
- Support the provincial education departments to develop and roll out systems for assessing teacher and student performance in reading and for human resource management of teachers.
- Support education policy reform at the central, provincial, and district levels.
- Establish nearly 24,000 classroom-based corner libraries.

In the study, on which this process evaluation report is based, the questions that I-SAPS was commissioned to investigate focused on assessing the fidelity of implementation of the Teacher Inquiry Groups (TIGs) and Daily Reading Lesson Plans (DRLPs) – developed as part of PRP's comprehensive in-service teacher development strategy focused on improving students' ability to read. This new approach to teacher professional development in Pakistan introduces teachers to a sustained opportunity to work with other teachers in order to reflect on teaching reading (practice), share strategies (expertise) and learn from one another (collaborate).

Teacher Inquiry Groups (TIGs) provide teachers with a deeper understanding of reading instruction, including the theory behind the DRLP strategies and techniques for developing students' skills in the components of reading during their reading instruction periods. These are collaborative groups of 8-12 teachers of grades 1 and 2. The TIG meetings are joined by mentors, who provide content and pedagogical support, and SSAs, who provide school-based support. Additionally, a teacher from the group serves as a facilitator and coordinates meeting logistics.

Highly structured modules (10 per year) guide these TIG meetings. The modules combine theory and practice of teaching reading and include the following:

- Cover page with objectives, guiding questions, teacher competencies, key vocabulary, student learning outcomes
- Introduction
- Core Concept
- Demonstration
- Practice
- Action – with teacher self-assessment
- Textbook Connection (interim activities) that include activities between TIG meetings

Daily Reading Lesson Plans (DRLPs) focus on discrete skills needed to read and understand words. These are highly structured 20-minute lessons that target phonics for early readers,

including letter-sound correspondence, decoding and blending words, sight word practice, writing practice, and a short text study.

Each lesson is organized in seven sections that take one to four minutes of instructional time:

- Introduction
- Letter-Keyword Sound
- Skywriting
- Text Study
- Word Work
- Sight Words
- Evaluation Activity

Most sections are "constant" throughout the lessons; meaning that they are in every lesson. The last section, evaluation, "rotates". Teachers select from a variety of activities from the menu. Example teaching strategies include: read aloud, skywriting, songs, chants, rhymes, tracking while reading, matching sounds and letters, etc. DRLPs incorporate student reading practice through workbooks that correspond to the DRLP and provide students with multiple ways to practice reading and motor skills. Big books are stories (supplementary reading materials) aligned to the theme of DRLPs and provide additional opportunities for learning fluent reading. These two activities are the focus of the process evaluation on which this report is based.

At the time of this study (November 2015), teachers had participated in one five-day face-to-face training (January-February 2015), introducing them to the PRP's reading approach, the teaching/learning materials, and the TIGs. Subsequently, the teachers participated in six to eight TIGs and received a minimum of one school-based support visit.

4 Approach and Methodology

The PRP team specified the approach and methodology for this process evaluation in the original ToRs. The objective of this evaluation is to:

1. Understand the degree to which TIGs and the Daily Lesson Plans are implemented as designed (fidelity of implementation)

2. To gather perception data on TIG materials, structure, monitoring and support

Keeping in view the above stated objectives of the process evaluation, we used a mixed methods approach for the evaluation as specified by PRP. Data collection tools and sample size for this evaluation was specified by the PRP, as shown by Table 1 in the sampling section below.

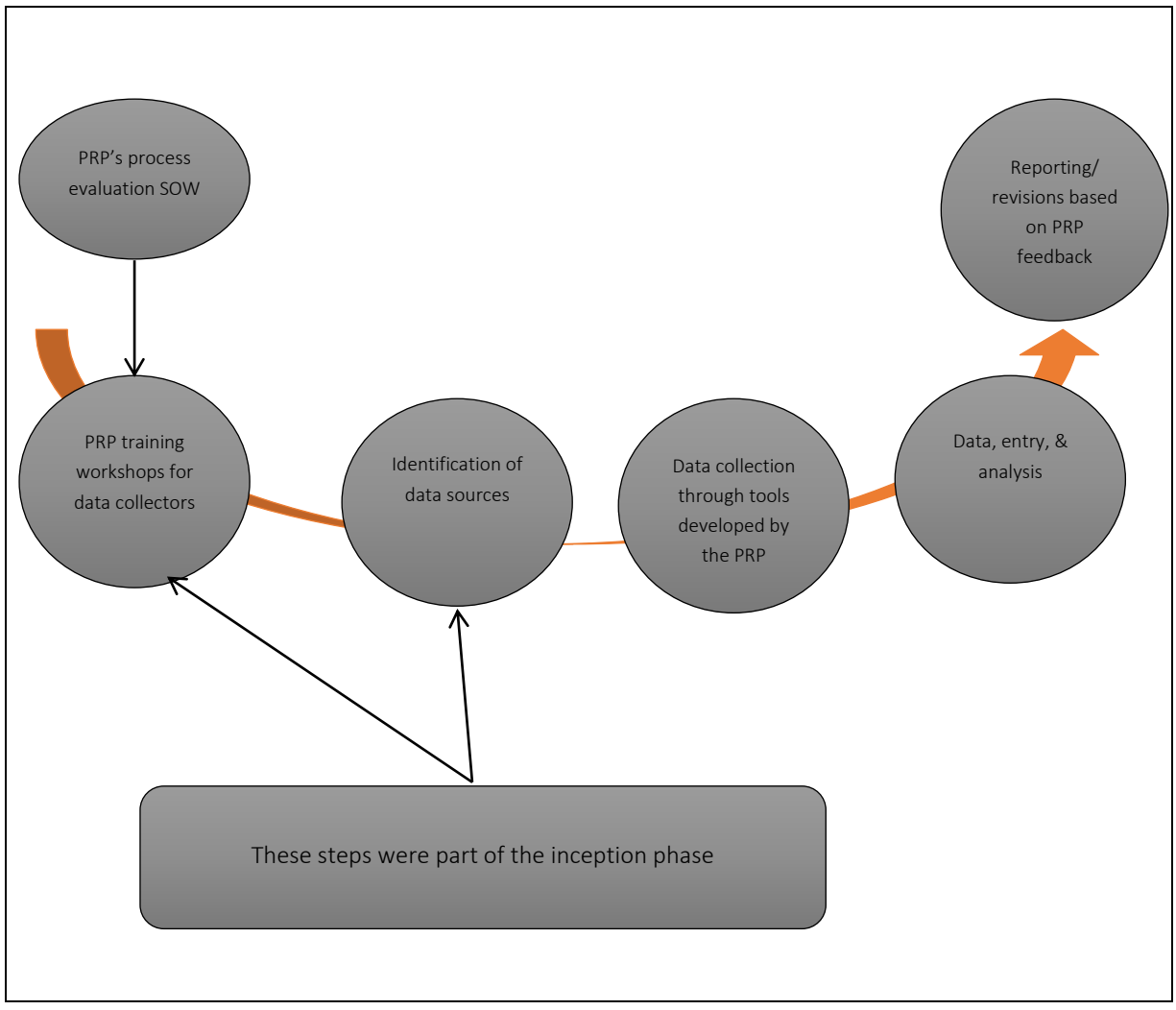


FIGURE 2: PRP PROCESS EVALUATION

In accordance with the approach specified, the I-SAPS team came up with a progressive strategy to carry out this evaluation as shown in Figure 2.

4.1 Sample Design

For evaluation purposes, we focused on 06 regions (Islamabad Capital Territory (ICT), Khyber-Pakhtunkhwa (KPK), Balochistan, Gilgit-Baltistan (GB), Sindh and Azad Jammu & Kashmir (AJ&K)) across Pakistan as specified in the IRC/PRP's ToRs. Within each region, TIGs

and DRLPs were sampled, details of which are given below. PRP shared a list of TIGs scheduled for the month of November based on which the final sample was randomly selected. As agreed, two TIGs were selected from each of the 17 districts.

The selection criterion for the identification of TIGs was built on the basis of following variations of interest:

1. ***Geography*** **–**Representation of rural as well as urban TIGs.
2. ***Gender*** **–**Representation of both male and female TIG members

Even though we have tried to adhere to above-mentioned criteria as closely as possible, practical consideration such as recruitment of females willing to travel to certain Union Councils/districts, and/or schedule of TIGs also factored in the final selection process. Due to scheduling conflicts, we could only cover 33 of the 34 TIGs. One TIG in Loralai, Balochistan was missed.

Teachers for DRLP observation were identified based on the following criteria:

1. Teach Urdu at grade 1 level.
2. Attend the TIG observed. Almost all of the observed teachers shared that they had attended past TIGs.
3. Two teachers from each TIG were observed implementing the DRLP. In all, 66 teachers implementing DRLP were observed.

Details of each tool and corresponding sample are given below.

4.2 Data Collection Tools and Corresponding Sample

Given objectives of the process evaluation, the following six tools were administered in the field to gather desired information.

1. Teacher Inquiry Groups (TIG) Practices Fidelity Tool
2. Daily Reading Lesson Plan (DRLP)
3. Teacher Self-Assessment Survey (TSAS)
4. TIG Process Evaluation Survey: PRP Staff
5. TIG Process Evaluation Survey: Mentors, Facilitators, and Teachers
6. Focus Group Discussion Protocol (FGD)

4.2.1 Teacher Inquiry Groups (TIG) Practices Fidelity Tool

The purpose of this tool (Appendix A) was to understand the degree to which the TIGs are implemented as planned. There are three sections to this tool that are aligned with competencies that suggest effectives TIG practices. Section A focuses on the role of the Facilitator, Mentor and Teacher. Section B focuses on general PRP teaching competencies that might be discussed during a TIG meeting; and section C focuses on the content of the specific module within which the TIG members are focused during the time of the observation. Sampled TIGs are listed in table 1.

Figure 3shows sample characteristics for TIGs. As shown by charts, the sample is composed of 52% (n=17) male, 55% (n=18) rural TIGs.

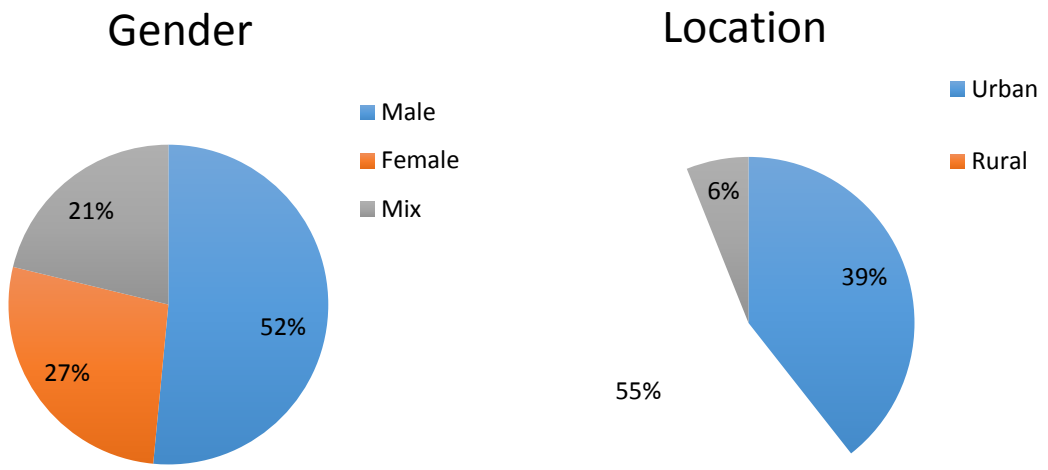


FIGURE 3: TIG SAMPLE CHARACTERISTICS

4.2.2 Daily Reading Lesson Plan (DRLP)

The DRLP tool (Appendix B) was designed to provide observation data about teachers' use of the DRLP and Student Work Book. The tool is aligned to the steps in the DRLP, and the use of the Big Book in addition to a section on general classroom features (e.g. desks, displays of student work). The tool was used to observe the degree to which teachers deliver the DRLP as intended. Data was collected during routine reading instruction (daily lesson plan time).

Sample for the DRLP tool implementation comprised of four teachers per district, i.e., two teachers against each TIG. The observed teachers teach grade 1 literacy. A total of sixty-six lesson plans were observed. Sample characteristics are given in Figure 4. As shown by the charts, the sample is composed of 62% rural, 67%male lesson plans observed. Majority of the class observations were carried out in the provinces of Khyber Pakhtunkhwa (30%) followed by Balochistan (27%), AJK (18%), and GB (12%).

Figure 4 describes the composition of the observed DRLP sample and its characteristics.

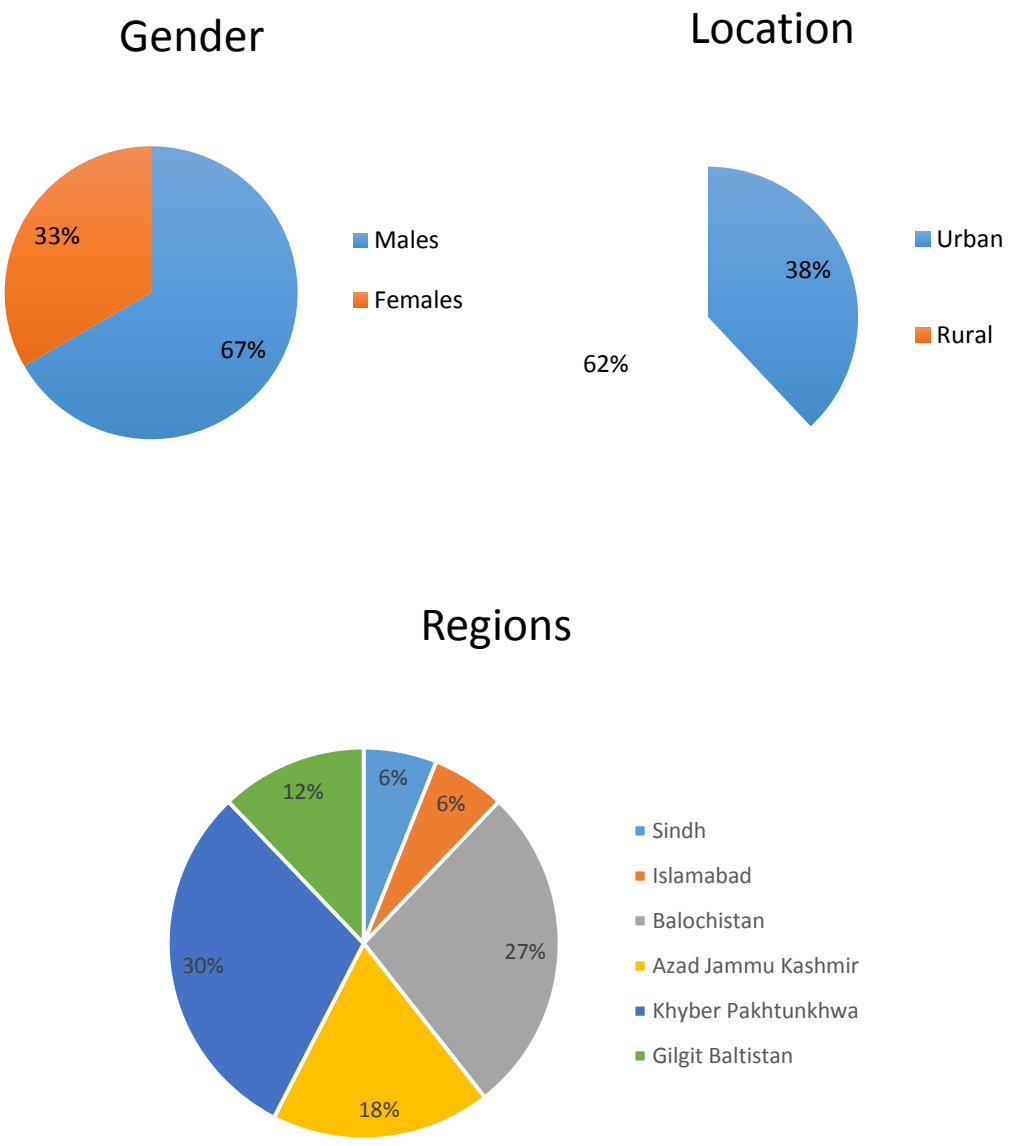


FIGURE 4: DRLP SAMPLE CHARACTERISTICS

As shown by the pie charts, the sample is composed of 67% male (n= 44) observed lesson and 33% female (n=22) observed lesson. Moreover, 62% lessons (n=41) were observed in rural locations whereas 38% (n= 25) lessons were observed in urban schools. Majority of the class observations were carried out in the provinces of Khyber Pakhtunkhwa (30%) followed by Balochistan (27%), AJK (18%), and GB (12%). Moreover, student attendance in majority (77%) of the observed classes was in the range of 76-100%.

4.2.3 Teacher Self-Assessment Survey (TSAS)

This self-assessment (Appendix C) was designed so that teachers could identify their strengths and areas for improvement. The tool was designed to collect data about modules 3, 4, 5 and 6, which had already been covered in TIG sessions prior to this process evaluation.

Sample for the TSAS tool also comprised of 4 teachers/district; i.e. 02 teachers against each TIG. In all, 66 teachers were surveyed.

4.2.4 TIG Process Evaluation Survey: PRP Staff

The purpose of this perception survey (Appendix D) was to get the feedback from PRP staff about the TIG materials, structure, monitoring and support, as well as their confidence in delivering the intervention for improving reading. Data collected will help TIG designers and program managers to strengthen the TIG process.

Sample consisted of 33 SSAs for the 33 observed TIGS; 06 Reading Quality Managers (RQMs); and 17 District Project Managers (DPMs).

