

**72nd Cluster Based Teachers' Training On
English, Mathematics, Science and Classroom
Management Using Joyful Learning Approaches**

Held from 13th March to 19th June 2006
At
Presto Public School, Line Park, Chakwal



Organized by

ABES –Teacher Empowerment Centre,
Rawalpindi



In Collaboration with

Punjab Education Foundation (PEF)
Lahore



Filling the Gap in Quality Education

A TEACHER can CHANGE lives
with just
the RIGHT mix of Chalk and
challenges

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Executive Summary:

The joint efforts of PEF and ABES are in continuation for Cluster Based Training for private schools teachers. Receiving great applause and appreciation in the previous training's in different schools this was yet another attempt for quality education, making it convenient to private school teachers in their own region. There were 32 teachers from six private schools. For details of Schools see at **Annex 2**. And list of participating schools is attached at **Annex 3**.

The motto of this training was to prepare the teachers for those challenges which they face in their daily routines and to inject them those methods where they feel more secure and confident while teaching the students in the classroom. Teachers needs and meagre concerns were really practised and it was the focal point of all the resource persons to remove these negative elements of the participants' minds.

Teachers weak subjects were notified by sending a pre workshop evaluation Performa, which helped the teachers, identify the areas where they needed guidance. The data indicated that these teachers needed to be trained on the subject areas of languages, English, Math, Science, classroom management, child psychology and seven intelligence. For details see attached **Annex 4**.

72nd Cluster-Based workshop further strengthened the working relationship of mutual understanding, sharing skills and expertise and aim for community services between PEF and ABES. Both the organisations are work hard to take initiatives collaboratively for their focused goal: uplifting the level of quality education through quality teaching. And that shared vision calls for investing in the teachers through training's and workshops that enable them shape up the future into progression, betterment and advancement for them and for their children.

The Contributions of PEF

The core functions of the Punjab Education Foundation include the training of the teachers and promotion of public-private partnership (PPP) in the field of education. Capacity building of the teaching staff of the less affluent, underprivileged and marginalized schools and forging public-private partnerships for the provision of quality education.

Approximately, 40% educational institutions in urban areas and more than 30% in rural areas in the Province of Punjab are being run and managed in the private sector.

The concept of cluster-based training (CBT) is to create a learning opportunity for the teaching staff of a specified area with a small number of schools to formulate a particular cluster. These schools are easily accessible for each other due to being in close range physically.

The training contents were need-based, depending on the area where the educators need support and guidance most. A CBT can be easily narrowed down to train subject specialists, or it can expand its outreach to diverse contents.

Once a cluster is formed and the staffs have been trained, then these teams of educators work in co-ordination, sharing their respective islands of successes and working together to root out the similar problems they face due to having the children from similar backgrounds. The result exhibits itself in peer learning, team teaching and adding a support system within the community of learners.

PEF, thus strongly believes in bringing out the best possible results of a public/private partnership, fulfilling the needs of private school chains to get their staff trained on the latest developmentally appropriate educational practices by consulting with the leading educational experts.

About ABES

Adult basic Education Society (ABES) is a non-profit organization registered with the government under the Societies Registration Act 1860. The primary aim of ABES is to work for the social welfare and uplift of the society beyond the man-made borders of race, religion, cast and creed. The endless contributions made by ABES in the array of education hovers on more than three decades.

The cornerstones of the interactive paradigm of ABES have been project planning, field implementation, monitoring and evaluations, capacity building, material development related to ECCD. ABES runs experimental literacy projects for adult and non- formal primary education; trains local teachers, supervisors and administrative staff; develops audio/video resource material for training, publishes literacy and follow-up books.

ABES in 1993 instituted its regional office in Rawalpindi and formed a section by the name of ABES-Teacher Empowerment Centre (ABES TEC). This section of ABES is exclusively working to improve the standard of teachers by providing quality in formal and non-formal primary education in Pakistan with a team of highly motivated professionals. ABES-TEC not only pioneered the concept of Joyful learning but also initiated Multi- grade Teaching System in Pakistan. It has an experience of 13 years for providing quality education, developing projects related to literacy, primary education, functional literacy with special focus on women empowerment, early childhood and development and child labour for both government and non-government organizations as well as promoting education among disadvantage children, especially girls. Over the years it has been consistently focusing on improving quality of teaching and learning and introduced some innovative teacher training methods using joyful learning approaches.

Workshop Objectives

Any workshop designed intricately, underlying the needs of the trainees, contains a bounty of thought-provoking ideas and strategies. But instead of listing step-by-step instructions of tried-and-true recipes, it should be based upon a fresh look and description of the ingredients of effective teaching, where the staff should be encouraged by the trainers to look in their own gardens and cupboards of experiences for the seeds that will lead them to their own harvest.

Such training workshops are conducted in response to the critical need we see for overhauling the approach to training early childhood teachers. We see programs where staff turnover is alarmingly high and the workforce increasingly inexperienced and lacking in understanding of child development. We often see classrooms that are either out of control or in chaos, or under tight control and rigid structure and curriculum that is developmentally inappropriate. Many times education co-ordinators and programme directors are overwhelmed with a multitude of responsibilities and lack of the time and preparation to effectively coach staff into deeper understanding and improved job performance.

Teachers of young children aren't often treated as intellectuals-autonomous thinkers capable of significant decision-making, collaborating with other adults and with children to craft a learning environment. In developmentally appropriate classroom, teachers respect children as thinkers and choosers, enabling them to practice these skills as the foundation for the rest of their lives.

However the training workshop is focussed and designed to

The expanse of this six-days workshop was to achieve the following objectives:

- To have classrooms with effective learning with the child as a focus
- To understand the underlying dynamics and value of child centred joyful learning
- Improving the trainees' knowledge regarding the contents of subjects like English, Science and Mathematics.
- Strengthening their pedagogical and teaching skills with particular focus on activity-based teaching.
- Encouraging the use of the teaching aids preparation skills.

