

Country Report: Pakistan

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I. Training Programme for NFE Facilitators

A. Present Programme

Govt., Local Govt. , NGOs, UNDP and UNICEF design and provide the training programmes at District, Tehsil Level, and local level.

1. Govt. Scheme

a. NFBE Project

This is a large project attending to about 262,283 children mostly females through multigrade teaching. Presently there are 8,043 schools working under this programme.

b. Adult literacy

This is presently being started in and around the capital and has so far about 29,250 schools.

c. National Education Foundation

The programme is similar to NFBE programme and they have around 260 schools and 20,000 enrolment (see separate sheet for detail). There is budget from the Government and also NGOs set aside budget according to their plans.

2. Type and duration of training of NFE facilitators

a. NFBE Basic Training

<u>Pre-service</u>	<u>In-service</u>	<u>Short course</u>	<u>Subject wise</u>
15 days	3 days	3 days	3 days

b. Executive District Officers (EDO) Literacy Training

<u>Pre-service</u>	<u>In-service</u>	<u>Short course</u>	<u>Subject wise</u>
Capacity Building	4 days	2 days	2 days

c. NGOs Training

<u>Pre-service</u>	<u>In-service</u>	<u>Short course</u>	<u>Subject wise</u>
15 days	15 days	3 days	3 days

Pakistan Girl Guides Association (PGGA) Punjab:

d. Basic Teacher Training

<u>Pre-service</u>	<u>In-service</u>	<u>Short course</u>	<u>Subject wise</u>
8 days	3 days	3 days	1 day

3. Regular Courses

Main contents of Training programme:(page attached)

As is obvious from the above description, the teachers training is of a very short duration. There are practically no master trainers or master facilitators to run these programmes. In fact teacher from formal schools are recruited to act as facilitators in these training programmes.

Trainers are from Govt. and NGOs. They are selected on the basis of need assessment and commitment. There is no denying the fact that there is scarcity on teachers training institutes as such in the country. Those, which exist, are heavily committed to training teachers for the formal sector. These are long teachers training programmes lasting 1-2 years. Thus emergence and popularization of non formal teachers training strategy initially meant for NFE schools could also have a spill over effects for the formal schools system as well. There is no denying the fact that our training programmes are more pragmatic, more focused and cost effective. There is likelihood that our teachers programmes could also supplement the efforts of formal schools as well while their institutions could be of benefit to us also.

B. Issues

- Update teaching skills, material development skills, understanding the concept of early childhood development and care.
- They need training materials, financial resources are required and trainers and facilitators.

C. Future Planes

After this 20th Regional workshop we hope to host and organize a similar workshop in Islamabad in the month of October 2003. This would train the master trainers. This idea is all the more relevant because we need to create a competent and skillful team of specialized teachers who have special skills and sensitivity for training teachers of our various programmes. Each programmes has its own requirements with peculiar emphasis. Thus creation of a team of such master trainers initially for the province of Punjab could attend to training of teachers of our teachers in the most populated province of the country.

II. Plan for National Follow-up-Activities of the 20th Regional Workshop

A. Objective/Content

- To provide trained Master Trainers in province of Pakistan to cater the needs of training of Facilitators, Supervisors at District level.
- CBW 2002.

B. Tentative Title

Capacity Building Workshop of Master Trainers of Literacy Personnel's.

C. Venue

Islamabad.

D. Participants

Experienced trainers working in Government, NGO sectors, supervisors/ managers.

E. Trainers

From Government and NGO sectors

F. Training Resource

PALM package and APPEAL training materials and other resource material develop at GO/NGO Level.

G. Impact

Trained Master Trainers will be available in the Province to promote literacy Programme.

D. Follow-up

Provinces to conduct similar Trainers workshop involving NGOs/NGOs sectors prospective trainers, supervisors/ manager from the Districts.

E. Obstacles

Possible hurdles are raising funds

F. How to Overcome the Obstacles

We shall contact all the possible donor agencies

III. NFE Adults Learning Material Development

A. Materials Available

- Basic Literacy Primers for Literacy numeracy: (Booklets, Cards, Charts, Workbooks)
- Post Literacy (Booklets, pictures cards, games, poster, Audio video and magazines on different subjects, Health, sanitation, Environment, Micro credit, Entrepreneurship, short stories.

B. Process of Material Development

District local community level, need assessment through discussion, field visits, field survey, supervisor/facilitators assessment report.

C. Developers

The curriculum wing of the ministry of education is entrusted with the task of making curriculums and later getting books published by the Text book boards in all the four provinces of Pakistan for the formal school system.

For Basic literacy, primers, literacy mummery) booklets charts, cards and workbooks) are published by the project person ells with the help of UNESCO and UNICEF and JICA. Similarly for post literacy, booklet, picture cards, games, posters, audio visual videos and magazines on different subjects. Like health, sanitation, environment, micro credit facilities including short stories are prepared with the help of three donor agencies mentioned above.

D. Financial Source

Regular budget from Government, NGO sectors and donor agencies.

E. Difficulties

Basically the major hurdle is the lack of will and commitment. There are no identifiable experts who have the required skills and experience to develop such material. Each time there is need professionals are hired on an adhoc basis; there is also little continuity in first effort and the subsequent ones resulting into duplication and thus unnecessary age and lack of progress.

F. How to Overcome the Difficulties

More motivations be given to writers of such a materials and there should be a directory of all the people who have participated and contributed in this direction.