4.2.5 TIG Process Evaluation Survey: Mentors, Facilitators, and Teachers

The purpose of this perception survey (Appendix E) was to get the feedback of TIG members; including the mentors, facilitators, and participant teachers about the TIG materials, structure, monitoring and support, as well as to get perceptions of TIG member confidence in the intervention to improve reading. Data collected will help TIG designers and program managers to strengthen the TIG process.

Sample consisted of 31 mentors (Two mentors were absent); 33 facilitators (1 from each TIG); and all participating teachers (n=161) from the 33 TIGS.

4.2.6 TIG Focus Group Discussions (FGDs)

In order to gain a deeper understanding of the views of TIG members on materials, TIG process, and support provided, I-SAPS developed a focus group interview protocol (Appendix F). One FGD, comprising of 8-12 teachers from observed TIGs, was held in each of the six regions.

Table 1, summarizes the sample for TIGs, DRLPs and other evaluation surveys.

No.	Regions	Districts	TIGs observed Male(M)/ Female (F)/ Mix	DRLPs Observed	Teacher Self-Assessment Survey	TIG Perception Surveys	Focus Group Discussions
1.	ICT	Islamabad city	1M/1F	4/district; To date 66 DRLPs have been observed.	4/district; To date 66 surveys have been filled.	Perception Surveys have been completed by 33 SSAs, 17 DPMs, 06 RQMs, 31 mentors, 33 facilitators and 161 teachers	06 (one in each of the six regions)
2.	KPK	Abbottabad	1M/1F				
		Mansehra	1M/1F				
		Swat	1M/1F				
		Malakand	2M				
		Lower Dir	1M/1F				
3.	Balochistan	Ziarat	1M/1F				
		Quetta	1M/1F				
		Pishin	1M/1F				
		KillaSaifullah	2M				
		Loralai	1M[1]				
4.	GB	Astore	2M				
		Skardu	1M/1Mix				
5.	Sindh	Karachi	1F/1Mix				
6.	AJ&K	Muzaffarabad	1M/1Mix				
		Mirpur	1M/1Mix				
		Bhimber	2Mix				
Total	06	17	18M/9F/06 Mix				

TABLE 1: STUDY SAMPLE

4.3 Step-By-Step Data Collection Procedure

The following step-by-step procedure was adopted for data collection.

1. Each data collector was assigned data collection sites, TIG and DRLP schedules, and contact information of SSAs as well as that of the DPMs, and RQMs.
2. In order to coordinate field visits, data collectors called respective SSAs ahead of time to confirm schedules. Although initially it was suggested that SSAs be contacted only the evening before a scheduled TIG, it was observed that some TIGs were not being

[1]The second scheduled TIG in Loralai could not be conducted due to scheduling issues. The total number of TIGs is therefore 33. As a result the number of observed DRLPs is 66.

held on dates as were communicated by the PRP. In order to avoid that situation, data collectors were advised to make calls to all SSAs well in advance.

3. TIGS where scheduling issue arose included those identified in the excel sheet in Appendix H. Scheduling issues arose with 08 (24%) TIGs.
4. On the day of scheduled TIG, each data collector observed a DRLP prior to the TIG meeting. After observation of the TIG, the data collector distributed the perception surveys, as well as the teacher self-assessment survey and collected the same after making sure that the questionnaire was adequately filled out. The second DRLP was observed a day before or after the TIG. DRLPs were observed prior to TIGs mostly because the TIGs were scheduled later in the afternoon.
5. For TIG and DRLP observations, each data collector carried two copies of the instrument; one to take raw notes; and the other as a clean version to fill out later.

4.4 Quality Assurance of Data Collection

In order to ensure quality of data collected in the field, I-SAPS followed the approach already specified in the inception report shared earlier.

Quality assurance of data submitted was ensured in the following way:

1. To launch the evaluation, a team from I-SAPS, comprising a team leader and six data analysts, attended a training session organized by the PRP from October 12-16, 2015, in Islamabad. An objective of the workshop was to learn about PRP in relation to the process evaluation with a focus on teaching and learning (DRLP and TIGs). Another objective of this training was to help the I-SAPS team achieve a better understanding of the objectives of the process evaluation; to hold preliminary meetings with PRP staff; to practice data collection through field visits; and to gain a firm understanding of the data collection tools. This training was also the first step towards ensuring the quality and reliability of the data collection process. Training agenda is attached in Appendix G.
2. Data turned-in by the field staff was reviewed by the team lead and the project manager at I-SAPS as a first quality check. Both clean copies of data as well as field notes were reviewed to ensure reliability of data.

3. First round of data collected by the I-SAPS team was shared with the PRP.
4. Feedback shared by the PRP staff on the first round of data collected was used to address gaps in data entered.

4.5 Issues in the field/ Limitations

Overall, coordination with PRP staff in the field and fieldwork went smoothly. Some issues arose, which are listed below and can be used for better planning in case of similar studies in the future. These issues do not necessarily affect the reliability of the data collected since most issues relate to the process itself. The only factor that should be taken into account while interpreting findings is that many lessons appeared to be a repeat of earlier lessons. This is a typical issue that arises in any such exercise since schools cannot be paid a surprise visit by a third party without prior permission.

1. The most frequently encountered issue was that of coordination in the field. In some instances, as identified in Appendix H, TIGs were not implemented according to the initial schedule shared by the PRP. This discrepancy seemed to arise because of failure to update TIG schedules after final government notifications are issued for TIG implementation. Appendix H lists planned versus actual implementation schedule for each site.

   Recommendation: Improve coordination between field and PRP home office to update schedules.

2. It would have helped if regional RQMs and DPMs were notified of the data collection in advance. In Karachi, the DPM denied the data collector's request to conduct the FGD. The problem was resolved, however, after the PRP head office team called the concerned DPM.

   Recommendation: Improve coordination between field and PRP home office with regards to such activities.

3. Implementing all instruments in a single day was very time intensive. It was especially problematic in places were TIGs were scheduled in the afternoon. Teachers were tired after TIGs and weary of filling the surveys.

Recommendation: This issue is mostly related to tight timelines under which projects operate. Data collection could have been spread if the evaluation was not scheduled so close to the winter break in most provinces. Better timing, in terms of time of the year, may help avoid such issues in the future.

4. It looks like many SSAs looked at this exercise as an evaluation of their own performance. In some cases, it was observed that the SSA had asked teachers to deviate from their routine and demonstrate a little bit of everything in DRLP observations. This resulted, in some cases, in a very confused teacher and a weak lesson plan implementation.

   Recommendation: Take SSAs on board before any such exercise. Organize an information session for SSAs prior to any future evaluation so that they understand the purpose of such evaluations.

5. In a single instance, a teacher implemented DRLP in Pushto instead of in Urdu. Our data collector was, however, able to conduct the observation through a translator. This issue could not have been foreseen in the evaluation of Urdu literacy classes. Issue of language also arose during TIGs, although in only a couple of instances, mostly in KPK where SSAs conducted the

   TIG in Urdu for the sake of observation but also translated in Pushto to help teachers understand.

   Recommendation: This was an unexpected happening for an Urdu literacy class but can be avoided in the future by employing Pashto speaking data collectors for the province of KPK.

6. Overall, the positive responses to the self-report surveys and contradicting evidence collected from observations and focus groups raises questions about the validity of self-report data in this context.

   Recommendation: Discuss the implications of self-report surveys within the research team, and employ more observational and focus group data collection for future studies.

4.6 Data Management and Analysis

Data was collected manually through paper and pen. The team of data editors engaged by I-SAPS edited, entered, and cleaned data in the IRC/PRP approved data entry and management format. The analysis employed by this study uses several categories ranging from: (1) a simple descriptive analysis, i.e. percentages of occurrences of interest; (2) content analysis of evidence collected by data collectors on the various observation forms and that of FGD transcripts.

5 Findings and Discussion: Analysis of the Evidence

This section presents analysis of data collected through the various instruments described in the methodology section. This section has four main parts: review of the Teacher Inquiry Group (TIG) data; review of the Daily Reading Lesson Plan (DRLP) data; review of the Perception data; review of teacher self-assessment data. Data from FGDs was analyzed and interspersed throughout this section, as appropriate, to strengthen analysis of data from other sources. A separate section on FGD findings follows.

NOTE: Tabulation of data in the following section follows the analysis requirements provided by PRP. The first table under each section states the percentage of teachers/TIG sessions implementing corresponding indicator on each row.

Moreover, under each table an analysis of evidence for only a subset of indicators is provided in some cases. In-depth analysis is provided in cases where the percentage implementing the indicator is high, therefore, data collectors could record enough evidence. Also, some indicators such as "% of facilitators ensuring proper meeting arrangements (tables, chairs and other necessary materials)" are sufficiently straightforward and do not merit discussion at length.

Subsequent tables contain groups of columns in each table that break up the responses by a variable of interest such as gender and location. Also, note that findings have not been broken up by certain other variables, that may be of interest, for example, teacher attendance or number of students with workbooks because of almost no variation in sample on account of these variables. We emphasize that findings segregated by location and gender should be interpreted carefully in the following analyses. Due to very small sample for each when broken down, intra-category comparison may not be valid.

Please note that the overall percentage implementation by a variable of interest such as gender, location will not add up to a hundred percent. This is because figures are reported for each stratum separately and not as percentage of the entire (unified) sample. This analysis is more useful since it allows calculating the probability to implementation based on the variable of interest. The percentage of respondents that are NOT implementing is implicit (100%percentage of respondents implementing), and is not listed in the table.

5.1 Review of the Teacher Inquiry Groups (TIGs) data

Before presenting the analysis of findings from the TIG survey, some general observations are presented. As noted, most TIGs began in April 2015. It was observed that:

1. TIG is usually conducted in a school and teachers from schools in close proximity attend. These are supposed to be held once every month. The TIGs are module-specific where every module is related to a component related to literacy. Only teachers teaching Urdu literacy attend the TIG.
2. TIGs are generally steered by SSAs and mentors. A teacher is usually nominated as a facilitator. The facilitator may or may not be from the host school and the role of facilitation may or may not be rotated from one meeting to the other. A mentor is selected by the PRP and is fixed.
3. Generally, facilitators were seen tending to logistics such as taking attendance; however, in many cases SSAs were also seen assuming that responsibility. SSAs and facilitators seemed to enjoy a good relationship with the host school. In several cases, the head teacher of the host school paid a visit to the TIG and asked if anything was needed.
4. TIGs were held in rooms with ample seating arrangement. In nine (09) of the 33 TIGs observed, teachers sat on carpets. Majority TIGs had 100% attendance. In case of 10 TIGs, only one participant was absent. In one meeting, two participants and in another meeting three participants were absent. All participants were seen to have TIG modules.
5. In at least 2 instances, laptops did not work so videos were not shown. In three other cases, laptop speakers were not strong enough and videos were played in smaller groups so that everyone could hear.
6. In colder areas such as Lower Dir and Swat there was no heating arrangement, which made it quite uncomfortable to sit for three hours. In a few instances, there was a lot of disturbance created either due to noise of children during lunch break or because the school was on the main road due to which traffic noise created disturbance.

5.1.1 Role of the Facilitator

One of the TIG teachers is assigned the role of facilitator. Facilitators are generally responsible for organizing space and tend to logistical issues that may arise during the TIG session. The total number of facilitators (n= 25)

Role of the facilitators was quite straight forward, and in a number of cases, as discussed earlier, assumed by the SSA. As seen from the graph above, all tasks related to facilitation are adequately attended to. Although 58% of facilitators are seen tending to logistical issues, the figure may also mean that in only 58% cases any logistical issues arose.

The same is true for indicator "showing professional courtesy." Facilitators are normally from the host school and in cases they are not; they are well acquainted with the staff from the host school. In this case formalities are generally avoided. So, the facilitators in many cases, were not seen explicitly thanking the host but were otherwise friendly and courteous with them.

Facilitator	% Implementing
% of facilitators ensuring proper meeting arrangements (tables, chairs and other necessary materials)	**100**
% of facilitators attending to logistical issues raised during TIG meeting.	**58**
% of facilitators marking attendance of the TIG participants.	**88**
% of facilitators showing professional courtesy to the host school during TIG meetings (e.g. thanks the host)	**73**[2]

TABLE 2: ROLE OF FACILITATOR

Next, we have grouped responses by location and give the percentage in each group (rural, urban) that is performing

[2]During training, the PRP consultant instructed that I-SAPS adheres to the following standards while analyzing ratings; (1) A rating of 'no' should not be interpreted as the absence of a certain practice, it may mean that the practice did not occur during the time of the observation. For example, during the course of a TIG, the facilitator may have attended to logistical issues for the meeting prior to the meeting. (2) In analyzing TIG ratings, consider a function performed if anyone in the group performs it i.e. even if the SSA performs the role of the facilitator, the indicator should be rated as performed. Having functions performed by any member of the group displays the collaborative nature and essential aspect of TIGs

against each indicator. Similarly, we have grouped responses by gender and give the percentage in each group (male, female) that are performing against each indicator.

Facilitator	%Location Rural/Urban		%Gender M/F/Mix		
% of facilitators ensuring proper meeting arrangements (tables, chairs and other necessary materials)	100	100	100	100	100
% of facilitators attending to logistical issues raised during TIG meeting.	56	62	59	67	43
% of facilitators marking attendance of the TIG participants.	83	92	94	100	57
% of facilitators showing professional courtesy to the host school during TIG meetings (e.g. thanks the host)	67	85	71	100	43

TABLE 3: ROLE OF FACILITATOR W.R.T. LOCATION AND GENDER

As can be seen, if a TIG is urban or female, it is more likely to see facilitators fulfilling all expected roles.

5.1.2 Role of the Mentor

Mentors provide content and pedagogical support to teachers during the TIG sessions. The total number of mentors is 31.

Mentor	% Implementing
% of mentors who were fully prepared for the TIG meeting **Definition:** *Reviewing the correct TIG Module,* clarifying the core concept, responding TIG member's questions appropriately and summarizing activities discussed and practiced in TIG meetings.	**97**
% of mentors supporting peer learning in TIG meetings **Definition:** share classroom experiences; teaching strategies	**59**
% of mentors utilizing effective time management skills for competing all TIG activities in time	**81**
% of mentors monitoring participation and allowing/encouraging teachers to speak and ask questions during TIG meetings	**50**
% of mentors collecting feedback from the group for improving any aspect of the TIG	**22**
% of mentors ensuring that the group is clear about home tasks (interim tasks)	**75**
% of mentors selecting a "teacher facilitator" for the next meeting	**53**

% of mentors demonstrating understanding of the objectives of the TIG module covered during TIG meeting	**88**
% of mentors following the content of the TIG module and materials **Definition:** following means practice warm up, interim activity discussion, core concept, demonstration, practice, planning, self and student assessment exercise as per the modules.	**94**
% of mentors providing support to teachers in response to queries. **Definition:** Support means when teachers ask questions, guide teachers in a way that makes them feel *comfortable* and Improve their understating of the Module content and techniques	**69**

TABLE 4: ROLE OF MENTORS

Data show that 97% mentors (n=27) come to the TIG meeting prepared. Usually, the mentors showed their readiness by telling teachers to open the module of the day on a specific page and announcing the title of the module.

In a few other cases, mentors brought along handwritten notes on the outcomes of the meeting. In Sam Khail and Killi Dabo Muslim Bagh, mentors displayed the agenda for the meeting on a blackboard/chart before the start of the meeting. In Skardu, the mentor color tagged different section of the module under review. Similarly, in a TIG held in Haripur the mentor had written outline and agenda for the day in his notebook.

In 88% of TIGs, (n=33), mentors demonstrated understanding of the objectives of the TIG module. This mostly meant reading aloud the objectives verbatim, or asking another teacher to take the lead and read aloud. In a couple of cases, mentors also explained the meaning of a difficult word. For example, in module 7 Phonics II, the mentor explained a word علم الاصوات as, 'knowledge of sounds.'

Mentors in 69% cases demonstrated the competency "When teachers ask questions, guide teachers in a way that makes them feel comfortable". In cases where we could not find such evidence was mostly because the teachers did not ask questions. Consider accompanying excerpts:

"پڑھنے کی روانی کس طرح متاثر ہو گی؟"

Teacher: "How will reading fluency be affected?"

Mentor responded:

"آپ کا سوال بہت خوب صورت ہے۔ اصل میں رفتار اور صوت دونوں مل کر روانی بناتے ہیں۔ جب اس کی ورزش کریں گے تو بچوں کی پڑھنے کی روانی بہتر ہو گی۔"

"Your question is beautiful. Actually, speed and sound both make up fluency. If you practice this it will improve the fluency of your children."

59% mentors supported peer learning by letting teachers share case studies, children's work (Figure 5) and teaching strategies.

> Teacher: "We face challenges in sounds. Our own accents are not accurate"
>
> Mentor: It is a frequently encountered problem. In this case we will take care of the "zair, zabar, paish."