Training Using Joyful Learning Approaches

The whole workshop was based on a new approach developed and designed by ABES. The opening sessions with the teachers focused on Child Rights and Child Friendly Joyful Learning. Few details are given as under:

Child Friendly Joyful Learning

A supportive Child Rights approach involving the whole community and the child at the centre of all efforts. A balanced healthy environment where the activities help children to grow as responsible individuals.

Learning is that magical thing that takes place in a split second that changes us forever. To experience these moments every day is joyful learning in a child friendly school.

“Stimulating the natural joy of learning inherent in every children”

Joyful Learning is;

- according to the need and interest of the students

- an independent learning process
- an opportunity for peer learning
- supported by the different curricular and co-curricular activities
- capitalising on the natural joy of learning inherent in all students
- providing equal learning opportunities to all children
- progress with out any discrimination of race, colour and religion
- providing a pleasant learning environment
- teaching learning and life skills
- fulfilling the rights of every child
- involved in the character building of the children

How to create a joy of learning by involving children?

There is a curriculum, there is a textbook and if teachers continue to direct lessons and children memorize the lesson then the learning process remains incomplete.

Joyful Learning is about the process of how to involve children so they understand what they learn. Ultimately there are dozens of ways you can support the text-book lesson, with varieties of local low cost materials that are available around the school and homes.

Quality learning amongst children takes place when children have the opportunity to understand and participate in the process. Child's curiosity factor is then used in the learning process. Children like to live in the world of fantasy and keeping them in their own world could often produces better results.

Child Rights and Education

All training programmes for quality in education must be based on the understanding of the Convention on the Rights of a Child (CRC). This document was signed by many countries and is an attempt to have a global understanding and agreement on the rights and conditions that should be attained so all children have a chance for equality with dignity. When training is based on these values then the child will be the centre of all topics presented. The follow up will be that the school and classroom has the child as the central focus. Every child has a story to tell and often it is the teacher that hears it first. The teacher's job is to provide opportunities the atmosphere and environment so the rights of the child are meet in the place they will spend much of their waking hours. The main educational rights involve in schools are based from rights number, 13, 17, 28, 29 and 31.

Important Rights to note:

- children's right to leisure and play
- children's need for space to develop
- the need to take children's opinions into account
- the need to involve children in the learning process
- the need for policies and training to be in the best interest of the child
- the need for learning to be life skills relevant
- local roots and global connections
- the importance of a change in attitude towards facilitating learning

Some articles are as under:

Article 13 Freedom of Expression

Every child has the right to express his or her view, obtain information, make ideas or information know, regardless of frontiers.

Article 14 Freedom of Thought, Conscience and Religion

The state shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

Article 23 Special care and education for differently able children

So they may also have the enjoyment of a full and decent life with dignity

Article 28 Primary Education is compulsory and free for all

Access to vocational information, regular school attendance and reduction in drop-out

Article 29 Opportunities to develop talents, personalities, mental and physical well being

Preparing the child for life, understanding cultural values, language, identify of own and others.

Article 31 Leisure, recreation and cultural activities

The child has the right to leisure, play and participation in cultural artistic activities

The convention goes beyond existing treaties by seeking to balance the rights of the child with the rights and duties of parents or others who have responsibilities for child survival, development and protection, by giving the child the right to participate in decisions affecting both the present and the future.

Survival Rights

Survival rights include such things as adequate living standards and access to medical services.

Protection Rights

Protection embraces all of the above, but also covers all forms of exploitation and cruelty, arbitrary separation from the family, and abuses in criminal justice system.

Participation Rights

Participation rights include the freedom to express opinions and to have say in matters affecting one's own life, as well as the right to play an active role in the society at large.

Developmental Rights

Development rights include education, access to information, play and leisure, cultural activities and the right to freedom of thought, conscience and religion.

Need Based Analysis

In order to make any training workshop successful, it is of great importance that the whole idea is carefully thought focusing the emphasis where it should be laid. If the training agenda looks promising enough and the contents are par excellence, but none of it is in sync with the actual needs of the trainees on ground, all the good work goes down to pits.

To illustrate this from happening, a need-based analysis was conducted by ABES. The pre-training exercise consisted of a questionnaire Performa that enabled the resource persons to develop a sound understanding of the problems and difficult areas faced by the trainees to-be. **(For Details See Annex 1)**

Workshop Contents

Training was based upon session and contents, ABES arranged 4 facilitators for English, Math, and Science sessions. During the training, the responsible persons briefly focused upon the following contents.

ENGLISH

English Lesson – 1

Objectives:

- i. To introduce various ways of reading.
- ii. To generate interest for reading.

Content:

- i. Reading Skill

Material

Reading is done for the following reason.

- i. To know meanings.
- ii. To understand the message of the text.
- iii. To improve the reading skill.

A.V.AIDS

Comprehension passage, flash cards, mini books, story book.

Group Activity

They were asked to make flash cards of words/meanings.

Out Comes

Students learnt different ways of reading like silent, loud, seeing and skimming and applied in class presentation with improved accent and pronunciation.

English Lesson – 2

Objectives:

- i. Teaching and practice on correct formation of letters.

ii. To make them aware of different ways of creating interest for writing at primary level.

Content:

Writing Skill

Introduction: Letter formation through games, by drawing lines and shapes e.g. by drawing, ball, wavy lines etc.

Activities in group:

i. Draw different shapes and there by to form letters from them.

ii. Make new words with the help of Jigsaw puzzles and write on the chart in cursive writing.

Out Comes:

They concentrated on the formation of letters and improved their word building with the help of Jigsaw puzzles.

English Lesson – 3

Objectives:

i. To develop their imagination.

ii. To enable them to express their views.

iii. To enhance their vocabulary.