Planning Teachers Training Workshop for NFBE Teachers

The whole educational system is at test when a teacher starts teaching a class. Planning a workshop for teachers of non-formal education community schools requires a lot of imagination and cognizance of ground realities. In fact a workshop for these totally untrained teachers is more like running a short teachers training course. The only exposure of teaching method for these “teachers” is actually their own experience as a student. Their experience is devoid of modern approaches like participatory learning, problem solving, asking question etc. So, on one hand, acquiring these approaches can be a challenge, while on the other hand, they could prove to be highly stimulating. In fact in our experience, the NFBE school teachers usually recognize the utility of modern methodologies and are willing to adopt them.

While planning the objectives of the workshop, the problems and needs of teachers, to be trained, must be carefully assessed by some one who has insight into the inherent problems of our own educational systems like absence of emphasis on understanding concepts etc. Most teachers have problems with science subjects and math. For this, only those trainers need to be hired who are sensitive as well as sympathetic to student's deficiencies in these areas. The motivation and interest of these once poorly educated students and now would be teachers, need to be carefully tapped. These are mostly female teachers who carry sympathy for other female students. Thus, making them feel important about their role in uplifting the female community can generate enthusiasm; create meanings and richness in their pursuits of becoming teachers. Further, Pakistanis as a nation are not considered to be very organized, and therefore, inculcating a spirit of organization and a taste for “systems” could be highly productive. By the end of the workshop if the participants could realize the importance of organization and take it as some thing that is in their own interest and convenience, we have achieved a lot.

The important issue is to understand the peculiar needs of these teachers and then plan a highly focused workshop fully utilizing the motivation and interest of the teachers.

A Survey was carried out in all Sectors of ICT. Based on the survey, local NGOs and CBOs identified sites for NFBE schools. This activity was followed by site verification and the proposed candidates were called on for interview. After completing all the formalities and homework 15 days, pre-service training, which is the pre-requisite for each candidate, was scheduled into two phases:

1st Phase: 5 – 19 April 2002
2nd Phase: 3 -- 17 May 2002

These workshops were designed to provide the knowledge and skills needed to meet the demands of teaching in multi-grade schools with single teacher (for children of age range 5-9 Stage-I and 10-14 Stage-II). Total 120 teachers participated in these Training workshops in which number of Male participants were 9 and female were 111. Most of the teachers were Matriculate.

Teachers, in NFBE schools, have to focus on these two stages simultaneously keeping this fact in mind; a detailed program was chalked out for the participants to follow. This plan deals, with the major issues in education, such as classroom organization, personal and social education and the relationship between education, school and society.

Further the whole activity was co-related to the age of pupils. Teacher took units on teaching at primary level in the national curriculum. Core subjects of Math, Science, and Languages along with History, Geography and Religious education were taught within this framework, the workshop aimed to develop an understanding of:

- How children learn.
- The individual difference between children and how these might affect their learning and motivation.
- The wide variety of learning experiences encountered by the primary school children.
- The way in which children and teachers communicate with each other
- How learning and teaching effectiveness can be evaluated.
- The co-curricular activities that permeate the primary school curriculum, such as special educational need, health education and environmental studies.

Participatory approach was the central element of the workshops, with about half of the time spent on lesson demonstration. This experience provided opportunities for a wide range of teaching experience and laid a good foundation for their professional development. The main outcomes of these demonstration and presentation were:

- Structured observation
- Opportunities to practice teaching skills
- Opportunities to test ideas in practical teaching and learning
- Development of personal confidence and professional attitudes in schools.

All are well aware of the fact that teaching demands widest possible range of talents, bringing all your skills into play. In this workshop, participants were encouraged to develop self-reliance, independence and capability to manage their own learning. Participants showed interest in developing their skills as a teacher during training and a willingness to develop new skills and knowledge throughout their career.

OBJECTIVES OF THE TRAINING:

1. To train the proposed candidates of Non-formal Basic Education Community schools Islamabad Capital Territory.
2. To clear the concepts of formal and non-formal education.
3. To equip them with Multi-grade teaching methodologies.
4. To teach them the modern techniques of preparation of low cost material.
5. To improve the communication skills of the trainees.
6. To provide the professional skill for teaching various subject.

7. To educate them about the psychological and educational issues among learners.
8. To bring attitudinal change among parents towards education.
9. After successful completion of training, establishment of non-formal basic education community schools.
10. To improve the skills of teachers in the fields of community mobilization.
11. To make them aware about the importance of health & Hygiene for healthy learning environment.
12. To familiarize the teachers with skills to manage assessment of students for improving learning abilities.
13. To develop efficient record keeping system.

TRAINING METHODOLOGIES

1. Participatory approach was followed.
2. The level of comprehension/perception was assessed through demonstration system.
3. A mechanism to gauge/analyze the fears & expectations of the participants was formulated.
4. Seasoned subject specialists from renowned institutions were engaged for each subject.
5. Activities were curriculum related based touching the syllabus.
6. Special emphasis was given on lesson planning and each session was followed by practical lesson demonstration.
7. Daily feedback regarding progress and quality assessment was done.
8. Professionals were invited to identify & clarify the psychological and health related issues.
9. The participants were organized in various groups so that they can:
 - Experience working individually, in pairs and in groups.
 - Question and be questioned.
 - Share Ideas, Knowledge, experience, responsibilities etc.
 - Develop confidence, creativity, initiative and co-operative skills.