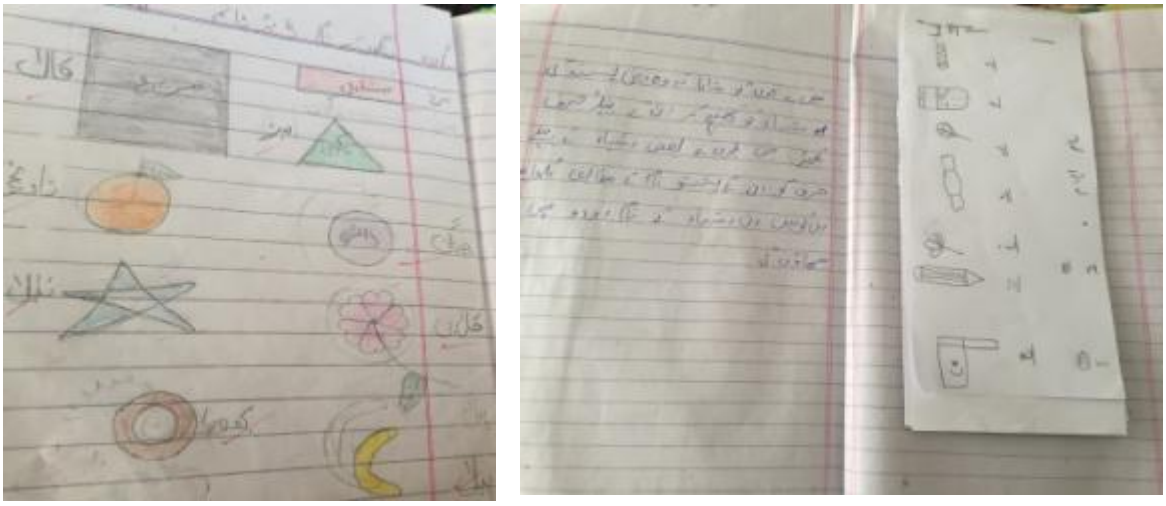


FIGURE 5: SAMPLE WORK FROM CLASSROOMS SHARED BY TEACHERS

In the example above, the teacher shared that she asks children to draw pictures of their choice and write the first letter of their names. In some cases, children write letters of the Pushto names. The teacher said she teaches them Urdu names in such cases.In another example of sharing experiences, a teacher shared that she has posted a vocabulary chart on the class wall and her children read that chart every day. She also shared that she writes singular words on the board and ask students to share plural which they enjoy doing.

Another teacher showed pictures of a 'word tree' from her classroom. She said that the tree display help children remember new words, which enhances their vocabulary. A teacher shared that her children pronounce the letter ف as پ. She said that having them write words that start with the letter helps them understand.

Although in 81% cases, all TIG activities were completed, it should be noted that some activities took longer than planned. Therefore, in several cases the topics towards the end of the module were not given enough time. For example, some data collectors noted that interim activities and self-assessment activities were either rushed through or skipped.

Next, we have grouped responses by location and give the percentage in each group (rural, urban) that is performing against each indicator. Similarly, we have grouped responses by gender and give the percentage in each group (male, female, Mix) that are performing against each indicators.

Mentor	%Location Rural/Urban		%Gender Male/Female/Mix		
% of mentors who were fully prepared for the TIG meeting **Definition:** *Reviewing the correct TIG Module,* clarifying the core concept, responding TIG member's questions appropriately and summarizing activities discussed and practiced in TIG meetings.	**94**	**100**	**94**	**100**	**100**
% of mentors supporting peer learning in TIG meetings **Definition:** share classroom experiences; teaching strategies	**64**	**75**	**56**	**78**	**43**
% of mentors utilizing effective time management skills for competing all TIG activities in time	**93**	**83**	**75**	**100**	**71**
% of mentors monitoring participation and allowing/encouraging teachers to speak and ask questions during TIG meetings	**50**	**58**	**56**	**56**	**29**
% of mentors collecting feedback from the group for improving any aspect of the TIG	**29**	**25**	**19**	**33**	**14**
% of mentors ensuring that the group is clear about home tasks (interim tasks)	**86**	**92**	**63**	**100**	**71**
% of mentors selecting a "teacher facilitator" for the next meeting	**50**	**67**	**69**	**56**	**14**
% of mentors demonstrating understanding of the objectives of the TIG module covered during TIG meeting	**88**	**83**	**88**	**89**	**86**
% of mentors following the content of the TIG module and materials	**88**	**100**	**94**	**100**	**86**

Definition: following means practice warm up, interim activity discussion, core concept, demonstration, practice, planning, self and student assessment exercise as per the modules.					
% of mentors providing support to teachers in response to queries. **Definition:** Support means when teachers ask questions, guide teachers in a way that makes them feel *comfortable* and Improve their understating of the Module content &techniques	**65**	**75**	**81**	**67**	**43**

TABLE 5: ROLE OF MENTORS W.R.T. LOCATION AND GENDER

As can be seen, if a TIG is urban or female, it is more likely to see mentors fulfilling all expected roles.

5.1.3 Role of Teachers

TIG participant teachers are expected to demonstrate certain competencies during TIG sessions listed in the table below. While the below table shows that majority of the teachers were engaged on most measures, engagement, in many cases, may be indicative of involvement of a few active teachers rather than consistent engagement of all teachers (n=161).

Teacher	%Implementing
% of teachers making queries related to TIG module activities and classroom experiences	**77**
% of teachers demonstrating interest/enthusiasm about reading strategies	**67**
% of teachers sharing experiences during TIG meetings ***Definitions**: Talk about specific students or lessons taught and provide feedback and suggestions to one another*	**93**
% of teachers completing all activities planned for the TIG including the interim activities	**67**
% of teachers self-monitoring participation –allowing all to speak and ask questions	**50**

% of teachers participating actively in TIG meetings ***Definitions**: Sharing leadership, expertise or giving and receiving feedbacks, discuss module content, strategies and raise and respond questions,*	**80**
% of teachers responding to TIG members' questions and comments respectfully *Qualitative analysis of notes and comments showing any issues challenges or achievements related to teacher role.*	**60**

TABLE 6: ROLE OF TEACHERS

Teachers were the most involved when sharing experiences. The evidence collected validates this. For example, in a TIG held in Malakand, a male teacher shared that:

"Kids learn more through singing and clapping…. My kids do not learn as well with read aloud as they do through poems."

In a TIG arranged in Mingora, a teacher shared that he has a large class, so he splits the class in groups.

"Each group is composed of readers at different levels of reading proficiency, so that each has a beginner, intermediate, and advanced reader. He has also assigned leaders in each group who help others read."

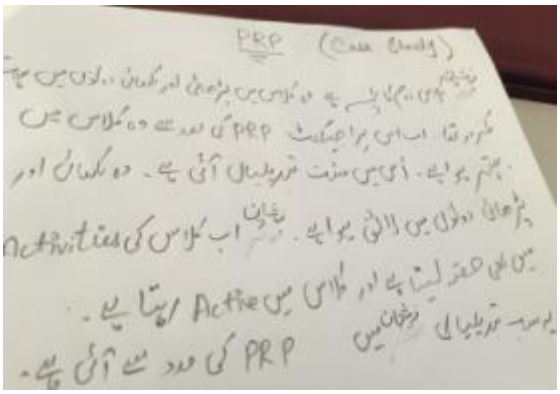
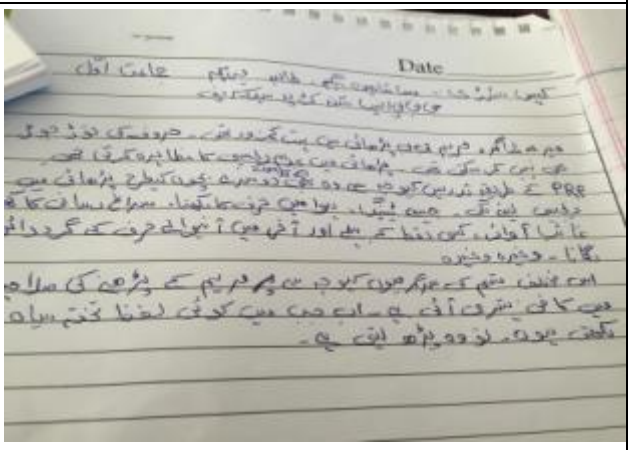
One teacher, in the TIG held in Malakand, said:

"Our accent is not proper since we studied in Pashto. We should teach Urdu literacy classes in Urdu, if we use Pashto in Urdu literacy classes our kids will never improve their literacy skills."

Another teacher shared that initially it was a challenge to teach children in Urdu but with time children have started reading with proper pronunciation. In the same TIG the mentor shared:

"If children in my class ask a question in Pushto I reply in Urdu. Now the children have started asking questions in Urdu as well."

As additional evidence of interest in sharing experiences from their classrooms, in a few instances (at least 3 TIGs) teachers brought case studies of experiences/success stories from their classroom. See Figure 6 and accompanying translation. Again, one should be careful about interpreting these 'case studies' as evidence of teacher enthusiasm and interest in sharing classroom experiences. What jumps out of these three images of 'case studies' is that they are very brief and seem to be written in a hurry perhaps because the SSA had informed the teachers about the observation in advance. Also, in these case studies, teachers do not engage in a process of reflection about what worked and why, or narrate how using particular approaches and strategies helped address needs of their students.

PRP (Case Study) Zeeshan is a second grader. He was very weak in reading and writing. Due to PRP he has improved. He has improved in both reading and writing. He also participates in class activities and remains active in the classroom. Zeeshan has changed because of PRP.	
Case Study (Miss Shaheen Begum; Student: Maryam; Class 1; GGPS Saidu Sharif) My student Maryam was a very weak student. She could not even decode and blend letters. She did not show any interest in studies. Due to PRP strategies she has started taking interest like other students, like tapping, sky-writing, detecting words, and circling letters in a word etc. Because of these various activities Maryam's reading skills have improved. Now when I write a word on the black board she can read it.	

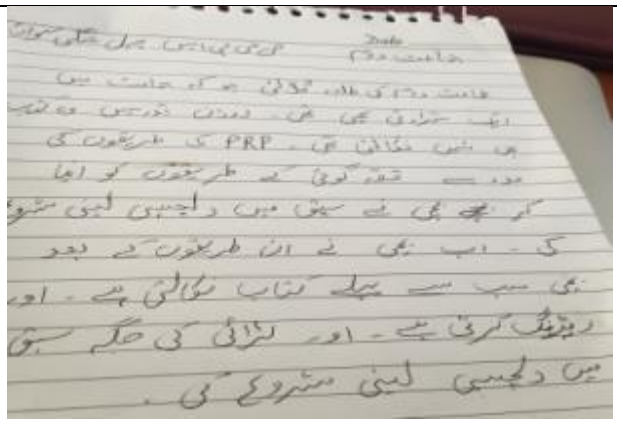
Class 2: Shagai Swat Gulalai, a second grader, was a mischievous girl. She did not even take her textbook out in the class. Because of storytelling technique that PRP taught us, she started taking interest. Now she also draws her textbook out and reads. Now, instead of picking fights she takes interest in the lesson.	

FIGURE 6: SAMPLE JOURNALS

In 67% TIGs, teachers completed all activities that were planned including interim activities. The 33% TIGs where all activities could not be completed, missed activities included unavailability of videos due to technology issues, interim activities, self-assessment, student learning outcomes, and warm-up activities. Most of the times activities were missed because of pacing issues, where the group spent more than assigned time on one activity and had to rush through the rest.

Next, we have grouped responses by location and give the percentage in each group (rural, urban) that is performing against each indicator. Similarly, we have grouped responses by gender and give the percentage in each group (male, female, Mix) that are performing against each indicators.

Teacher	%Location Rural/Urban		%Gender Male/Female/Mix		
% of teachers making queries related to TIG module activities and classroom experiences.	**67**	**75**	**80**	**75**	**71**
% of teachers demonstrating interest/enthusiasm about reading strategies.	**69**	**58**	**73**	**63**	**57**
% of teachers sharing experiences during TIG meetings ***Definitions****: Talk about specific students or lessons taught and provide feedback and suggestions to one another.*	**83**	**92**	**93**	**100**	**86**
% of teachers completing all activities planned for the TIG including the interim activities.	**61**	**67**	**67**	**38**	**100**
% of teachers self-monitoring participation –allowing all to speak and ask questions.	**44**	**50**	**53**	**50**	**43**

% of teachers participating actively in TIG meetings ***Definitions****: Sharing leadership, expertise or giving and receiving feedbacks, discuss module content, strategies and raise and respond questions.*	**61**	**92**	**80**	**75**	**86**
% of teachers responding to TIG members' questions and comments respectfully *Qualitative analysis of notes and comments showing any issues challenges or achievements related to teacher role.*	**50**	**67**	**60**	**63**	**57**

TABLE 7: ROLE OF TEACHERS W.R.T. LOCATION AND GENDER

5.1.4 TIG-General Teaching Strategies

Besides discussing the assigned module for the TIG sessions, teachers might discuss or demonstrate understanding of general pedagogical skills listed in the table below.

Section B: General Teaching Competencies that Might Be Discussed During a TIG Meeting	% Implementing
% of TIGs where TIG members discussed about conducting frequent formative assessments	**64**
% of TIGs where TIG members discussed about using data from formative assessments to change classroom practice	**15**
% of TIGs where TIG members discussed about giving students meaningful and frequent feedback on their performance	**42**
% of TIGs where TIG members discussed about creating effective lesson plans with lesson objectives that contain student learning outcomes	**12**
% of TIGs where TIG members had discussed about using strategies for supporting diverse learners	**39**
% of TIGs where TIG members discussed about using strategies for effectively teaching multi-age large classes	**21**

The table shows that in an overwhelming majority of TIGs, teachers did not address competencies related to using data from formative assessment; creating effective lesson plans; and usage of strategies for effectively teaching multiage large classes. This could be due to lack of knowledge and experience with this topic; and/or insufficient time to discuss these topics. Although teachers in 64% TIGs discussed conducting frequent formative assessments, what is missing is the realization that formative assessment should have a feedback effect on instruction.

TABLE 8: GENERAL TEACHING COMPETENCIES

In discussing formative assessment, the diversity of formative assessment techniques was also mentioned and acknowledged by teachers. For example, a teacher (TIG Malakand-Piron) said:

"I have made a word wall of sight words such as, "Hoon, Ka, Ke, Key" etc. I run a competition among children every day. They make sentences with those words and identify them when they see them in the lesson. This not only helps me assess, but also helps improve their understanding of text, sight words, and fluency."

Teachers, in various TIGs, also discussed using surface level and deep questions, sound activities, decoding, plays, and stories for formative assessment purposes. However, evidence does not show that they shared specific questions or classroom scenarios as examples.

Formative assessment of learning is critical for effective development of literacy skills among students. It involves collection, interpretation, and follow-up on information about students' learning so that their competencies may be improved. More specifically, the results of such assessment should also be used to encourage change in teaching and learning practices in order to reduce the gap between desired and observed performance of the student. For this to happen, the loop between assessment and feedback/instruction must be closed in a timely way.

Few instances, where teachers explicitly addressed using data from assessments for improving instruction, included a mentor (TIG-Islamabad) sharing:

"How do we find that beginner, intermediate and excellent readers are improving. We can display a scoring chart in our classes and update it on a daily basis. Appreciate your boys when they improve their weak areas."

Another teacher (TIG-Astore) mentioned that he uses "AdhiAshkal" (Half-shapes) to improve weak areas. The mentor from the same TIG meeting said that he uses tapping to help students learn difficult words. Yet another teacher (TIG Skardu) mentioned using decoding and blending to improve pronunciation. He said:

"The boys were facing difficulty reading "Musalman" I made them understand it by breaking and joining the word."

Although not the overwhelming majority, teachers in 39% TIGs shared that they make an effort to personalize the learning experiences of their students. A few examples of varied and rich learning resources or instructional strategies were reported. The cases of diverse learners related mostly to diversity in terms of sharp/weak students; students for whom Urdu is not the language spoken at home; as well as students performing at different levels of reading. For example, in a female TIG held in Islamabad, a teacher reported helping her Pushto speaking children by finding common words in Urdu and Pushto and helping children tap those words. She further said:

"I use pictures to enhance their vocabulary in Urdu. I show them a picture with accompanying word in Urdu and ask them what it is called in Pushto."

Several teachers acknowledged that all children learn differently and may be strong at one kind of intelligence more than the other, so they employ a variety of techniques learned through PRP training to address needs of different children. Teachers, in several TIGs, discussed the usefulness of diversity of techniques such as tapping, clapping, decoding, and sky-writing. A teacher shared that many of his students:

"Learn more through poems than read aloud."

Another mentioned that his students enjoy story-telling so he uses stories to teach a variety of literacy skills such as vocabulary, sight words, fluency, and comprehension.

A teacher (TIG- Shaik-Ul-Bandi) said:

"I give children newspaper and ask them to find words that start with the letter of the day."

Use of a variety of materials, especially flash cards, charts with pictures and words, big-book etc. was also corroborated through lesson observations. Flash cards, either those provided by PRP or hand-made by the teacher, were used in majority of the classrooms. Teachers were also seen using materials to implement activities from the DRLP, such as word basket.

Female teachers (TIG-Swat) mentioned that:

"Some children can't read aloud but if you ask them to read silently they show a lot of engagement."

Similarly, teachers in some TIGs mentioned that they put different levels of readers together in groups, and assign group leaders. Peer tutoring helps weaker readers learn from sharp readers and also helps manage large classes.

In 42% TIGs where teachers discussed providing some form of feedback, typical feedback included 'shabash' (good job) or asking the class to clap for correct responses by individual students. Data collectors did not observe any examples of specific and constructive feedback, feedback to address mistakes or misconceptions, or about an individual student's work. There were also instances of feedback, which are more evaluative than constructive. For example, a teacher (TIG-Kangra) said:

"I tell children, who are weak readers, that they are not good at reading."

In a male TIG observed in Lower Dir, the mentor said:

"Ignore mistakes made by children and always encourage them."

Only 12% TIGs discussed creating effective lesson plans with lesson objectives that contain student learning. The only few times it was brought up was when some one read the text of the module verbatim.