Content:

How to improve creative writing.?

Material

Advised students to enhance the vocabulary and sentence building should also be developed.

Through the diagram taught when the method of composing ideas. Told them steps of collecting and ordering data.

Activity

Choose any topic of your choice and express in your words.

Home work

Write day to day diary of these days of training and make your own mini book. Paste some pictures relevant to topic to make your work attractive.

Out Comes

i. Students produced very attraction creative work on charts.

ii. They did their work with interest and enthusiasm.

English Lesson – 4

Objectives:

i. To develop interest for hand work and activities to make learning joyful.

ii. To describe the role of A..V. aids in affective teaching and creating healthy atmosphere in classroom.

Content: Use of reading charts and flash cards.

Material:

i. Charts and flash cards are helping aids used by the teacher to convey and transfer knowledge to students.

ii. Charts should be made attractive and relevant to topic.

- iii. Handwriting should be neat and well formed.
- iv. Use of colours make word attractive.

Group Activity:

Work sheet was designed first to show them as a pattern. Then teachers were asked to design work sheets on different topics according to the level of class. Eg. Draw kettles and fill rowels in them.

Out Comes

Students made beautiful and meaningful worksheets by using colours.

English Lesson – 5

Objectives:

- i. To teach them about the correct use of articles.

Content: The use of Articles

Material:

- i. **A, An** and **The** are called articles in English Grammar.
- ii. **A** and **An** are called indefinite articles.
- iii. **A** is used with countable nouns and an with words begin with rowels.
- iv. **The** is used with the proper nouns, eg. rivers oceans, mountains, holy books, nations and with newspapers.
- i. It is also used with the third degree of adjectives.

Activity:

They were given worksheets individually to assess their understanding of articles.

Out Comes

Most of the students used articles accurately some need more practices.

English Lesson – 6

Objectives:

- i. To teach how can be words made meaningful by adding a group of letter's in the beginning and end of the words. .

Content: Use of Prefixes and Suffixes.

Introduction:

Word used before the words is called prefix, It is used to change the meaning eg. Happy, unhappy, suffixes, are words used after the word to add or change the meaning of the words for example, beauty, beautiful taste, tasteless etc.

Group Activity:

Make as many words as your can by using prefixes and suffixes with them.

Out Come

Student learnt well and made long lists of prefixes and suffixes. Weak students could also explore new words in groups.

English Lesson – 7

Objectives:

- i. To enable them to use the correct form of verbs according to tenses.
- ii. To clear up the confusions.
- iii. To strengthen their sentences building.

Content: Tenses

Introduction:

Before learning about Tenses and its kinds, it is necessary to get acquainted with three form of verbs and then their use according to the requirement of speaker. Each tense was discussed thoroughly with examples and practised on the board.

Group Activities:

Students were asked to pretend according to different kinds of Tenses. Eg one group took present indefinite and prepare dialogues while other answered in past indefinite or future.

Out Comes:

Students participated enthusiastically and learnt a lot in that friendly atmosphere

SCIENCE

Overall Objectives for Science Sessions

- Replacing lectures with enquiry based questions.
- Teaching Science using available materials within local environment.
- Introducing questioning techniques & activities to develop critical thinking skills of children necessary to sort information they are given with.
- Creating awareness to use the real thing in science, which is the world around us rather than using the textbooks only.

Contents

- What is Science?
- How to teach Science?
- Living and nonliving things.
- Parts of flower and their function.
- Animals
- Motion
- Heat

- Matter
- Energy
- Importance of water and its status
- Environment

Steps to discuss above topics:

- Asking Questions
- Formulating Hypotheses
- Designing and conducting experiments
- Collecting and analyzing data
- Writing about results

Session 1 - 9:00 to 11:00 AM

Living Things and Non-Living Things:

Living things are alive and non-living things are not alive.

Objectives

- Clarification on the basic distinction between living and non-living things.
- Studying seven characteristics of living things.

Session Activity

Group Work:

- Participants were divided into five groups and they were given flip charts to sort the living things from non-living things in their environment on the basis of seven characteristics.
- The flip charts were then displayed in the classroom and were explained by every group.
- Participants were given A4 sheets, markers and pencil colours to make work cards of living and non-living things (a learning aid).

Outcomes

- Participants sought out large number of living and non-living things around them and clearly understood seven characteristics of living things on the basis of which they are distinguished from non-living things.
- They learn to create a work card using the given items.

Session 2 – 11:00 AM to 12:00 PM

Motion, Heat and Energy

Objectives

- To develop and understanding about the respective topics and their use in daily life.

- To learn their advantages and disadvantages in daily life.

Session Activities

Group Work: Participants were divided into five groups and each group was given different apparatus (candles, toy cars, sticks, string rolls, balls and batteries) topic-wise to perform different experiments on motion, heat and energy, related to their daily lives.

Outcomes

- Participants did not get good results from experiments of energy, motion and heat, and the concept was clarified. Participants started to take interest in Science and learn the importance of motion, heat and energy in their daily lives through the experiments they performed.
- They learned to clear concepts of students using simple things, which are easily available, and are low cost as well.

Session 3 – 12:00 AM to 2:30 PM

Parts of Flower and their Functions

Objectives

- To know how fruit is made from flower and explanation of different parts of flower and their function in fruit making.
- To learn the importance of flower.

Session Activity

Group Work:

- Participants were divided into five groups, each given a magnifying glass and flower to study different parts of flower thoroughly.
- After thorough study, they were given A4 sheets to draw each part separately and explain its function.

Outcomes

- Participants distinguished four parts of a flower clearly and learn its basic function.
- They learned how an organism is studied in detail, and how to draw figures.

Session 4: 9:00 to 11:00 AM

Environment: The area where we live is called our environment.

Objectives

- Sequence study of the environment.
- Things affecting our environment both positively and negatively.
- Study of different ways to protect our environment.