The few instances (21% TIGs) where management of large or multilevel classes was discussed teachers mentioned relying on pair or group work to manage lessons. In response to a teacher's question about how to manage suggested activities in large classes, the mentor directed the question to the larger TIG group and asked how others were addressing similar challenges in their classrooms. One teacher shared

"I break up my classes in groups of tens. I do an activity with one group one day and I do another activity with another group on another day. This way we rotate between doers and observers."

The mentor appreciated this suggestion and asked others to do the same.

Working in groups was mentioned not only as a way of managing the lesson in given time but also as a method to encourage peer tutoring where more advanced students tutored weak students. A single instance of a multi-grade classroom, where students of grade 1 and 2 sat together, was reported. The concerned teachers said:

"While my grade two students decode perfectly well, my first graders who sit in the same room have difficulty doing it."

Neither the concerned teacher, nor the others including the mentor or SSA shared possible solutions to manage such a situation.

The issue of handling large classes also came up several times during FGD discussions. Despite the fact that these teachers have now attended several TIG sessions and have access to DRLP trainings and materials, a commonly shared concern was that suggested activities are useful only in smaller classes of relatively well-prepared students. When probed about the usefulness of TIG demo videos, the range of responses very narrowly focused on the impracticality of applying similar strategies in 'real' classrooms. Several teachers (Female TIG-Swat) said:

"When you watch these videos, you see the teacher dealing with 25-30 students, sitting in a nice classroom. Children in these videos are also older than our children. They also seem to come from better homes. Many children in our classrooms are labourers by day or their parents are blue collar workers. Many do not even speak Urdu outside the classroom. How are we expected to apply the same strategies in our classes of 60-70?"

Next, we have grouped responses by location and give the percentage in each group (rural, urban) that is performing against each indicator. Similarly, we have grouped responses by gender and give the percentage in each group (male, female, Mix) that are performing against each indicators.

Section B: General Teaching Competencies that Might Be Discussed During a TIG Meeting	% Location Rural/Urban		% Gender Male/Female/Mix		
% of TIGs where TIG members discussed about conducting frequent formative assessments	**61**	**62**	**65**	**67**	**57**
% of TIGs where TIG members discussed about using data from formative assessments to change classroom practice	**17**	**8**	**18**	**11**	**14**
% of TIGs where TIG members discussed about giving students meaningful and frequent feedback on their performance	**44**	**46**	**41**	**33**	**57**
% of TIGs where TIG members discussed about creating effective lesson plans with lesson objectives that contain student learning outcomes	**6**	**23**	**18**	**11**	**0**
% of TIGs where TIG members had discussed about using strategies for supporting diverse learners	**33**	**54**	**29**	**56**	**43**
% of TIGs where TIG members discussed about using strategies for effectively teaching multi-age large classes	**11**	**31**	**24**	**33**	**0**

TABLE 9: GENERAL TEACHING COMPETENCIES DISCUSSED DURING A TIG MEETING

5.1.5 TIG Module Competencies

Among the observed TIGs (n=33), 48% (n=16) implemented module 07 (Phonics II); 48% (n=16) covered module 08 (fluency); and 3% (n=1) covered module 09 (writing to read). A brief description of each of the three modules is provided to help reader understand corresponding tables of findings below.

Module 07 addresses the concept of phonics. The objectives of this module are for teachers to use decoding as a skill to help children understand during reading, pedagogical skills that improve students' decoding skills, activities that allow teaching decoding and blending skills, strategies to assess children's ability to decode according to their grade level.

Module 7 Phonics II	**% Implementing**
Summary Level Indicator	
% of TIGs in which TIG members have discussed activities related to Module 07.	**48**
Indicators Observed	
% of TIGs in which TIG members discussed or demonstrated appropriate visual and auditory materials **Definition:** Appropriate means practicing different related strategies (e.g. key word picture card with letter of the day)	**44**
% of TIGs in which TIG members discussed or demonstrated decoding strategies when reading aloud (e.g. sounding out; stretching sounds)	**94**
% of TIGs in which TIG members discussed or demonstrated how to blend and segment sounds	**69**
% of TIGs in which TIG members discussed or demonstrated breaking words into syllables(combining and making words)	**81**
% of TIGs in which TIG members discussed or demonstrated tapping out individual sounds in	**56**
% of TIGs where TIG members discussed or demonstrated how to align lesson objectives with phonics and/or student learning outcomes	**0**
% of TIGs in which TIG members discussed or demonstrated how to conduct regular assessment of phonics through use of student learning outcomes	**6**

TABLE 10: MODULE 7 COMPETENCIES

What becomes clear from the above tabulation is that teachers discussed specific teaching strategies more often, as compared to other components of the lesson, such as lesson planning and assessment. This finding converges with the findings of the DRLP observation where 86% (n=66) of teachers used the correct key-word picture card in teaching the key-word sound; 86% of teachers modelled skywriting correctly; and 83% of teachers modelled tapping out sounds during text study. These strategies, key-word sounds, skywriting, and tapping are part of the DRLP and have been the focus of PRP teacher training to dateOne interpretation is that teachers are more interested in discussing specific teaching strategies that they have practiced. Another interpretation is that teachers know how to discuss teaching strategies and have NOT yet learned how to link teacher strategies to planning and assessment – that is a higher-level skill for teachers.

Next, we have grouped responses by location and give the percentage in each group (rural, urban) that is performing against each indicator.

Similarly, we have grouped responses by gender and give the percentage in each group (male, female, Mix) that are performing against each indicators.

Module 7 Phonics II	**%Location Rural/Urban**		**%Gender Male/Female/Mix**		
% of TIGs in which TIG members discussed or demonstrated appropriate visual and auditory materials **Definition:** Appropriate means practicing different related strategies (e.g. key word picture card with letter of the day)	**57**	**29**	**50**	**33**	**33**
% of TIGs in which TIG members discussed or demonstrated decoding strategies when reading aloud (e.g. sounding out; stretching sounds)	**86**	**100**	**100**	**100**	**83**
% of TIGs in which TIG members discussed or demonstrated how to blend and segment sounds	**71**	**57**	**83**	**67**	**50**
% of TIGs in which TIG members discussed or demonstrated breaking words into syllables (combining and making words)	**71**	**86**	**67**	**100**	**100**
% of TIGs in which TIG members discussed or demonstrated tapping out individual sounds in	**57**	**57**	**50**	**67**	**50**
% of TIGs where TIG members discussed or demonstrated how to align lesson objectives with phonics and/or student learning outcomes	**0**	**0**	**0**	**0**	**0**
% of TIGs in which TIG members discussed or demonstrated how to conduct regular assessment of phonics through use of student learning outcomes	**14**	**0**	**17**	**0**	**0**

TABLE 11: MODULE 7 COMPETENCIES W.R.T. GENDER AND LOCATION

Module 08 focuses on the concept of fluency. Its objectives include helping teachers: understand the use of fluency in improving comprehension; prepare strategies to improve fluency in reading text from different genres; use strategies to assess students' fluency according to their grade level.

TABLE 12: MODULE 8 COMPETENCIES

Module 8 Fluency	**% Implementing**
Summary Level Indicator	
% of TIGs in which TIG members have discussed activities related to Module 08.	**48**
Indicators Observed	
% of TIGs in which TIG members discussed or demonstrated playing *with sounds by chanting or singing*	**94**
% of TIGs in which TIG members discussed or demonstrated site words on a word wall	**63**
% of TIGs in which TIG members discussed or demonstrated paired *reading, silent reading; read aloud*	**63**
% of TIGs in which TIG members discussed texts from a variety of genres	**0**
% of TIGs in which TIG members discussed or students reading outside of the classroom	**0**
% of TIGs in which TIG members discussed or demonstrated less *on objectives aligned with fluency and/or student learning outcomes*	**13**
% of TIGs in which TIG members discussed or demonstrated regular *assessment of fluency through use of student learning outcomes*	**44**

As table indicates, teachers showed the most interest in playing with sounds, use of site words, and paired, silent and read a louds. The first two are part of the DRLP, and all three are the focus of teachers' training to date. An example of "playing *with sounds by chanting or singing."* emerged during the TIG sessions, involved passing around a basket carrying folded pieces of papers, while the SSA or mentor clapped. When clapping stopped, the teacher with the basket in her hand took out a piece of paper and said the sound of the letter printed on the piece of paper. The game continued until all teachers had a couple of turns. In addition, teachers watched videos that demonstrated teaching by singing or chanting.

Similarly, and confirmed in classroom observations were 74% of teachers wrote the site word large enough for all to see, and 70% of teachers said the site word aloud more than 3 times, teachers also discussed displaying “sight words on the walls” in their classrooms. Some teachers said that they write sight words such as “ka, ki, hamain, mujhay” on a chart and hang it on the walls so that children are reminded every day. They also shared that they ask children to make sentences with sight words, which improves their fluency as well as concept of sight words. In some sessions, SSAs and/or mentors asked teacher to display a chart of sight words in the classroom and identified that there is a section on sight words at the end of the Module.

Another frequently discussed and demonstrated indicator is *“*paired reading, silent reading; read aloud” and confirmed in the classroom observations where 68% of teachers used the PRP Big Book to read aloud to their class. In one session, the SSA said, "some children read aloud while others cannot. However, they can read silently." Teachers also demonstrated paired, loud, and silent reading during the TIG session as well as discussed related interim activities in the module. Furthermore, teachers watched a video related to the same.

In discussing “regular assessment of fluency through use of student learning outcomes” one teacher shared that “a good reader can read at a pace of 40-45 words per minute. However, I pay attention to these boys who read with fluency but do not take care of comprehension and punctuation of sentences.” Similarly, a teacher shared that he focuses on three things, related to fluency, through regular assessment of students in his class- speed, pronunciation, expression. Another teacher shared that “I conduct a lot of read aloud exercises in the class. When a student makes a mistake, I let others correct. This allows everyone to be a part and clarify their concepts.”

In addition, teachers read about and discussed regular assessment of fluency through use of student learning outcomes, in the TIG module. Next, we have grouped responses by location and give the percentage in each group (rural, urban) that is performing against each indicator. Findings of module 08 have not been disaggregated by gender due to very small female sample (n=5).

Module 8 Fluency	**%Location Rural/Urban**	
% of TIGs in which TIG members discussed or demonstrated playing *with sounds by chanting or singing*	**100**	**75**
% of TIGs in which TIG members discussed or demonstrated site words on a word wall	**60**	**75**
% of TIGs in which TIG members discussed or demonstrated paired *reading, silent reading; read aloud*	**70**	**50**
% of TIGs in which TIG members discussed texts from a variety of genres	**0**	**0**
% of TIGs in which TIG members discussed or students reading outside of the classroom	**0**	**0**
% of TIGs in which TIG members discussed or demonstrated less *on objectives aligned with fluency and/or student learning outcomes*	**20**	**0**
% of TIGs in which TIG members discussed or demonstrated regular *assessment of fluency through use of student learning outcomes*	**40**	**25**

TABLE 13: MODULE 8 COMPETENCIES W.R.T. LOCATION

Module 9 focuses on the concept of 'writing to learn.' Its objectives include training teachers to understand how: writing leads to improvement in reading; relate writing with different reading components. Module 09 was reviewed in only 01observed TIG.

As the table below shows, both TIGS that covered module 9, discussed or demonstrated competencies related to "*the importance of writing in learning to read;* students *producing original texts (e.g. sentences, stories); and focus on written message."* The only evidence reported shows that the teachers mostly read about these competencies from the module, which is why any other evidence has not been discussed here. This may be because teachers have yet to have had face-to-face training that focuses on writing to learn.

Module 9 Writing to Learn	**%Implementing**
Summary Level Indicator	
% of TIGs in which TIG members have discussed activities related to Module 09.	**3**
% of TIGs in which TIG members discussed or demonstrated the importance of writing in learning to read	**100**
% of TIGs in which TIG members discussed or demonstrated invented spelling	**100**
% of TIGs in which TIG members discussed or demonstrated students *producing original texts (e.g. sentences, stories)*	**100**
% of TIGs in which TIG members discussed or demonstrated focus on written message	**100**

% of TIGs in which TIG members discussed or demonstrated handwriting and copying as distinct from writing	**0**
% of TIGs in which TIG members discussed or demonstrated lesson *objectives aligned with writing to learn and/or student learning outcomes*	**0**
% of TIGs in which TIG members discussed or demonstrated regular *assessment of writing through use of student learning outcomes*	**0**

TABLE 14: MODULE 9 COMPETENCIES

5.2 Review of Daily Reading Lesson Plans Data

Before delving into analysis, a few general observations by the data collection team are put forth. Most lessons seem to be repeats of lessons or content taught in an earlier class. This was very clear in cases where children were seen answering questions with content, which was not even taught yet. In some cases, it became clear from children's notebooks, which were already filled in for that day's lesson. In yet other cases, children looked at the flashcard and started saying the letter and sound without any demonstration from the teacher. Repeating lessons for observation purposes is a classic issue encountered in Pakistani classrooms and cannot be avoided completely.

Also, for the purposes of this process evaluation, this observation does not affect the reliability of findings in a way that render them useless. The purpose of the evaluation is to assess the fidelity of processes for which even a repeated lesson can serve as evidence.

Generally, class time ranged anywhere from 12-15 minutes to an hour and 15 minutes. However, in most cases, classes were 35 minutes long. A review of the data below reveals that, with the exception of introducing the activity, less than half of all teachers completed the DRLP activities in the allotted time suggesting that time assigned for each activity in the DRLP may be insufficient. Whether a specific activity took the specified amount of time or not is analysed in sections below. All children present had access to workbooks. In 06 classrooms, a few children had to share workbooks. In many such cases teachers voluntarily shared that the shortage was caused by new enrolments. Since almost all children had workbooks, it is not useful to analyse findings on the basis of number of children with workbooks.

Finally, the strategies presented below are introduced and practiced in the five-day introductory face-to-face training; and may be referred to and practiced during any number of TIGS where the DRLP is discussed.

5.2.1 Teacher Preparation and Introduction

Teacher Preparation & Introduction	% Implementing
% of teachers having the required materials to teach the 20-minute Daily Lesson **Definition:** *teacher's guide, student workbook, teaching aids, visuals*	**94**
% of teachers introduced the content of the lesson to be taught to its students ***Definition:*** *content of the lesson includes a new letter, sounds and some new words*	**89**
% of teachers introduced the lesson in no more than 1 minute	**92**

TABLE 15: TEACHER PREPARATION AND INTRODUCTION

In 94% lessons, teachers had the necessary materials; teacher guide, workbooks, flash cards, charts, chalks and blackboard. In 89% lessons teachers clearly shared the letter, sound, and word of the day. Teachers introduced the letter in a variety of ways including flash cards to show the letter of the day, picture and word associated with it. They also reinforced it by using blackboard. Some instances are quoted below.

"آو بچو، آج ہم لفظ 'د' پڑھتے ہیں جیسے "د' سے 'دوات'۔"

"Come children, today we will study the word 'daal' such as 'daal' for 'dwat' (inkpot)"

(At this point the teacher showed the class a flashcard with the picture of an inkpot. Then she said :)

"جیسے درخت"

"Like tree"

(Next she spelled the word as :)

"د۔ر۔ خ۔ت"

(She pulled out a flash card carrying the picture of a tree and asked)

"یہ کس چیز کا درخت ہے؟"

"What kind of a tree is this?"

(Children replied :)

"سفیدے کا"

"Poplar"

In a lesson observed in Swat, a teacher wrote the letter "Yay" on the board and said:

"Children today we will learn about a new letter and its sound like we have learnt about "Meem."

Then she showed a flash card that carried the letter ی, picture of a bowl of broth and associated word. In a lesson observed in Malakand, the teacher introduced the letter of the day as in the accompanying excerpt.

The teacher introduced the letter of the day and made words with it through the use of flash cards. As is clear from the script, the teacher wrongfully used the terms 'word' instead of 'letter.' This happened in a few other instances also as mentioned in the example below. In other cases, teachers wrote the letter of the day on the black board and said it out loud.

In a lesson observed in Swat, the teacher said -"Today we will learn about the word "Meem". She drew a large 'Meem" on the blackboard. She also writes accompanying words that start with the letter such as "pea" (مٹر) and "orange" (مالٹا) . Note that the teacher used 'word' instead of 'letter.' Some teachers used handmade flash cards or charts to display the letter of the day, picture and associated word. Others said the letter/word out loud.

FIGURE 7: USE OF BLACKBOARD

Next, we have grouped responses by gender and give the percentage in each group (male, female) that are performing against each indicator. Similarly, we have grouped responses by location and give the percentage in each group (rural, urban) that is performing against each indicator.

"آج ہم 'ب' اور 'با' پڑھیں گے"۔

Teacher: "Today, we will study 'bay' and 'baa'."

Teacher Preparation & Introduction	%Gender Male/Female		%Location Rural/Urban	
% of teachers having the required materials to teach the 20-minute Daily Lesson **Definition:** *teacher's guide, student workbook, teaching aids, visuals*	**93**	**95**	**93**	**96**
% of teachers introduced the content of the lesson to be taught to its students ***Definition:*** *content of the lesson includes a new letter, sounds and some new words*	**93**	**82**	**85**	**96**
% of teachers introduced the lesson in no more than 1 minute	**93**	**91**	**95**	**88**

TABLE 16: TEACHER PREPARATION AND INTRODUCTION

5.2.2 Key Letter-Word -Sound

This activity requires teachers to demonstrate as well as observe students demonstrate and practice pronouncing sound of the letter of the day and key word correctly.