Group Work:

- Participants were divided into five groups and were given flip charts to explain the difference between natural and man-made environment. The results were discussed in the classroom.
- Participants were divided into five groups and were asked to go out of the classroom (within the training premises) to study and observe environment and collect details.

Outcome

- Participants' knowledge was increased and they took interest in studying about the environment.
- They learned how critically environment could be studied.
- They learned to protect their environment.
- The activity was so effective that they started thinking and gave good suggestions for improving our environment.

Session 5: 11:00 AM to 1:30 PM

Animals: Living things different from humans on the basis of special characteristics, that is, tail, beak, trunk, hump, feathers, etc.

Objectives

- The basic purpose was to distinguish between animals according to their habitats and habits.
- To show them how they learn to divide animals into different groups, which is necessary for their proper understanding.

Session Activities

Group Work:

- Participants were divided into four groups and were given flip charts to form a list of animals according to their size and habitat.
- Worksheets were given to explain the five senses of animals.
- Worksheets were given to know about the babies of animals.

Outcomes

- The participants' knowledge about animals was increased and they also learnt about the grouping of animals.
- They learned to study animals in details and divide them into groups. They also learned about the general uses of animals.
- Classroom environment became pleasant after the charts and worksheets were displayed.
- Participants took more interest in learning and finding information.

Session 6: 1:30 AM to 2:30 PM

Importance of Water in its Status

Objectives

- The basic purpose was to reveal the importance of water in daily life.
- How can we clean water and maintain its purity?

Session Activity

Group Work:

- Participants were divided into five groups and experiments were performed to make water vapours. Candles were used as a heat source. Water was heated in a spoon to form vapours.
- An apparatus was designed to clean the water using simple materials such as sand, gravel, small pebbles and cotton wool.

Outcome

- Participants learned about how they can perform simple experiments without using expensive apparatus.
- They learned how to save, clean and purify water by performing an experiment, which gave wonderful results.
- Participants learned to design and conduct experiments.

The trainees also worked on grooming their skills in making of teaching kits consists on:

- Pocket Board.
- Flash Cards
- Masks
- Models Stories through Cut Outs
- Dialogue through puppets

MATHEMATICS

Session 1 - 9:00 to 11:00 AM

Objectives

1. To enable the participants to know the importance of Math in our daily life.
2. Encourage the participants to learn basic concepts of Math for better understanding of further operations.

Contents:

Pre-number skills

- i) Sorting: To sort out and differentiate things, shapes or colours.
- ii) Matching: To match and relate the same objects.
- iii) Pattern Work: To make different designs with beads, buttons etc.
- iv) Ordering: To put the things in sequence, for e.g., big, bigger, biggest; small, smaller, smallest, etc.

- v) Language Development: To teach the students words that are used in Math, for e.g., long, short, big, small etc.
- vi) Introduction of Numbers: To introduce counting from 1, 2, 3...9.

Session Activity

Group Work: Participants were divided into five groups and practiced the given concepts and shared their ideas with each other.

Outcomes

Participants were motivated to learn advanced concepts related to Math. They also developed an interest in the subject.

Session 2 – 11:00 AM to 12:00 PM

Objectives

1. To enable the participants to understand the value of different digits.
2. To enhance the concept of place value.
3. To teach the participants about the use of pocket boards.

Contents

Place value

- i) Units
- ii) Tens
- iii) Hundreds
- iv) Thousands

Session Activity

Group Work (Use of pocket boards and flash cards): Participants were divided into two competing groups, each given certain numbers to be arranged according to their place value. The winning team was encouraged with cheers and applause. They were later asked whether they enjoyed the learning experience and most participants replied with enthusiasm and expressed much appreciation for working in a team atmosphere with constructive competition.

Outcomes

Participants were able to use numbers more effectively. They also learnt the place value of numbers and the use of pocket boards.

Session 3 – 12:15: 2:30 PM

Objectives

1. To provide the participants the opportunity to learn addition and subtraction from the available resources.
2. To enable the participants to learn multiplication through additions.

Contents

Basic Operations:

- i) Addition
- ii) Subtraction
- iii) Multiplication

Session Activities

1. *Individual Work*: Participants were asked to write addition and subtraction tables with the help of a given pattern.
2. *Group Work (Use of Magic Cards)*: Participants were divided into four groups and each group was assigned a different topic:
 - Group 1: Pre-Math skills
 - Group 2: Addition
 - Group 3: Subtraction
 - Group 4: Multiplication

Participants practiced Magic Cards and developed new materials for their topics.

Presentations:

One group leader was chosen from each group to present their combined work in front of the whole group.

Outcomes

Participants were able to understand the basic concepts of Math and learnt how to implement these concepts. They also designed new activities for their classes.

Session 4: 9:00 to 11:00 AM

Objectives

1. To enable the teachers to teach fraction with the help of fraction walls.
2. To provide the participants knowledge about how to make fractions with the help of various examples from daily life.

Contents

Fractions:

1. Simple Fractions (halves and quarters)
2. Types of Fractions
3. Relationship of Fractions

Session Activities

1. *Group Work (Use of Fraction Wall)*: Participants were divided into three groups and were asked to make different fraction walls.
2. *Group Work (Use of Fraction Wheel)*: Participants were asked to write different types of fractions and their respective relations, using the fraction wheel.

Presentations:

One group leader was chosen from each group to present their combined work in front of the whole group.

Outcomes

All participants were able to solve fraction problems. They also developed wonderful activities for using fractions.

Session 5: 11:00 AM to 1:30 PM

Objectives

1. To enable the participants to solve division problems.
2. To teach the concept of division using available resources.
3. To teach the teachers how to use objects within the classroom for teaching division. For e.g., encourage students to demonstrate various concepts, etc.