Letter- Key Word – Sound: (3 minutes)	%Implementing
% of teachers ensuring that students are ready to listen ***Definition:*** *Making sure students are sitting properly but comfortably, facing the teacher and attentive, etc.)*	**71**
% of teachers correctly pronouncing the letter ***sound*** *of the day.*	**85**
% of teachers using the correct key word card picture associated with the letter of the day in the class.	**86**
% of teachers listening as the students practice the letter ***sound.***	**74**
% of teachers repeating the letter-key word ***sound*** *as necessary for students to produce the sound correctly.*	**74**
% of teachers directing student attention to the Recognition section in the Work Book.	**55**
% of teachers ensuring that the class takes 3 minutes to complete key sound word activities	**47**

TABLE 17: LETTER-KEY WORD-SOUND

In 71% DRLPs observed, teachers ensured that students were paying attention before they started the lesson. For instance, in one classroom two children were seen distracted. The teacher approached them, turned their heads towards him, and said, “Look at me.” In another instance, a teacher tapped a child’s foot, with his own, to signal him to pay attention. One may not agree with the way teacher ensured attention nevertheless teacher made sure children listened.

Some teachers garnered attention through classroom management strategies. For instance, a teacher, in Mansehra, started by asking children to "stand up” and after a moment said “sit down and everyone pay attention to me. “’daal’ this is a word. Listen to its sound carefully, and then everyone will take turns making that sound.” (Note: the teacher used ‘word’ instead of ‘letter’).

Another teacher in, Muzaffarabad, started by "How many classrooms does our school have?” “How many doors? How many fingers does my hand have?” Prior to the beginning the lesson, a teacher asked the class, “Today we will learn a new letter. Are you ready?” The students unanimously said, “Yes.”

It should be noted that in most lessons, children were quite disciplined, were seen properly seated either on mats, in chairs, or on benches and paying attention, which may be why teachers were not seen asking students to pay attention. For such lessons, data collectors presented evidence as; 18 students were sitting on the desks in a proper manner in two rows; 16 students were sitting in three lines on mats; 43 students were sitting attentively in 3 rows including 19 girls.

In 86% of observed classes the teacher used the correct key word card picture associated with the letter of the day. In one class, the students were shown a card carrying the letter “د” and picture of a tree"درخت. In another, the teacher showed the card of letter "Kiaf" and "Kitab" (book) and told "Kiaf" say "Kitab". In another instance, a teacher showed a handmade letter card carrying "Yay"--Yakhni--ye". Another teacher held a hand drawn flash card carrying the letter 'Meem', picture of an orange "Malta" and the word "Malta"

accompanied the picture.

In 74% lessons, teachers repeated letter sounds several times for demonstration purposes and then asked children to drill sounds. In most cases children repeated after the teacher in unison. In others, the teacher singled out children and asked them to demonstrate sounds for the rest to follow. There were also instances where children were seen practicing incorrect sounds. Teachers were seen correcting such students by repeating the sound.

Next, we have grouped responses by gender and give the percentage in each group (male, female) that is performing against each indicator. Similarly, we have grouped responses by location and give the percentage in each group (rural, urban) that is performing against each indicator. As the table shows, male and female teachers seem to be performing almost equally on all indicators related to letter-key word-sound. However, urban teachers are performing more than rural teachers.

Letter- Key Word – Sound: (3 minutes)	**%Gender Male/Female**		**%Location Rural/Urban**	
% of teachers ensuring that students are ready to listen ***Definition:*** *Making sure students are sitting properly but comfortably, facing the teacher and attentive, etc.)*	**70**	**73**	**59**	**92**
% of teachers correctly pronouncing the letter ***sound*** *of the day.*	**86**	**82**	**78**	**96**
% of teachers using the correct key word card picture associated with the letter of the day in the class.	**82**	**95**	**85**	**88**
% of teachers listening as the students practice the letter ***sound.***	**73**	**77**	**63**	**92**
% of teachers repeating the letter-key word ***sound*** *as necessary for students to produce the sound correctly.*	**77**	**68**	**61**	**96**
% of teachers directing student attention to the Recognition section in the Work Book.	**55**	**55**	**44**	**72**
% of teachers ensuring that the class takes 3 minutes to complete key sound word activities	**48**	**45**	**44**	**52**

TABLE 18: LETTER-KEY WORD-SOUND W.R.T. GENDER AND LOCATION

5.2.3 Sky Writing

Skywriting is an exercise in which students 'write' the letter of the day in the air in front of them using two fingers and a straight arm in the air. This teacher competency is measured through following indicators.

Sky Writing (2 minutes)	**%Implementing**
% of teachers writing the letter of the day large enough for all students to see.	**88**
% of teachers modeling letter formation using a stiff straight arm, and two fingers.	**86**
% of teachers observing students sky writing	**85**
% of teachers adding extra practice if necessary for student understanding	**65**
% of teachers directing students to the Writing Activity in the Work Book	**45**
% of teachers encouraging and assisting students during sky writing activity	**44**
% of teachers taking 2 minutes to complete the skywriting activity	**44**

TABLE 19: SKY WRITING

What stands out in Table 19is that majority of the teachers are seen demonstrating skywriting competencies such as writing the letter big enough; modelling letter formation; and observing students sky-writing.In65% lessons, teachers were seen giving students extra practice. In instances where extra practice was given, it ranged from:

1. Demonstrating skywriting again and asking the class to repeat after a few more times;
2. Correcting individual students by holding their hands;
3. In another instance the teacher asked individual students to practice more in the following way:

> "ولید تم نے غلط کیا ھے۔ بورڈ پر اپنا نام لکھو اور اس میں جتنے حروف ہیں ان کی skywriting کرو۔"
>
> "Waleed you did it wrong. Write your name on the board and skywrite all the letters in your name."

In some cases, teachers asked students to skywrite with their eyes closed; or practice writing on the carpet with fingers, or writing with two fingers on each other's backs. In 45% lessons teachers directed students to the writing activity section of the workbook. In such cases teachers gave workbooks to individual students and asked them to exercise writing with their pencils. In some cases, teachers asked students to open the workbook and use their fingers to trace the letter of the day printed in the workbook.

It is also pertinent to note here that in a few cases data collectors quickly looked at student workbooks after class. In such cases, we found out that workbooks were mostly blank and workbook leaves looked unused. It looks like working in the workbook is not part of the class routine. This was also made obvious by the fact that teachers distributed workbooks at random, without making sure that the workbook belonged to the child it was being given to.

In 44% of observations, teacher moved around the classroom to encourage and assist students. In such cases teachers moved around to make sure children were working on correct pages, were writing or completing an exercise correctly, helped individual students as appropriate.

Next, we have grouped responses by gender and give the percentage in each group (male, female) that are performing against each indicator. Similarly, we have grouped responses by location and give the percentage in each group (rural, urban) that is performing against each indicator. Overall, female or urban teachers seem to perform better on most indicators related to sky-writing.

Sky Writing (2 minutes)	%Gender Male/Female		%Location Rural/Urban	
% of teachers writing the letter of the day large enough for all students to see.	**88**	**85**	**83**	**95**
% of teachers modeling letter formation using a stiff straight arm, and two fingers.	**83**	**92**	**83**	**90**
% of teachers observing students sky writing	**85**	**85**	**86**	**85**
% of teachers adding extra practice if necessary for student understanding	**60**	**54**	**51**	**75**
% of teachers directing students to the Writing Activity in the Work Book	**38**	**62**	**46**	**45**
% of teachers encouraging and assisting students during sky writing activity	**38**	**62**	**37**	**60**
% of teachers taking 2 minutes to complete the skywriting activity	**43**	**54**	**40**	**50**

TABLE 20: SKY WRITING W.R.T. GENDER AND LOCATION

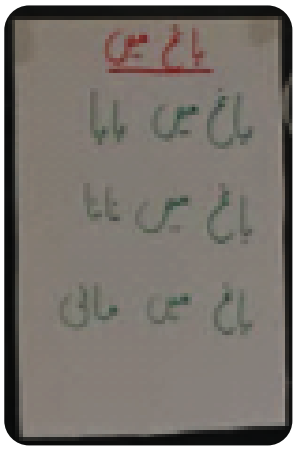
5.2.4 Text Study

This competency requires teachers to take children through the text section- simple sentences with accompanying illustrations, of the DRLP in ways that strengthen students' reading fluency.

Text Study (4 minutes)	%Implementing
% of teachers posting or (writing on the board) the lesson's decodable text clearly for all students to see.	**73**
% of teachers tracking the words of the text with a finger or pointer while reading the text aloud to students	**73**
% of teachers modeling tapping out at least one word in the text and blending it back together	**83**
% of teachers reading with appropriate fluency (speed, accuracy and expression)	**58**

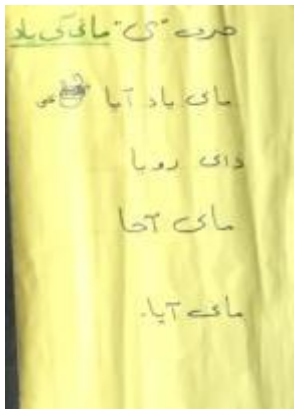
% of teachers directing students to the Text Study section of the Work Book	**48**
% of teachers moving around the room to encourage and assist students	**39**
% of teachers ensuring that the class takes 4 minutes to complete the text study activity	**38**

TABLE 21: TEXT STUDY



High percentages of implementers show that tapping is teachers' favourite activity. This finding is also validated by data collected through FGDs where teachers shared that their students enjoy tapping and the activity has improved the reading ability of several children. It's important to note that tapping the sounds in a word is a phonemic awareness strategy that is emphasized in the face-to-face teaching training. 73% of the teachers wrote text on the board or taped a handwritten chart on the board, 73% tracked the words of the text with a finger or pointer while reading the text aloud to students, and 83% modelled tapping out at least one word in the text and blending it back together. For a typical scenario where all three things happened see example below:

The teacher wrote the text, see figure, on a chart and pasted it on the board. She used her index finger to track the text and read out loud several times.



She then tapped the word 'Nana' as "/n/a/n/a" and the class modeled tapping after her. After tapping out, she blended letter sounds back into the word "Nana".

The teacher wrote text on a chart and displayed it on the board.

She used a stick to track words while reading aloud.

She modeled tapping "Yaad" as /ya/a/da and asked at least three students to come in front and demonstrate the same; they all tapped correctly as "Ya+aa+Da"=Yaad

In another instance:

The teacher wrote, in very large font, on the black board:

نانی کی کار

He repeated the phrase thrice with appropraite expression, speed, fluency, and pronunciation. He tapped the word کار

ر \ ا \ ک

48% teachers directed students to the text study section of the workbook, and 39% moved around to encourage and assist students. The excerpt is illustrative of directions teachers used to ask students to open the text study section:

"بچو ورک بک کا صفحہ نمبر 54 نکالو۔"

"Children open page number 54 of your workbooks."

The teacher then explained phrases/words under each picture. For example, he read:

"میں وانی کی دادی ہوں۔"

"I am Wani's grandmother"

The teacher asked:

"بچو دادی کا کیا مطلب ہے؟"

"Children what does grandmother (paternal) mean?"

In another case, the teacher asked students to open the relevant section and read it quietly on their own.

"ابھی اپنی ورک بک نکالو اور دو مرتبہ خاموشی سے پڑھو۔"

"Openyourworkbooksandreadtwice quietly"

In another lesson a teacher asked volunteers to read, text from the workbook, to the class.

"اپنی ورک بک میں سے عبارت کون پڑھے گا؟"

"Who will read text from the workbook?"

In yet another lesson, instead of asking students to read from the workbook, the teacher wrote the text on the board and asked at least 05 girls to take turns reading it to the class while other followed in chorus.

Next, we have grouped responses by gender and give the percentage in each group (male, female) that are performing against each indicator. Similarly, we have grouped responses by

location and give the percentage in each group (rural, urban) that is performing against each indicator. According to data female and urban teachers seem to perform much higher than male and rural teachers on almost all indicators.

Text Study (4 minutes)	**%Gender Male/Female**		**%Location Rural/Urban**	
% of teachers posting or (writing on the board) the lesson's decodable text clearly for all students to see.	**70**	**77**	**56**	**100**
% of teachers tracking the words of the text with a finger or pointer while reading the text aloud to students	**70**	**77**	**71**	**76**
% of teachers modeling tapping out at least one word in the text and blending it back together	**80**	**91**	**73**	**100**
% of teachers reading with appropriate fluency (speed, accuracy and expression)	**52**	**68**	**49**	**72**
% of teachers directing students to the Text Study section of the Work Book	**43**	**59**	**39**	**64**
% of teachers moving around the room to encourage and assist students	**39**	**41**	**29**	**56**
% of teachers ensuring that the class takes 4 minutes to complete the text study activity	**39**	**36**	**29**	**52**

TABLE 22: TEXT STUDY W.R.T. LOCATION AND GENDER

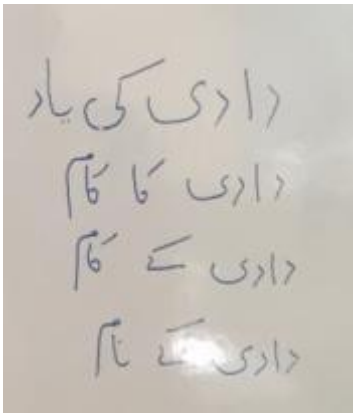
5.2.5 Word Work

Word work requires hearing and tapping out the sounds in a word in order to write the word. Word Work also includes implicit vocabulary development and fluency practice.

Word Work (4 minutes)	**% Implementing**
*% of teachers saying the words clearly so the students can hear the **sounds** in the words*	**79**
*% of teachers modeling tapping out ALL **sounds** of the words and blending them back together*	**64**
*% of teachers listening to and observing students tapping out the **sounds***	**44**
% of teachers responding to student misunderstanding positively	**36**
% of teachers explaining the meaning of the word to students	**41**
% of teachers directing students to the Word Work section of the Work Book	**24**
% of teachers moving around the room to encourage and assist students	**39**

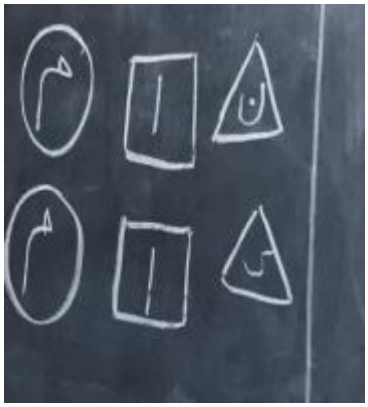
% of teachers ensuring that the class takes 4 minutes to complete the Word Work activity	**38**

TABLE 23: WORD WORK



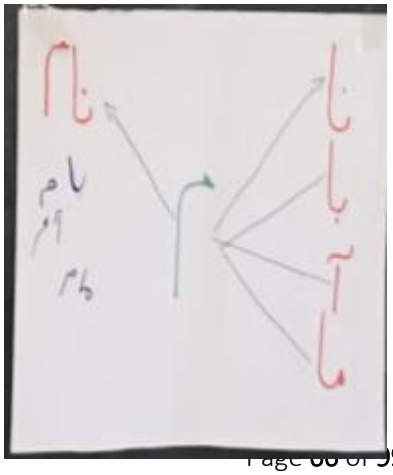
79% of the teachers said the words clearly and several times to make sure students understood sounds correctly. They also asked children to repeat the words after them. 64% teachers modelled tapping and blending, (again teaching strategies that were emphasized in the face-to-race training) several times during the lesson with different words. Following are a few examples:

In one lesson the teacher wrote this text on the board. She then asked a girl to come up to the board and read the text to the rest of the class. The girl couldn't produce the sound of letter ک correctly. In order to help her understand the sound correctly, the teacher demonstrated sounds through tapping. She then asked the girl to tap and say the word. The girl tapped and pronounced the word correctly.



In this particular instance, the teacher wrote letters in geometric shape and tapped on fingers sounds for each, before blending them back together.

In several other instances, teachers tapped several words many times during each lesson. Each time they tapped, students joined in and tapped out loud. From the data collected this seems to be an exercise that both teachers and students enjoy doing. This finding resonates with data collected through FGDs. Teachers shared that tapping is a favorite with their students. Tapping was also a frequently discussed competency in TIG module 7 discussions as shown in the analysis of TIG data.



Teachers, however, did not score as well on observing and listening to students tapping and on responding to their mistakes. While 36% teachers were seen correcting students who demonstrated tapping individually, they could not tend to them when the whole class practiced tapping together.

The following excerpts show different iterations of how word work happened in the classrooms. Note that the teachers used the same exercises for tapping to demonstrate correct sounds of words.

In this case the teacher pasted a handmade chart on the board. She pointed out "Naa" and asked what this is. Students responded "Naa". Teacher asked what you get when you join "Meem" with it. Students responded. She then asked another girl to come up and join "Baa" and "Meem" and write 'Baam'. She repeated the same exercise with other combination with different students.

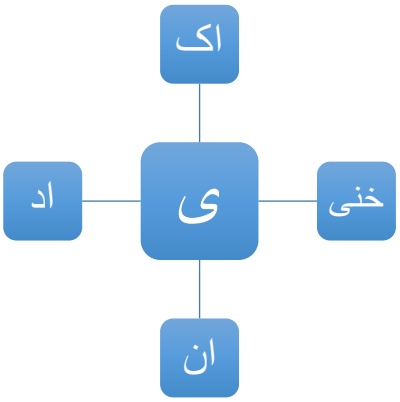
In another instance the teacher wrote the following on the blackboard

- ”نا--_____با_____آ_____ما_____

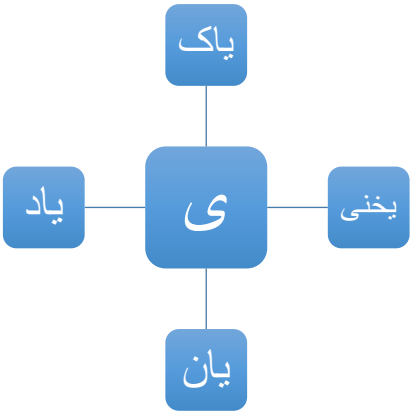
She drew a big letter م in front of the three blanks and filled out the blanks while reading out loud the words.

In 41% cases teachers did not explain any word meanings to the children. There seemed to be more focus on having students understand and practice sounds and reading and not so much on understanding the meaning of text. This may also be the case because most lessons looked like repetition of earlier taught lessons.

In a lesson the teacher drew the following on the board



He then joined the letter ی at the beginning of each combination to make a word as follows



It may be worth noting here that the teacher used random combinations even if the resulting word is not a real word. This was a practice on which opinions of teachers diverged as was discovered in the FGD discussions. One of the teachers shared that she allows children to make new words even if they do not mean anything just to have them practice combining letters. The mentor on the other hand asked teachers to try and use combinations that make real words. No consensus was reached as the teacher asserted that PRP trainers themselves suggested this technique.

Next, we have grouped responses by gender and give the percentage in each group (male, female) that are performing against each indicator. Similarly, we have grouped responses by location and give the percentage in each group (rural, urban) that is performing against each indicator. Urban teachers seem to perform at a much higher level than rural teachers.

Word Work (4 minutes)	**%Gender Male/Female**		**%Location Rural/Urban**	
*% of teachers saying the words clearly so the students can hear the **sounds** in the words*	**82**	**73**	**68**	**96**
*% of teachers modeling tapping out ALL **sounds** of the words and blending them back together*	**64**	**64**	**54**	**80**
*% of teachers listening to and observing students tapping out the **sounds***	**45**	**41**	**24**	**76**
% of teachers responding to student misunderstanding positively	**34**	**41**	**24**	**56**

% of teachers explaining the meaning of the word to students	**34**	**55**	**34**	**52**
% of teachers directing students to the Word Work section of the Work Book	**25**	**23**	**24**	**24**
% of teachers moving around the room to encourage and assist students	**41**	**36**	**27**	**60**
% of teachers ensuring that the class takes 4 minutes to complete the Word Work activity	**39**	**36**	**20**	**68**

TABLE 24: WORD WORK W.R.T. GENDER AND LOCATION

5.2.6 Sight Word

Each DRLP introduces 'sight words' which are frequently appearing/used words to increase students' familiarity with common words and their reading fluency.

SIGHT WORD	%Implementing
% of teachers writing the sight word on the board large enough for all students to see.	**74**
% of teachers saying the word aloud to class at least 3 times	**70**
% of teachers asking students to repeat the sight word at least 3 times	**62**
% of teachers giving the sight word in an example sentence	**52**
% of teachers spelling the sight word	**62**
% of teachers asking students to spell the sight word	**36**
% of teachers directing students to the Sight Words section of the Work Book	**33**
% of teachers asking students to identify the sight word in the text	**33**
% of teachers ensuring that the class takes 1 minute to complete the Sight Word activity	**32**

TABLE 25: SIGHT WORD

In 74% of the cases, teachers wrote the sight word large enough on the board for everyone to see. In these cases, teachers were also heard announcing to the class that these words were called sight words.

> بصری الفاظ وہ الفاظ ہوتے ہیں جنہیں ہم روزمرہ زندگی میں استعمال کرتے ہینجیسے پشتو میں ْماتااوبو رو کاْ اور اردو میں ْمجھے پانی دو۔''
>
> "Sight words are those words that we use in our daily lives. For example, in Pushto 'maataroka' and in Urdu 'give me water.'

In a few cases teachers also defined the sight word as:

> یہ؛ ہوں؛ میں؛ ہیں؛ کا؛ نہیں؛ہے؛ کی؛ مجھے؛ کو

As seen in the above example, the teacher first gave examples of sight words in children's mother tongue and later gave examples in the medium of instruction i.e. Urdu.

> ''یہ بصری لفظہوںتب استعمال کرتے ہیں جب کوئئ شخص اپنے بارے میں بات کرتا ہے جیسے میں استاد ہوں، میں شاگرد ہوں۔''
>
> "Sight word ہوں is used when a person talks about him/herself such as 'I am a teacher; I am a student."

In another instance the teacher explained the use of a particular sight word as follows:

70% teachers repeated the sight word at least thrice and 62% asked students to repeat the sight words at least thrice. In 52% cases teachers used the sight words in sentences. Some sample sentences included:

> ''میں سکول میں بچوں کو سزا نہیں دیتا۔''
>
> ''یہ میرا سکول ہے''
>
> ''یہ میرا اسکارف ہے''
>
> ''ہم پاکستانی ہیں۔''

In some cases, the teacher asked children to make sentences with the sight word given in the workbook. For example, 62% teachers spelled the sight word correctly. Spellings were written on the board in most cases and students were asked to blend them back into the sight word. In addition to spelling, some teachers also tapped the sight word and asked students to do the same. An example where the teacher spelled the sight word incorrectly:

> ”بصری لفظ نہیں کہاں استعمال کرتے ہیں؟“
>
> “Where do we use sight word?” نہیں
>
> A child replied:
>
> ”میں سکول نہیںجاوں گی۔“
>
> “I will not go to school.”
>
> In another lesson a teacher asked to make a sentence with sight word”مجھے
>
> Children responded:
>
> ” مجھے پڑھانا پسند ہے۔“

> The teacher said:
>
> ” مجھے کو توڑتے ہیں۔“
>
> “Let us break مجھے
>
> He wrote the following on the board:
>
> “ م + جھ + ے “
>
> He asked children:
>
> “How many letters does this sight word have?”
>
> One of the students said “one.” Another said “two; three.”
>
> The teacher responded, “There are three letters. Who will blend it now?”
>
> (The correct spelling should have been “ ے + ھ + ج + م “as there are 04 letters in this sight word.)

33% teachers asked their students to identify the sight word in the text either in their work books or in the text written on the black board. Consider accompanying excerpt.

In another case, the teacher held the workbook in her hands and asked students to come over to her one by one and read aloud the sight word.

Next, we have grouped responses by gender and give the percentage in each group (male, female) that are performing against each indicator. Similarly, we have grouped responses by location and give the percentage in each group (rural, urban) that is performing against each indicator. Again, generally female and urban teachers seem to perform more than male and rural teachers on most indicators.

Teacher wrote several sentences on the board،including:

" یہ انعم کی کتاب ہے؟"

He asked students to identify the sight word. Students said "یہ"

In another case, the teacher wrote a poem on the board and asked children to identify sight words.

"تم بھی اٹھ کے باہر جاو

ایسے وقت کا لطف اٹھاو"

Children identified sight words as کے،کا

SIGHT WORD	%Gender Male/Female		%Location Rural/Urban	
% of teachers writing the sight word on the board large enough for all students to see.	**70**	**82**	**66**	**88**
% of teachers saying the word aloud to class at least 3 times	**66**	**77**	**63**	**80**
% of teachers asking students to repeat the sight word at least 3 times	**59**	**68**	**59**	**68**
% of teachers giving the sight word in an example sentence	**52**	**50**	**39**	**72**
% of teachers spelling the sight word	**64**	**59**	**56**	**72**
% of teachers asking students to spell the sight word	**34**	**41**	**32**	**44**
% of teachers directing students to the Sight Words section of the Work Book	**30**	**41**	**34**	**32**
% of teachers asking students to identify the sight word in the text	**30**	**41**	**24**	**48**
% of teachers ensuring that the class takes 1 minute to complete the Sight Word activity	**34**	**27**	**34**	**28**

TABLE 26: SIGHT WORD W.R.T. GENDER AND LOCATION

5.2.7 Evaluation Activity

The Evaluation Activity assesses students' understanding of various concepts related to reading as well as use that information to help children learn better. The Evaluation Activity is different in each lesson.

Evaluation Activity (4 minutes)	**%implementing**
% of teachers completing the evaluation activity in no more than 4 minutes	**NA**
% of teachers selecting an evaluation activity from the activity menu	**42**
% of teachers following the activity evaluation steps	**27**
% of teachers recording the evaluation activity information/or making notes about student performance	**8**

TABLE 27: EVALUATION ACTIVITY

Overall, evaluation activities were the least demonstrated competencies in the lessons observed. This finding also correlates with what was observed in TIG sessions and what teachers shared in FGDs. Teachers shared that they would like to spend more time on assessment activities, which they are unable to do at the moment. They said that there is a lot to cover in modules and assessment being the last section is often skipped due to time limitations.

Teachers usually asked questions .-A teacher wrote "Baba, Nana and Mani" on the board and asked the boys to identify similar words. One of the students said "Baba and nana." Then the teacher asked, "Which word is different?" A second student replied "Mani is different."

Another teacher used a flash card to ask a question. He showed a card carrying the picture of a cloud and asked "what is this?" A student responded "It is a cloud." The teacher asked "What sound does it start with?" The student responded "Baa."

Next, we have grouped responses by gender and give the percentage in each group (male, female) that are performing against each indicator. Similarly, we have grouped responses by location and give the percentage in each group (rural, urban) that is performing against each indicator.

Evaluation Activity (4 minutes)	%Gender Male/Female		%Location Rural/Urban	
% of teachers completing the evaluation activity in no more than 4 minutes	**NA**	**NA**	**NA**	**NA**
% of teachers selecting an evaluation activity from the activity menu	**39**	**50**	**34**	**56**
% of teachers following the activity evaluation steps	**23**	**36**	**12**	**52**
% of teachers recording the evaluation activity information/or making notes about student performance	**2**	**18**	**2**	**16**

TABLE 28: EVALUATION ACTIVITY W.R.T. GENDER AND LOCATION

5.2.8 Big Book

Big books are stories (supplementary reading materials) aligned to the theme of DRLPs and provide additional opportunities for learning fluent reading, using new vocabulary, and practicing comprehension strategies.

Big Book	%Implementing
% of teachers reading the Big Book to the class	**68**
% of teachers following one set of instructions on the back cover of the Big Book when reading aloud to students (e.g. pre-teach vocabulary; activate prior knowledge; picture walk; comprehension questions; retelling the story; predicting; modeling/tapping out sounds)	**71**

TABLE 29: BIG BOOK

68% teachers read the big book. 71% teachers followed one set of instructions on the back cover of the big book.

In several cases big book activity for the day consisted of showing students the cover page photo and asking them about the details in it. For example, in the case of the story ہار سے جیت

دادا دادی کو روکو
دوست کی سالگرہ
بارش کا موسم
گاوں کا میلہ
ہار سے جیت
ہمارا پیارا سکول

Teacher asked students to look at the cover picture and describe what was happening in it. Students responded as:

"شاید ۱۴ اگست ہے۔ کوئی مقابلہ ہے، میدان میں بھاگ رہے ہیں۔"

"Perhaps it is August 14. Looks like a competition; they are running in the field."

Teacher asked "who is running?"

Students replied "Bravo, Amina"

In another case:

Teacher said "Read the title of the book." Students said "barish ka mousam" Teacher asked what they could see in the picture. Students said "grass, clouds, houses, trees and sky". Teacher: What is today's weather like? Students responded; "it is cloudy, outside." Teacher further asked; "ok, tell me what will be happen in this story."

In yet another lesson students described the title picture as:

"دادا، دادی، بانو،مانی اور بکری ہیں۔ دادا کہانی سنا رہے ہیں۔"

"There are grandpa, grandma, Bano, Mani, and goat. Grandpa is telling a story."

In other cases, teachers tried to activate students' prior knowledge:

"میلے میں کیا ہوتا ہے؟"

"What happens at a fair?"

Students responded; "کھانا، سرکس، گھوڑوں کی دوڑ، نشانہ بازی"

Teacher asked: "Have you ever been to a fair?"

Students responded. "Yes, during Eid and on August 14."

Some teachers also identified big/difficult words in the story to pre-teach vocabulary.

Inthestory ہار سے جیت

The teacher identified and wrote down words

"مقابلہ، دوڑ، کھیل، اداس، جیت۔"

Inthestory ہمارا پیارا سکول

The teacher identified and wrote down words

"کچرا دان، مالی، پودے۔"

Several teachers asked children to predict the story:

> ‘‘ اس کہانی میں کیا ہوگا؟’’
>
> “What will happen in this story?”
>
> ‘‘مٹھو اداس کیوں ہے؟’’
>
> “Why is Mithoo sad?”

In a couple of instances, teachers asked children to tap words from the story. Several teachers also asked children to answer questions related to the main parts of the storybook such as “What is a title page?”, “Who are the main characters of the story?”, “What is the person who writes a story called?”, “What is the person who draws pictures in the story called?”

Next, we have grouped responses by gender and give the percentage in each group (male, female) that are performing against each indicators. Similarly, we have grouped responses by location and give the percentage in each group (rural, urban) that is performing against each indicator. Female and urban teachers seem to be using big book activities more than male and rural teachers.

Big Book	**% Gender Male/Female**		**% Location Rural/Urban**	
% of teachers reading the Big Book to the class	**66**	**73**	**63**	**76**
% of teachers following one set of instructions on the back cover of the Big Book when reading aloud to students (e.g. pre-teach vocabulary; activate prior knowledge; picture walk; comprehension questions; retelling the story; predicting; modeling/tapping out sounds)	**68**	**77**	**68**	**76**

TABLE 30: BIG BOOK ACTIVITY W.R.T. GENDER AND LOCATION

5.3 Classroom Inventory

The following table shows that 97% of the classrooms have PRP materials for the lesson, 77% have a workbook for each child, 78% have big books, 65% have flash cards, and 61% have alphabet charts displayed and have desks for all students. The least displayed feature in classrooms was daily agenda (17%) and classroom rules (6%).

Section B. Classroom Inventory	**% Implementing**
% of classrooms in which teachers have a PRP DRLP book?	**97**
% of classrooms in which each student has a desk?	**58**
% of classrooms in which the chalkboard is in good condition?	**73**
% of classrooms in which each student has a PRP Work Book?	**77**
% of classrooms in which Big Books are available in the classroom?	**78**
% of classrooms in which the alphabet chart is displayed in the classroom?	**61**
% of classrooms in which students' names are displayed in the classroom?	**24**
% of classrooms in which letter/word cards are available?	**65**
% of classrooms in which teacher made literacy materials are on the walls?	**53**
% of classrooms in which a daily agenda is displayed?	**17**
% of classrooms in which classroom rules are displayed?	**6**
% of classrooms in which student work is displayed on the walls?	**45**
% of classrooms in which the classroom is clean?	**58**

TABLE 31: CLASSROOM INVENTORY

6 Perceptions of TIG Mentors, Facilitators, and Teachers

In order to gain insight into the thinking of key stakeholders with regards to the various aspects of Teacher Inquiry Groups (TIGs), the evaluation study reached out to 25 facilitators, 27 mentors, and 161 teachers, making up a total sample size of 241 (28 did not identify themselves according to their roles).

As described earlier in the methodology section, the purpose of the perception survey was to get the feedback of TIG members; including the mentors, facilitators, and participant teachers about the TIG modules and interim activities, structure, monitoring and support, as well as to get perceptions of TIG member confidence in the intervention to improve reading. Perception survey was conducted with all members of all 33 TIGs observed. TIG members were asked to complete the survey at the end of the TIG session. Ideally we would have liked to conduct the survey on another day; however, it was not possible to gather members any other day.

SURVEY SAMPLE IS SHOWN BELOW IN

Figure 8.Thirty-six percent (49%) respondents (n=119) represented urban schools and 42% (n=102) represented rural schools, which gives a nice balance to the sample with regards to location. The province wise breakup is given in the same figure. Fifty-eight (58) %(n=140) of the sample consisted of male respondents, whereas 39% (n=94) consisted of females while 3% (n=7) did not identify themselves as male or female

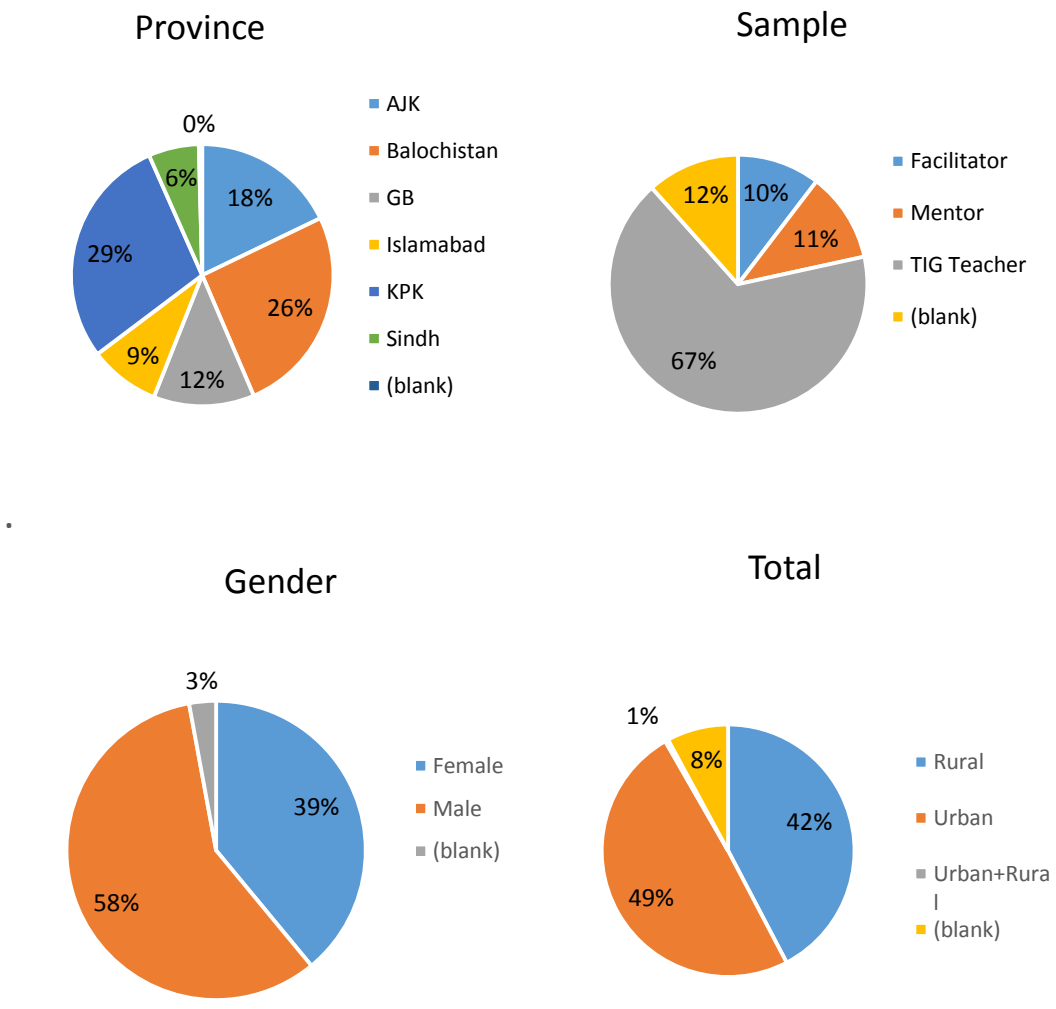


FIGURE 8: PERCEPTION SURVEY SAMPLE CHARACTERISTICS

6.1 Perceptions of Teachers, Facilitators, and Mentors about TIG process

As is clear from the following table, majority of the surveyed responded in either agreement or strong agreement on every indicator. Please note, that the overwhelming uniformity of responses renders any segregated analysis with respect to gender, location, or any other variable meaningless.