Contents

Division

- | | |
|------|---|
| i) | Simple Division |
| ii) | Estimation, Subtraction, Multiplication |
| iii) | Lesson planning for Math |

Session Activity

1. *Role Play*: Participants were divided into two groups and asked to role-play for various division problems.
2. *Lesson Planning*: Participants planned their own lessons for Math.

Outcomes

Participants developed confidence to implement new methods for teaching Math and were interested in learning advanced concepts in Math. They were also able to create lesson plans for Math.

(For Details See Annex .4)

And **(for test items See Annex .5)**

Training style and methodology:

The whole training was based on interactive principles to keep it lively and two-way to form a true community of learners. The trainers decorated different caps of their diverse roles. They made the participants realise that they are there as facilitators for knowledge rather than to be the only source of knowledge. The trainees are always encouraged to carry the same methodology in their own classrooms after they received the training.

The six-day agenda was carefully laid down as a blend of active and passive learning providing a variety of activities to keep the participants make the most

out of it all. Lectures and sessions when the trainers who shared their knowledge and skills and later opening the house for open debate, cross-questioning, group work or make and take activities enlightened the gatherings.

To support active learning, the teacher must play with possibilities planning and then to letting go-as learners contribute there own ideas in response to teaching strategies. To let go, a teacher must have confidence that there are more good ideas where those came from, and that many of them will come from the learners. The same guiding principle was the core-underlying feature of the deliverance of the methodology used by the trainers and the resource persons.

A relevant set of written materials was distributed as handouts for future reference for the trainees. Handouts are listed below.

- The importance of English language
- The principles of English Language
- Basic four skills of English
- Articles
- Parts of speech
- The Slide
- Decision
- Writing through diagram
- Joyful Learning
- Seven intelligence
- Grouping
- Child Rights
- What is Education
- Quality Education

Evaluation exercises and output

A post training evaluation exercise to examine the delta complemented the pre-training analysis conducted prior to the training. The overall analysis shows the following output:

S no	Subject	Score			%(Items)
		Pre-Test	Post-Test	Difference	Improvement
1.	English	774	1167	393	34%
2.	Math	413	502	89	11%
3.	Science	314	561	247	31%

Total	1501	2230	729	23%
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For details see Annex 6

The following table reflects the Workshop Assessment of the participants. The responses are given in percentages.

A= Excellent			B= Good			C= Satisfactory			D= Not satisfactory		
English			Mathematics			Science					
A	B	C	A	B	C	A	B	C			
51%	33%	12%	62%	31%	8%	62%	27%	6%			

The following table reflects the activities, grouping and resource person's methodology in the training.

One participant did not share her comments and opinion.

A= Excellent			B= Good			C= Satisfactory			D= Not satisfactory		
Training			Grouping								
A	B	C	A	B	C						
64%	25%	5%	76%	16%	4%						

Workshop Evaluation form is available at **(Annex.7)**

Outcomes of the training:

The 72nd CBT finished with great outcomes. Although the participants level was low and they slow learners but the credit goes to the resource persons who really worked hard and polished them with their skills.

- All the participants were regular from the first day till the last day and they showed stupendous zeal and enthusiasm in activities and group work.
- All the participants abolished the shyness and hesitation they had from start
- They received enough confidence and were committed for the challenges coming in their way in future.

Participants views about training:

- The participants appreciated all the sessions conducted by the resource persons. They also appreciated the soft, mild and fragile methodologies used by the resource persons.
- We learned how to plan a lesson regarding the mentality of the children.
- The remaining subjects like Islamait and Pak Studies should also be the part of the training.
- After receiving this training we were enlighten with new methodologies of teaching.

- To capture the interest of the children and to abolish their boredom we taught tremendous and interesting games.
- This training really build up our confidence and moral. It's removed our hesitation and shyness.
- One participants were of the view that I have 14 years experience but what I have learned from this training were not learned in the previous 14 years.

Suggestions forwarded by the participants.

- 16% participants were of the view that training like this must be provided on regular bases in future.
- AV aids used in training should also be provided to the participants for the future usage.
- 75% participants were of the view that the duration of the training should be increased.
- Some participants passed their remarks that students' psychology must be the content of the training that teacher may easily pick the mentality of the students.
- 12% participants were of the view that teachers should be provided new models, which should have easy understanding for the children.

Training Cost: Rs. 2,828.13

Feedback by ABES

- All the participants were demanding for female resource person, which were provided by ABES.
- There was extremely hot weather at the training venue and was power problem therefore, ABES decided to arrange a generator for the venues where they face hot weather.
- In remote and slum areas like Chakwal there should be Health, environment and Physical Education sessions in the training, that they may know the basic health tips.
- The participants of the 72nd CBT were not updated about latest teaching methodologies and therefore, they demanded a longer duration of the training should increase from 6 days to 10 days.
- The under privileged School's participants should provide learning and teaching aids.
- As the remote and slums areas cannot be monitored regularly therefore, Head teachers of the participating schools should also be trained for the implementation of latest methodologies

Feedback by PEF:

Form PEF Mr. Muhammad Ishfaf Gill (Assistant Project BTU) has opportunity to witness the training.

Mr. Muhammad Ishfaq Gill visited the training on the last day but he could not attend any session because of the “parda” since the people of that area are quite conservative.

ABES-Punjab Education Foundation, Teacher Training**Title:** 6-Days Teacher Training Workshop for Private Schools.**Venue:** Presto Public School Chakwal .**Date:** 13th to 19th June 2006.**Workshop Time:** 9:00am to 2:30pm.Number of Participants in Training: **32****Presto Public School Chakwal .**

S.#	Teacher Name	Qualification	Sex
1.	Bushra Talib	F.A	Female
2.	Afsheen Saba	B.A	*****
3.	Saira jabeen	B.A	*****
4.	Shazia Bashir	B.A	*****
5.	Samina Gulzar	B.A, Bed	*****
6.	Sameena Yasmeen	F.A , PTC	*****
7.	Rabia Nazish	F.A	*****
8.	Sameena Yasmeen	Matric	“ “ “ “ “ “ “ “
9.	Nasreen Akhter	F.A	“ “ “ “ “ “ “ “
10.	Zahida Perveen	B.A, B.ed	“ “ “ “ “ “ “ “

Islamia Public Model High School odhowall Chakwal

S.#	Teacher Name	Qualification	Sex
11	Tasawur Jahan	B.A Bed	Female
12	Uzma Naz	B.A Bed	*****
13.	Asifa Yasmin	B.A , Bed	*****
14.	Farah Tubbasam	F.A Ct	*****
15.	Rizwana kauser	B.A Ptc	*****

Alnadeem Public Model School khowa Chakwal

S.#	Teacher Name	Qualification	Sex
16	Azra Javaid	B.A	Female
17.	Naila Aurangzeb	B.A	*****
18.	Farhat Parveen	B.A	*****
19.	Ulfat Shaheen	B.A Ct	*****
20.	Shumaila Kanwal	F.A	*****

Muslim Academy Zia Mumorial Secondary School Chakwal

S.#	Teacher Name	Qualification	Sex
21	Amrin Aslam	B.A B ed	Female
22.	Naureen Rafaqat	B.A	*****
23.	Farrukh Naheed	F.A	*****
24.	Shamim Akhter	F.A	*****

Pak Land Public Secondary School Dakko Road Chakwal

S.#	Teacher Name	Qualification	Sex
25	Syeda Ismat Batool	M.A B.ed	Female
26.	Andleeb Zahra	Fsc	*****
27.	Zeb_un_Nisa	Matric Ptc	*****
28.	Zubaida Khanam	F.A Ct	*****
29.	Nasim Akhtar	F.A	*****
30.	Shaheen Altaf	M.A	*****

Oxford Academy Chakawal

31.	Rizwana Tabbasam	F.A, Ptc	“ “ “ “ “ “
32.	Nusrat Yasmin	B.A,B.ed	“ “ “ “ “ “ “ “

Contact details of participants School

Annex 3

S. no	Name & Address of the School	Name of the Principal/Madam	Contact No
1.	Presto Public School Chakwal Line Park Chakwal	Khalid Farooq	054355011
2.	Islamia Public Model High School Odhowall Chakwal Tehsil And Distt Chakwal	Qazi Abdul-Latif	051-553962
3.	Alnadeem Public Model School Khowa Chakwal po Kurri Tesil & Distt Chakwal	Rafaqat Ali Chudari	03009880388
4.	Muslim Academy Zia Mumorial Secondary School Chakwal Mohalla Line Park Chakwal	Malik Muhammad Hussain	-----
5.	Pak Land Public Secondary School Dakko Road Chakwal Mohalla Chistiya Dhoko Road Chakwal	Ghulam Hasnain	051-553445

Annex 4

6- Day Cluster Based Training for Private School Teachers

from 13th to 19th June 2006. At Presto Public School Line Park, Chakwal

Organized by: ABES-Teacher Empowerment Center Rawalpindi

In collaboration With Punjab Education Foundation (PEF Lahore)

Day/Date	9:00 to 11:00	11:00 to 12:00		12:15 to 1:30	1:30 to 2:30
Day 1 13-06-06 Tuesday	Registration Inauguration/ Talawat ➤ Objective of Workshop ➤ Participants Introduction ➤ Education Present Situation in Pakistan	Child Rights & Joyful Learning (Demonstration)	Tea	Creating Interest among children while teaching English ❖ Principles of teaching English language	❖ How to improve reading skills ❖ Use of reading charts and flash cards
Day 2 14-06-06 Wednesday	Tips to improve writing skills writing practices Creative writing using jigsaw puzzles	Comprehension's Group Work ➤ Prefixes and Suffixes		English Grammar ❖ Tenses (Past, Present & Future) ❖ Kinds of Noun	continued Use of worksheets (Group work)
Day 3 15-06-06 Thursday	Science Creating Interest among children while teaching science What is Science How to teach Science	Lesson Planning for Teaching of Science	Break	Teaching of Science using available materials ➤ Demonstration on clarity of different concepts ➤ Living and non-living things	Continued ➤ Motion ➤ Heat ➤ Matter (use of Learning aids)
Day 4 16-06-06 Friday	➤ Parts of Flower and their Function.	➤ Environment ➤ Soil		Animals ➤ Plants	➤ Importance of water and its status
Day 5 17-06-06 Saturday	Importance of Teaching Maths ➤ pre-number Skills ➤ sorting ➤ Pattern work ➤ Ordering	Place value. ➤ Units ➤ Tens-Hundreds ➤ Thousands ➤ Lesson Planning for teaching of Maths	➤ Teaching of Maths ➤ Basic operation addition and Subtraction	➤ Multiplication ➤ Activities and use of learning Aids	
Day 6 19-06-06 Monday	Fractions ➤ Introduction of Fraction ➤ Types of Fraction Relationship of Fraction	➤ Introduction of Division ➤ Estimations ➤ Multiplication ➤ Subtraction	Participants Planning for Future	Participant Assessment ❖ Wrap-up ❖ Certificate Distribution ❖ Honorarium	

8 - Day Teacher Training Workshop on Joyful Learning Methods
Held from: 13th to 19th June 2006. At: Private Public School Chakwal

Annex- 5 PRE-TEST Math

FULL NAME: _____

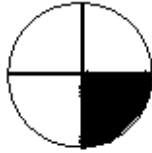
Marks: _____

نوٹ: مندرجہ ذیل سوالات کے جوابات تحریر کریں۔
سوالی نمبر: 1 تا 5 تک لکھیں۔
413563503