TIG Modules and Interim Activities	%
% of survey participants who are familiar with the TIG modules and materials.	**99**
% of survey participants who think language in the TIG Modules is easy to understand.	**98**
% of survey participants who believe that directions are clear(Participants understand what they are supposed to do)	**98**
% of survey participants who accept that introduction to the TIG modules helps them focus on the content	**99**
% of survey participants who think the core concept in the TIG modules is clear	**99**
% of survey participants who believe that the practice activity helps them understand the core concept that is in the reference material	**95**
% of survey participants who believe that videos help them understand how to teach new activities.	**99**
% of survey participants who believe self-assessment helps them identify their strengths and areas for improvement for teaching reading	**99**
% of survey participants who think that the language in the interim activities is easy to understand	**97**
% of survey participants who believe that the directions for the interim activities are clear in a way that they understand what they are supposed to do	**98**
% of survey participants who declare that they have completed the interim activities	**99**
% of survey participants who believe that interim activities help them improve their ability to teach reading	**99**
% of survey participants who can access PRP developed resources and supplemental materials	**95**
TIG Meeting Structure	
% of survey participants who think that TIG meeting times are acceptable	**89**
% of survey participants who think the duration of TIG meetings is acceptable	**91**
% of survey participants who think the frequency of TIG meetings (once a month) is acceptable	**89**
TIG Monitoring and Support for Teachers, Mentors, and Facilitators	
% of survey participants who understand the TIG supports structure.	**99**
% of survey participants who understand their role and responsibility as a TIG member	**98**

% of survey participants who know the relevant person for answering their queries regarding their role/responsibility about TIGs	**98**
% of survey participants who know the relevant person for answering their queries regarding reading content and classroom practice	**99**
% of survey participants who accept that their questions about TIGs and/or reading content get answered	**99**
% of survey participants who feel supported in their role	**98**
% of survey participants who accept that they have received helpful feedback in their role as a classroom teacher/facilitator/mentor	**98**
Confidence in My Ability and the PRP Approach	
% of survey participants who feel confident in their knowledge about how children learn to read.	**98**
% of survey participants who feel confident in their ability to use the teaching strategies with students that they learn in the TIGs.	**100**
% of survey participants who have confidence in that if they use these PRP teaching strategies their students will have greater success in learning to read.	**100**

TABLE 32: PERCEPTION OF TIG MEMBERS

The flat responses also show that closed ended survey may not be the best way to gather such data in this context. Because when asked through open ended question, i.e. “are there other effective ways to present the TIG content” and “effective TIG structure” responses of TIG members provided suggestions that fall into the following categories:

Materials

Teachers suggested shortening the modules. From other feedback, shared in FGDs, it looks like teachers feel that TIG sessions are long and teachers find it hard to concentrate for a duration of 3.5 hours. They suggested breaking up the sessions into two and covering the same module over two meetings.

Teachers also shared that demonstration videos are based on ideal classroom. They suggested that demonstration videos should be based on ground realities and real teachers instead of actors should be casted. This was corroborated through FGD findings where teachers shared that demonstration videos show classrooms very different from their own, with very small class size and generally with older children.

Teachers also suggested that TIG materials should be related to the courses.

Implementation

Although teachers suggested reducing time of TIG sessions, however, they also said that all module activities should be performed in the meetings. This is validated through FGD findings where teachers shared that modules have several useful activities but that they lose interest due to the long length of the TIG sessions and miss useful activities such as topics on assessment, which are towards the end of the modules. Teachers suggested holding TIG sessions twice a month instead and also showed interest in discussing problems arising in classrooms during these sessions.

Teachers also suggested the use of multimedia during TIG sessions.

Suggestions from mentor included increasing the duration of the current weeklong training provided to them, which they feel is not enough. Again, this suggestion also came through in FGDs.

TIG participation

Teachers suggested that only willing and eligible teachers should be trained in TIG sessions and that participants should be punctual. ISAPS also observed during TIG observations that some teachers are very passive and do not take part in TIG sessions despite constant encouragement from the SSAs and mentors.

Teachers also suggested including other districts and schools in the intervention.

Other suggestions, which are not directly related to TIG sessions, included:

- Provide visual materials for children.
- Multimedia should be provided for classrooms also.
- Teachers should be provided with teaching materials for support."

The bar graph shows the number of times teachers report that they have been observed while teaching. As can be seen a large number of teachers (60 plus out of 161 surveyed)

have never been monitored. Around 40 teachers have been monitored 05 times. This contradicts the almost uniformly positive responses perceptions of TIG members about the monitoring and support provided to them, they showed complete agreement/agreement with all indicators.

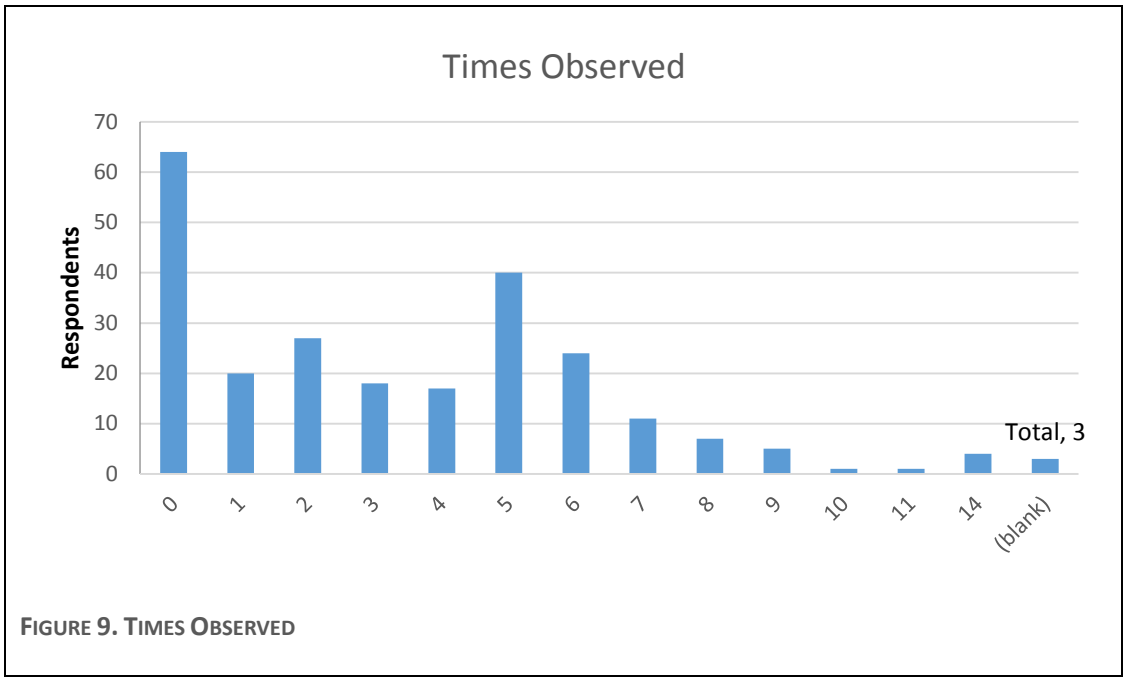


FIGURE 9. TIMES OBSERVED

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7 Perceptions of PRP Staff

A similar perception survey was administered to PRP staff to assess their perceptions about various aspects of the TIGs. The survey sample was composed mostly of SSAs (50%) (n=33) followed by 34% (n=17) DPMs. Break up of sample according to province, location, and gender also follow.

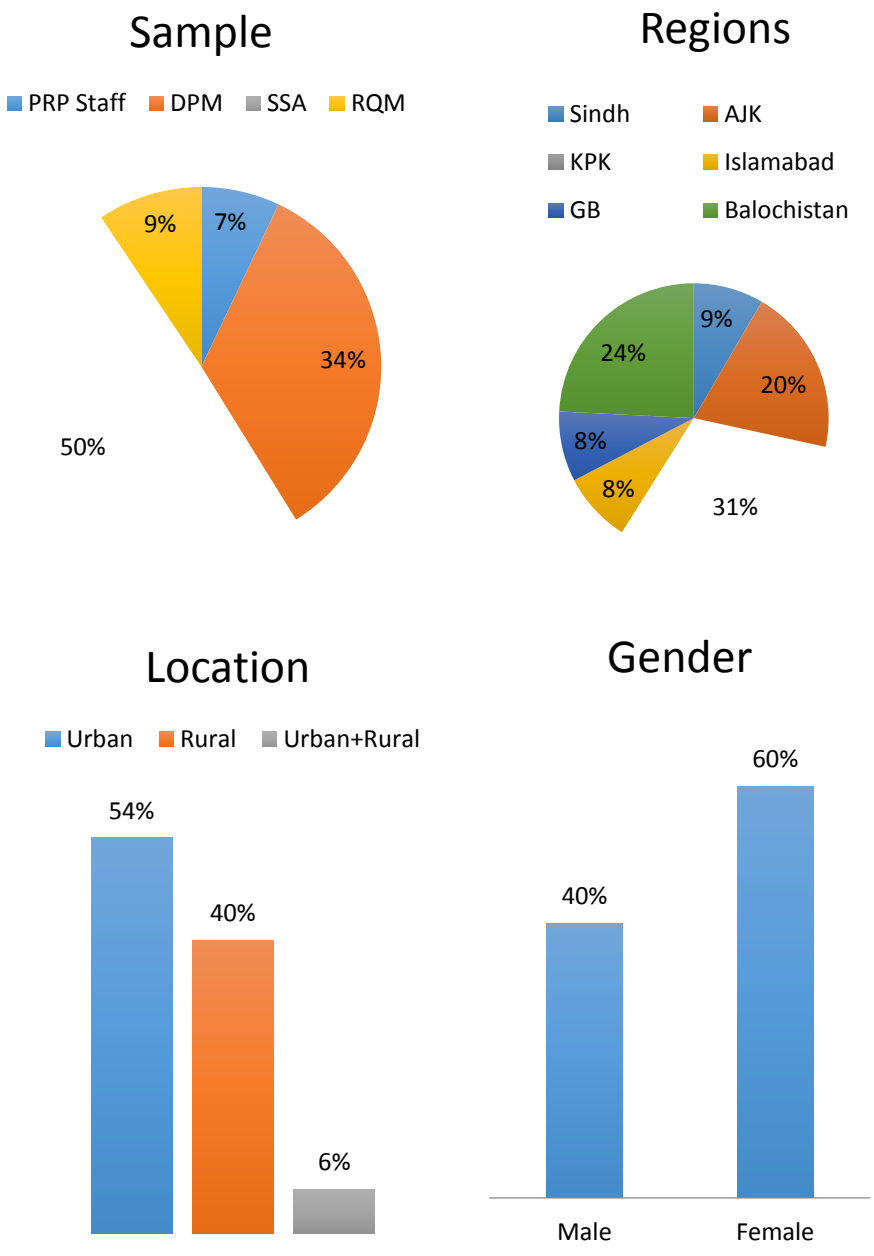

FIGURE 10: PERCEPTION SURVEY SAMPLE CHARACTERISTICS OF PRP STAFF

7.1 Perceptions about TIG process

As with the perception data for facilitators, mentors, and teachers, the majority of PRP staff surveyed responded in either agreement or strong agreement on every indicator. Please note, that the overwhelming uniformity of responses renders any segregated analysis with respect to gender, location, or any other variable meaningless.

TIG Modules and Interim Activities	% Implementing
% of survey participants who are familiar with the TIG modules and materials.	**100**
% of survey participants who think language in the TIG Modules is easy to understand.	**100**
% of survey participants who believe that directions are clear(Participants understand what they are supposed to do)	**100**
% of survey participants who accept that introduction to the TIG modules helps them focus on the content	**98**
% of survey participants who think the core concept in the TIG modules is clear	**98**
% of survey participants who believe that the practice activity helps TIG members understand the core concept	**88**
% of survey participants who believe that videos help TIG members understand how to teach new activities.	**100**
% of survey participants who believe self-assessment helps TIG teachers identify strengths and areas for improvement for teaching reading	**96**
% of survey participants who think that the language in the interim activities is easy to understand	**89**
% of survey participants who believe that the directions for the interim activities are clear in a way that TIG members understand what they are supposed to do	**92**
% of survey participants who think that TIG teachers complete the interim activities	**90**
% of survey participants who believe that interim activities help TIG members improve their ability to teach reading	**100**
% of survey participants who think TIG members can access PRP developed resources and supplemental materials	**98**
TIG Meeting Structure	
% of survey participants who think that TIG meeting times are acceptable	**96**
% of survey participants who think the duration of TIG meetings is acceptable	**98**
% of survey participants who think the frequency of TIG meetings (once a month) is acceptable	**100**
TIG Monitoring and Support for Teachers, Mentors, and Facilitators	
% of survey participants who understand the TIG supports structure.	**100**

% of survey participants who understand their role and responsibility as a support to TIG members	**100**
% of survey participants who know the relevant person for answering their queries regarding their role/responsibility about TIGs	**98**
% of survey participants who have sufficient knowledge and skill about TIGs to provide support to TIG members	**100**
% of survey participants who have sufficient knowledge and skill about reading to provide support to TIG members	**98**
% of survey participants who have sufficient time to get to TIG schools to provide support to TIG member	**77**
% of survey participants who have the means to get to TIG schools to provide support to TIG members (e.g. motor bike; bus; rupees)	**96**
% of survey participants who think their questions about TIGs and/or reading content get answered	**96**
% of survey participants who feel supported in their role	**96**
Confidence in My Ability and the PRP Approach	
% of survey participants who feel confident in their knowledge about how children learn to read.	**100**
% of survey participants who feel confident in their ability to support teachers to use the teaching strategies that they learn in the TIGs	**100**
% of survey participants who have confidence in that if teachers use these PRP teaching strategies their students will have greater success in learning to read	**100**

TABLE 33: PERCEPTIONS ABOUT TIG PROCESS

The chart below shows the numbers of times class-monitoring visits were made by the PRP staff. The most numbers of visits were 8 made by 7 staff members.

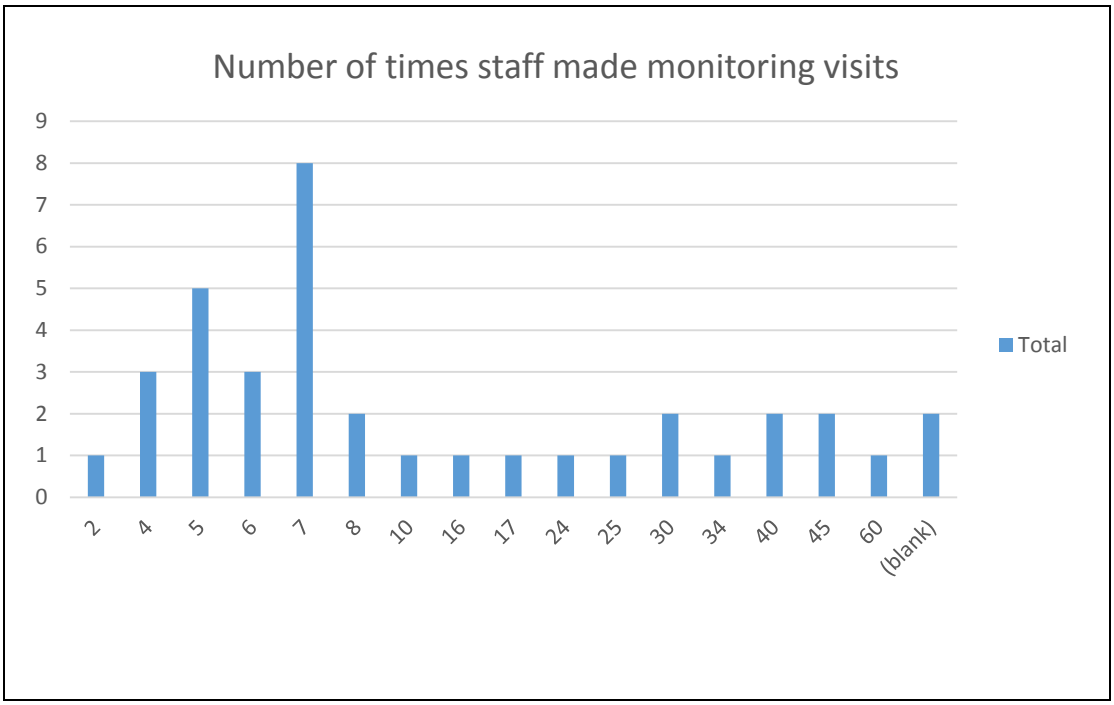

TABLE 34: NUMBER OF VISITS MADE BY STAFF

When asked for other effective ways to structure TIG meetings in an open ended question, some suggestions included:

Monitoring

Staff suggested that to make the meetings more effective, presences of a representative from the Education Department like Circle ADO or any relevant person would be useful. Our observations of the TIG sessions also reveal that government officials do not observe TIG sessions. We also observed that the RPMs and DPMs do not make any monitoring visits.