سوالی نمبر 1: ریاضی کے چار بنیادی اعداد کون کون سے ہیں؟

سوالی نمبر 2: ناچھوڑو 2 گلوں کو گریں لکھیں۔

سوالی نمبر 3: چھوٹی گلی شکلوں کی لڑائی لکھیں؟



سوالی نمبر 4: چمکوں کی آگنی اقسام ہیں؟



8 - Day Teacher Training Workshop on Joyful Learning Methods

Held from: 13th to 19th June 2006, At: Preeto Public School Chakwal

Annex- 5

POST TEST MATH

FULL NAME: _____

Marks: _____

سوال نمبر 1: پچاس کو گنتی لکھنے سے پہلے میں کون کون سی ہمارے گنتی لکھنا ضروری ہے؟

سوال نمبر 2: 2 اور 2 کو جمع کریں گے؟

سوال نمبر 3: دستاؤں پر فریکشن کا Fraction Wall بنائیں۔

$$\frac{2}{4} \quad \frac{1}{2} \quad \frac{8}{8} \quad \frac{1}{2}$$

سوال نمبر 4: صحیح کا پلاؤ لکھیں۔ (8)

سوال نمبر 5: تفریح کا پلاؤ لکھیں۔ (8)



8 - Day Teacher Training Workshop on Joyful Learning Methods

Held from: 13th to 19th June 2006. At: Preeto Public School Chakwal

Annex- 5

PRE-TEST SCIENCE

FULL NAME: _____

Marks: _____

نوٹ: مندرجہ ذیل سوالات کے جوابات تحریر کریں۔
سوال نمبر ۱ تا ۵ تکس کیا ہے؟

سوال نمبر ۶: سائنس پڑھانے کا طریقہ کیا ہے؟

سوال نمبر ۷: کیا سائنس عملی طور پر پڑھانے کے لیے صرف لہجہ باری ہی استعمال ہو سکتی ہے؟ اگر نہیں تو کون سے متبادل طریقے ہو سکتے ہیں؟

_____	_____
_____	_____
_____	_____
_____	_____

سوال نمبر ۸: سائنس کے حصے میں کون کون سے اجزاء شامل کر کے پڑھا سکتے ہیں۔

سوال نمبر ۹: آپ سائنس پڑھانے کے لیے کون کون سی تدریسی مواد تیار استعمال کرتے ہیں؟

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

—(*)—

8 - Day Teacher Training Workshop on Joyful Learning Methods

Hold from: 13th to 19th June 2006. At: Prato Public School Chakwal

Annex- 5

PRE-TEST ENGLISH

FULL NAME: _____

Marks:50

Q1. Change the following sentences in Interrogative & negative sentences.

a. He is playing cricket.

b. Najma works hard.

c. They have eaten the meal.

d. Zia went to market.

e. You will learn the lesson.

Q2. Name the parts of speech.

Q3. Identify adjective in the following sentences and then define it.

i. This is a beautiful doll.

ii. He is a good cricketer.

iii. They are honest in dealing.

iv. David has a sweet laugh.

v. The table is heavy.

Q4. Define prefixes & Suffixes.

Q5. Write at least five advantages of work sheet.

8 - Day Teacher Training Workshop on Joyful Learning Methods

Held from: 13th to 19th June 2006. At: Preeto Public School Chakwal

Annex- 5 POST-TEST ENGLISH

FULL NAME: _____

Marks:50

Note: Attempt the following questions.

Q1. Define Suffixes Prefixes with examples.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Q2. What is a Sentence.

Q3. Write two sentences of Present Perfect, Past Perfect & Future Continuous Tenses.

Q4. Select any Tense and make Interrogative & Negative sentences.

Creative Writing

Q5. Write five sentences on any one of the following.

(I) My School (II) My Self (III) My House

Q6. Fill in the blanks with correct noun, pronouns, verb, adjective, preposition.

- I. He _____ to school every day. (comes, came, come)
- II. The book is _____ the table. (at, of, on)
- III. _____ has been working for two days. (he, they, we)
- IV. Amir is very _____. (strong, walking, upon)

Annex 6

Assessment of Primary School Training (Pre-Post Tests Score Difference)

S.#	Name	Subject	Pre-Test	Post-Test	Differ..	Pre-Test Total	Post Test Total	Differ..	% age
1.	Zubaida Khanam	English	20	28	8	37	61	30	30
		Science	9	21	12				
		Maths	11	12	1				
2.	Farrukh Naheed	English	21	41	20	44	76	32	32
		Science	9	21	12				
		Maths	14	14	00				
3.	Andleeb Zahra	English	36	45	9	60	78	16	16
		Science	11	19	8				
		Maths	13	14	1				
4.	Shaheen Altaf	English	31	45	14	57	80	23	23
		Science	12	19	7				
		Maths	14	16	2				
5.	Nasima Akhtar	English	25	24	-1	44	60	16	16
		Science	9	20	11				
		Maths	10	16	6				
6.	Syeda Ismat Batool	English	32	46	14	61	78	17	17
		Science	17	17	00				
		Maths	12	15	3				
7.	Naila Aurang Zeb	English	33	40	7	58	73	15	15
		Science	11	19	8				
		Maths	14	14	00				
8.	Azra Javaid	English	29	11	-18	52	44	-6	-6
		Science	10	19	9				
		Maths	13	14	1				
9.	Farhat Parveen	English	33	33	00	47	52	5	5
		Science	6	20	14				
		Maths	8	9	-1				
10.	Shumaila Kanwal	English	20	26	6	49	48	-1	-1
		Science	9	15	6				
		Maths	20	7	-13				
11.	Ulfat Altaf	English	26	-----	-----	44	15	-29	-29
		Science	7	15	8				
		Maths	11	-----	-----				
12.	Nusrat Yasmin	English	24	32	8	38	61	23	23
		Science	8	16	8				
		Maths	6	13	7				
13.	Rizwana Tabbasam	English	33	37	4	50	66	16	16
		Science	9	16	7				
		Maths	8	23	15				
14.	Tasawur Khanam	English	14	45	31	30	74	44	44
		Science	7	16	9				
		Maths	9	13	4				
15.	Asifa Yasmin	English	22	43	23	51	74	23	23
		Science	13	16	3				
		Maths	16	15	-1				
16.	Rizwana Kausar	English	22	22	00	47	61	14	14
		Science	9	15	6				
		Maths	16	24	8				
17.	Farah Tubbasam	English	25	45	20	54	80	26	26
		Science	11	16	5				
		Maths	18	19	1				
18.	Uzma Naz	English	21	39	23	47	68	21	21
		Science	15	20	5				