Staff also suggested including role of the head teachers in the structure for the accountability of teachers

Implementation

Staff suggested that the meeting should be more activity based. They seemed to agree with teachers and facilitators that meeting should be held within school timings. Like teachers, they also suggested use of multimedia during the sessions.

Staff suggested that the interim tasks given in TIG modules; should also be included in the lesson plans to ensure that teachers implement those tasks. This suggestion validates data from FGDs where teachers shared that due to burden of other courses and administrative duties they are unable to give the amount of time planning interim activities demands. They suggested including interim tasks in DRLP to take the planning burden off of their shoulders.

8 Teacher Self-Assessment

The same teachers whose lessons were observed by the process evaluation team were surveyed and asked to self-assess themselves on a number of indicators related to the use of strategies learned from TIG modules 3,4,5,6. As the following table shows teachers said that all concepts learned in the four modules are in continuous use in classrooms. The data shows a mismatch between teachers' assessment of self and the observation data. For example 91% (n=147) of teachers report displaying the names of students in their classrooms; however, classroom observations revealed that only 24% (n=16) of classrooms had students named displayed. Another mismatch is seen in the use of module 4 (phonemic awareness) where 97% (n=156) teachers indicate reviewing student's awareness of sounds and phonetics. This is validated by DRLP data where 77% (n=51) teachers were seen reviewing students practicing letter sounds. Among surveyed teachers 96% (n=155) reported using a finger under the words during reading while DRLP observations showed 73% (n=48) teachers doing that.

However, some of the indicators from TIG module 4 align with observation data. For example, 94% (n=151) of teachers indicate that separate individual sounds in words. Teacher observation data confirms that 83% (n=55) of teachers tapped individual sounds in words during the DRLP.

TIG Module 3 - Use of Print Concepts	
% of teachers who use print concepts for Grade 1 and 2, I use following activities:	
use alphabet strip and hang pocket chart on the wall	**96**
Names of students visible in the classroom	**91**
During reading, use of fingers or pointer under the words	**96**
Use of print material as a resource	**99**
Reading aloud and promoting print concepts in lessons	**99**
Use of such activities which are helpful for students in extracting information from different texts	**92**
Writing objectives that are similar to the print material	**92**
While teaching, overviewing students' capabilities regarding print concepts.	**94**

TIG Module 4 - Use of Phonemic Awareness	
I prepare and display index of words with similar starting or ending sounds	**96**
I display separating individual sounds in words	**94**
For understanding of students in classroom, I use alphabet strip and other helping materials	**97**
I display matching the alphabet sounds with their symbols	**97**
I display reading words with the correct sounds of their alphabets	**99**
I use learning objectives for lessons on awareness of sounds (**صوتی آگہی**) and phonetics	**89**
While teaching, I review students' awareness of sounds (**صوتی آگہی**) and phonetics	**97**
TIG Module 5- Use of Vocabulary	
For understanding of meanings of words, selection and preparation of teaching material, hints and movements	**99**
Use of word wall, pocket chart and other resources in classroom	**92**
Use of word meanings, words opposites and contextual hints in helping students with word making	**93**
Use of hints and movements, things and pictures for helping students with new words database who are learning language skills	**99**
For adding to words database in classroom, selection of different teaching methods (word wall, today's letter, important words about the topic)	**97**
Display of correct pronunciation of words and delivery of sounds (from previous modules)	**94**
Review of students words database	**97**
TIG Module 6 - Use of Reading Comprehension	
Reading story aloud, appropriate expressions, reading with correct pronunciation and flow	**99**
Use of before reading, during reading and after reading methods	**99**
Helping students so that they can relate text with their personal lives, environment and experiences	**99**
Making graphic organizer for helping students with understanding text	**79**
Helping students so that they can make pictorial sketch of story/text	**91**

Table 35: Teacher Self-Assessment

When asked through an open ended question what skills teachers felt had benefitted from these modules, their responses included: "speaking words, phonics, use of low cost materials, sky writing, fluency, blending, decoding, skywriting, hidden words, story related activities, read aloud."

Focus Group Findings on Perceptions of Teachers about TIGs

FGDs were designed to examine a range of issues, including questions focused on assessing how teachers perceive the TIG sessions, materials, and administration; their usefulness as well as weaknesses. In all, six FGDs were held one in each of the six regions in the sample – Sindh, Balochistan, Khyber Pakhtunkhwa, Azad Jammu &Kashmir, Gilgit-Baltistan, and Islamabad. FGDs were conducted with randomly selected TIG sessions and consisted of all members, 8-12 teachers, of that TIG except the SSA. FGD sessions were carried out after completing observation of that particular TIG. We could not organize FGDs on any other days, as the DPMs did not allow that for logistical reasons. In all, we spoke with 161 teachers through these FGDs.

The following summarizes the key findings that emerged from the focus groups in relation to TIGs and these tie closely with our assessment of evidence in the section on TIGs above FGD protocol is attached in appendix.

Usefulness of the TIGs

It seems that TIGs are a useful mechanism to improve literacy instruction, help teachers resolve classroom management problems, and improve their capacity to assess students. Teachers overwhelmingly believe that the TIGs are helping to create a professional community of teachers, and helping them change their classroom practice. Also, teachers believe that by sharing their problems and by listening to their potential solutions by the fellow teachers help them enormously.

On probing further as to what the TIG members find helpful the following were raised as additional useful aspects of TIGs:

1. Diversity of techniques to teach reading - Generally, teachers were appreciative of concepts covered in TIG sessions. They particularly, appreciated strategies learned to teach children reading fluently. Specific techniques underscored as being useful by the TIG members included, decoding and blending; letter recognition; and tapping.

This data is validated by DRLP observation data where majority of the teachers were seen implementing these techniques in classrooms.

As an example of how TIG participation helped them improve teaching, teachers mentioned several techniques they now use in their classrooms. For instance; one teacher mentioned that her children did not recognize the title page and last page of a story before she introduced big book.

2. Learning use of visual materials - Teachers also appreciated the use of visual materials such as flashcards for word recognition. Teachers said that poems and storytelling help children engage and learn better. Several teachers mentioned that prior to TIGs and DRLP trainings they use traditional teaching methods and paid more attention to practicing writing. Now they pay more attention to learning reading through letter and sound recognition.
3. Activity based approach - Teachers also appreciated the focus of TIGs on activity based learning which they find very engaging for children. Teachers shared that using these approaches has helped them create relationship with children that did not exist before. They also shared that activity based approach learned from TIGs also helps them engage those children who seemed disinterested in learning before.

TIG modules

To support the implementation of TIGs, PRP has produced publication of ten topic-based modules that combine theory and practice of teaching reading. Teachers said that these modules are, in general, very well prepared documents that introduce them to concepts important for teaching reading in ways that help create classroom environment conducive for learning. The modules consist of a large number of activities relevant to the learning objectives.

In addition to the module based publication the PRP has produced supplementary materials, such as demonstration videos, that accompany each module. These 15 minutes long videos demonstrate, for TIG members, techniques to teach and assess concepts important for improving reading.

Although comprehensive and well structured, TIG members did indicate some issues reviewing which will bolster existing quality of material development. This also implies that in the future it may be useful to, among other things, conduct focus group discussions with the potential users of the materials before finalizing them.

Some concerns that teachers raised, with regards to TIG materials, included issues of access, and applicability due to diverse nature or school context. Specific issues included:

1. ***Access to materials –***Teachers shared that Teaching Learning Materials (TLM) did not reach them on time. They said that classes started in April, and TLM were not received until June.
2. ***Language issues -***Teachers from KPK shared that they have difficulty understanding language used in TIGs.
3. ***Practicality of material covered -***When probed about the usefulness of TIG demonstration videos, the range of responses very narrowly focused on the (im)practicality of applying similar strategies in 'real' classrooms. Several teachers said:

   "When you watch these videos, you see the teacher dealing with 25-30 students, sitting in a nice classroom. Children in these videos are also older than our children. They also seem to come from better homes. Many children in our classrooms are labourers by day or their parents are blue collar workers. Many do not even speak Urdu outside the classroom. How are we expected to apply the same strategies in our classes of 60-70 students?"

   When discussing practicality of using TIG interim activities, teachers also suggested including TIG interim activities in the DRLPs so that it becomes a part of their teaching plans. Teachers mentioned that they teach multiple subjects and grade levels and cannot spend a lot of time planning for Urdu alone. Including TIG interim activities in DRLPs will help teachers save planning time and will make it more likely for them to implemented interim activities.

Satisfaction with available support

Generally, teachers appeared satisfied with the support received; however this appears to contradict data from the teacher survey that suggests that approximately 37% (n=161) of teachers have not received support visits. They did not highlight any issues or suggested any improvements. However, mentors mentioned that the weeklong training they receive is not sufficient at all. They also mentioned having problems with concepts such as "sight words and word of the day." This data correlates with data from perception surveys.

TIG meeting structure, location, duration

The perception survey data shows an overwhelming approval of the organization of the TIG meetings. However, when probed in the FGD settings, we noticed some discrepancy between teachers' responses to the survey items and during the FGDs. According to teachers some issues in terms of organization of TIG sessions, affect their ability to attend and engage in these sessions. It is important to note that teachers in rural districts and/or districts where TIGs are held in the afternoon after school hours raised these issues. It appears that in urban areas TIGs are more logistically manageable whereas in rural areas, the distances are long, transportation is non-existent or difficult thus affecting the ability of members to attend meetings.

1. A universal issue, where TIGs are held after school, is that many of the teachers, especially women teachers, found it very difficult to attend TIG meetings outside of their routine school hours, due to set routines that have them committed to domestic tasks in the afternoon hours. On the other hand, attendees of TIG meetings scheduled during school hours did not face any such difficulties.
2. These teachers also mentioned that the typical duration of TIG meetings, which is 3 1/2 hours, is too long a stretch in the afternoon for many to concentrate. They also suggested breaking up the meeting into two two-hours-long meetings in a month. Attendees of TIG meetings held in the morning during regular school hours did not

have such complaints. This validated open-ended responses of teachers to question in the perception survey.

3. The fact that a number of attendees had to reach TIG meetings from other schools posed logistical challenges. In some cases, especially rural areas, it took attendees from other schools at least 30-40 minutes to reach the meeting venue. Therefore, meetings would often start late and extend beyond 5pm, which became a security problem, particularly in mountainous regions because public transportation ceases to operate around the same time.
4. Teachers recommended that it may be worthwhile to consider holding the TIG meetings twice a month for shorter periods of time instead of organizing one meeting for 3.5 hours. TIG members said that they often end up rushing through the module. They thought breaking the meeting up would allow for better coverage of the module. Teachers shared that the modules are lengthy and there is a lot to cover. However, due to time limitation, they often end up missing some activities. For instance, teachers said that they still do not understand the assessment activities and lesson planning too well and would like to have more time to discuss these topics.

Note that issues and recommendations related to TIG structure, location, and timing were also raised through the open ended responses in perception surveys.

9 Emerging Lessons Learned

The table below presents key areas and issues that emerged from the data. The recommendations provide PRP with suggested ways to strengthen their work.

Key Areas	Key Issues	Recommendations (Level and Responsibility)
Training/Capacity Development	3. According to ISAPS's observations, in many cases SSAs are not qualified or experienced teachers of literacy, which undermines their role in TIG meetings. 4. In response to open ended questions in TIG perception survey and FGDs, mentors reported that a weeklong training may not be sufficient to prepare stakeholders to do their jobs. Similarly, the cascade model of training dilutes quality, at least, at the level of the mentors.	a. It is recommended SSAs should be qualified teachers if not literacy teachers. b. It is recommended that PRP directly trains mentors or develops robust quality assurance mechanisms in place for trainings. PRP may want to look at the duration and content coverage of current trainings for mentors.
Materials	1. Teachers in the province of KP report the level of Urdu used in modules difficult to comprehend. 2. Teachers report that they are often overburdened at the primary level of schooling. They report that they are often teaching more than one subject and multiple grade levels. They felt that TIG interim activities require a lot of planning time; which they often lack.	a. Consider revising language of modules to ensure they are understandable; especially for provinces where teachers speak Urdu as a second language. b. Consider incorporating TIG interim activities in DRLPs.

Recruitment & Roles	1. It was observed, during TIG meetings, that some teachers are very passive despite constant encouragement, by mentors or SSAs, to participate. 2. Some teachers also shared that trained teachers have been posted to non-TIG schools, which means discontinuity in training. 3. Teachers also mentioned that the literacy modules and DRLPs are very demanding and ask for a lot of preparation prior to the class. These teachers often teach other subjects as well and cannot give disproportionately large amount of time to one subject.	a. It is recommended that PRP recruit, for TIG participation, only those teachers who are willing and interested. b. It is important that the project works with the school departments and ensures that the teacher identified for TIG trainings are not posted until at least they complete their TIG trainings. c. It is recommended that PRP trained teachers are assigned to teach only Urdu literacy. This may not be practically possible though; due to unavailability of enough teachers in many schools.
Implementation	1. The typical duration of TIG meetings was 3.5 hours. According to teachers' feedback, this was too long a stretch in the afternoon for many to concentrate. 2. Some TIG meetings are held after school hours, which is a challenge for many attendees especially women teachers who have set routines, which keep them committed to domestic tasks in the afternoon hours. 3. The fact that a number of attendees had to reach TIG meetings from other schools posed logistical challenges. In some cases, especially rural areas, it took attendees from other schools at least 30-40 minutes to reach the meeting	a. It may be useful to hold the TIG meetings twice a month for shorter periods of time (e.g., 2 hours) instead of organizing one meeting for 3.5 hours. b. TIG meetings should be held during school hours.

	venue.	
Monitoring	*4.* DPMs and RQMs were not seen at any of the TIG meetings	c. It is important that DPMs make random monitoring and support visits to TIG meetings so that they are aware of the issues arising in trainings, and can provide feedback where necessary.

10 Conclusion

The process evaluation on which this report is based is a descriptive study looking at the fidelity of implementation of the DRLPs and TIGs. It also elicited perceptions about the usefulness of these interventions and confidence in the interventions to improve reading. Process evaluation results, as reported here, will inform the future implementation of the DRLPs and TIGs. The evidence collected by I-SAPS suggests that while the PRP has more to do to strengthen their work, the findings of this process evaluation are generally positive especially in light of what the research says about fidelity – the more complex the intervention, the lower the fidelity in the initial year of implementation.

Overall, more than half of TIG facilitators, mentors and teachers performed their roles as defined; and more than half of teachers implemented the DRLP with fidelity except for the evaluation activity. So, areas related to the implementation of DRLPs, which PRP needs to look into very critically, include teachers' understanding and use of assessment and evaluation strategies, use of assessment data for students learning, and providing students with content-specific feedback. Similarly, use of workbook seems to be a weak area. There also seems to be more focus on having students understand and practice sounds and reading and not so much on understanding the meaning of the text.

Given that TIGs and the DRLP require stakeholders to teach and learn together in new ways, the overall results are positive. General perceptions of stakeholders are very positive. TIG members including the facilitators, mentors, and teachers value and appreciate TIG sessions, materials, and activities. An overwhelming majority of them feels supported in their roles and feel confident about their ability to implement the PRP approach. Similarly, teachers reported the continuous use of techniques, learned from TIG modules, in their classrooms.

While the perception survey data shows an overwhelming approval of the TIG meetings and materials, qualitative data collected through FGDs and open-ended questions in perception surveys contradicts this heavily positive consensus. Qualitative data shows that although

teachers appreciate TIGs as a useful mechanism to improve literacy instruction, and create a professional community they also believe that improvements can be made to make TIGs more accessible, and context friendly. Issues of timing, location, accessibility and applicability of TIG materials were raised in this regard. In addition, the data suggests that teachers may not be getting the classroom-based support that they need.

The flat positive responses to the self-report surveys and contradicting evidence collected from FGDs also raise questions about the validity of self-report surveys, and teacher self-assessments for evaluation purposes in this context. Moreover, data collection tools developed for this evaluation was intentionally designed to collect data that allows reporting in terms of what is occurring; and not the reason behind the actions.t. However, the next step for PRP; now that there is a general understanding of what is occurring regarding TIGs and DRLP, would be to study why certain issues/actions are occurring or not occurring.