19.	Sameena Yasmeen	Maths	11	9	-2	44	64	20	20
		English	22	42	20				
		Science	11	19	8				
		Maths	11	13	10				
20.	Bushra Talib	English	21	37	16	41	51	10	10
		Science	8	10	2				
		Maths	12	24	12				
21.	Saira Jabeen	English	35	45	10	56	77	21	21
		Science	9	19	10				
		Maths	12	13	1				
22.	Afsheen Saba	English	35	45	10	44	79	35	35
		Science	8	19	11				
		Maths	15	15	00				
23.	Rabia Nazir	English	21	40	19	44	65	21	21
		Science	9	17	8				
		Maths	14	8	-6				
24.	Shazia Bashir	English	33	45	12	55	79	24	24
		Science	8	19	11				
		Maths	17	15	-2				
25.	Samina Gulzar	English	24	41	17	47	79	32	32
		Science	11	13	2				
		Maths	12	25	13				
26.	Nasreen Akhtar	English	7	45	38	25	88	63	63
		Science	8	20	12				
		Maths	10	23	13				
27.	Zahida Parveen	English	18	36	18	33	75	42	42
		Science	9	17	8				
		Maths	6	22	18				
28.	Saima Yasmeen	English	-----	43	43	19	84	65	65
		Science	8	20	12				
		Maths	11	21	10				
29.	Zeb-un-Nisa	English	21	26	5	49	49	00	00
		Science	10	13	3				
		Maths	18	10	-8				
30.	Naureen Razaqat	English	28	43	15	54	86	32	32
		Science	9	20	11				
		Maths	17	23	5				
31.	Amrin Aslam	English	30	43	13	65	87	22	22
		Science	16	20	4				
		Maths	19	24	5				
32	Shamim Akhtar	English	12	34	22	35	68	33	33
		Science	8	15	7				
		Maths	15	19	4				

6 - Day Teacher Training Workshop on Joyful Learning Methods
 Held from: 13th to 19th June 2006. At: Preeto Public School Chakwal

Participants Workshop Assessment Form

Annex-7

نوٹ: چھوپے کے حالات کے سامنے دیے گئے خانوں میں (✓) کا نشان لگائیے۔

A=بے حد B=بہت C=درمیان D=کم

A	B	C	D	انگلیش
				۱۔ کیا آپ کو انگریزی پڑھانی کرانے کے لیے جوہر گریڈوں کو پڑھانیں گے۔ آپ کو ان پر جوہر حاصل ہے؟
				۲۔ کیا Parts of Speech آپ کو پتا ہیں؟
				۳۔ کیا آپ نے SA طریقے سے بچوں کو گریڈوں کے ذریعے Tenses کو پتا کیا ہے؟
				۴۔ کیا بچوں کے لیے نیک شیٹ تیار کر سکتے ہیں؟
				۵۔ کیا آپ نے Kinds of Nouns کی مثالوں کے ذریعے بچوں کو پتا کیا ہے؟
				دیکھیں
				۱۔ گجراتی زبان سے پہلے کے قواعد آپ کو پتا ہیں یا نہیں؟
				۲۔ کیا آپ کو انگریزی اور اردو کے قواعد میں فرق پتا ہے؟
				۳۔ کیا آپ کو انگریزی اور اردو کے قواعد میں فرق پتا ہے؟
				۴۔ کیا آپ کو انگریزی اور اردو کے قواعد میں فرق پتا ہے؟
				۵۔ کیا آپ کو انگریزی اور اردو کے قواعد میں فرق پتا ہے؟
				ملاحظہ کریں
				۱۔ کیا آپ کو انگریزی اور اردو کے قواعد میں فرق پتا ہے؟
				۲۔ کیا آپ کو انگریزی اور اردو کے قواعد میں فرق پتا ہے؟
				۳۔ کیا آپ کو انگریزی اور اردو کے قواعد میں فرق پتا ہے؟
				۴۔ کیا آپ کو انگریزی اور اردو کے قواعد میں فرق پتا ہے؟
				۵۔ کیا آپ کو انگریزی اور اردو کے قواعد میں فرق پتا ہے؟

اس فارم کی کاپی ہر تدریس کار کو فراہم کی جائے گی۔

نوٹ	نوٹ	نوٹ	نوٹ	نوٹ
☆	☆	☆	☆	☆
☆	☆	☆	☆	☆
☆	☆	☆	☆	☆
☆	☆	☆	☆	☆
☆	☆	☆	☆	☆
☆	☆	☆	☆	☆
☆	☆	☆	☆	☆
☆	☆	☆	☆	☆
☆	☆	☆	☆	☆

☆ تربیت کے بارے میں اساتذہ کی مجموعی رائے

.....

.....

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.....

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☆ تربیت کو مزید کنٹرول سے لایا جاسکتا ہے؟

.....

.....

.....

☆ آپ کن موضوعات پر مزید تربیت حاصل کرنا چاہتے ہیں؟

.....

.....

.....

☆ مزید تجاویز

.....

.....

.....

اس عملی کارکن کی رپورٹ میں ۲۰۰۶ء میں شریک ہونے والے اساتذہ کی فہرست پر ۱۳۰۵-۵۵۵