

## THE BRITISH ASIAN TRUST & DEVELOPMENTS IN LITERACY

### Final Report on Course Development Project for BFSS

In September 2012, The British & Foreign School Society (BFSS) made a grant of £10,000 to support Developments in Literacy (DIL)'s Course Development Programme, which aims to develop the knowledge and skills of teachers (primarily women) in remote rural areas of Pakistan, with the objective of delivering high-quality education to disadvantaged children.

### SUMMARY OF PROPOSAL TO BFSS

#### Programme scope and objectives

The main objectives of the support requested from BFSS (as defined in the final proposal in September 2012), were:

1. **To develop and test an English language training** course that could be used to train primary-level rural teachers across DIL schools, particularly in remote and rural areas of Pakistan. This would include assessing the appropriate blend of training media (e.g. face-to-face, online, audio-visual, self-directed learning, etc.) best suited to meet teachers' needs.
2. **To build the capacity of DIL's Training Team** with support from specialist consultants, and develop the processes and templates DIL's Training Team need to create blended training courses in other subjects on their own.

The focus of the project remained on English language for teachers and included an assessment of DIL teachers' English competency. However, the proposal noted that the impact of the project would extend beyond English as DIL also included trainers of other subjects in the process. Also, the reference and guidance documents produced during the project were not restricted to any specific subject; they were more focused on the training approach than subject content.

#### Programme phases

The Teacher Development Programme was envisaged as having three distinct phases:

**Phase 1:** Course design and review of DIL's existing training materials, with a focus on English language training

**Phase 2:** Course development (creation of detailed content and learner assessment) and training of the course facilitators

**Phase 3:** Course delivery, assessment and review

#### Overview of BFSS's support

BFSS agreed that its grant should cover part of the costs of Phase 1, and then DIL would cover the remaining costs itself (as shown in the accompanying financial report). It was envisaged that the bulk of the work on course design would be done by the DIL Training Team, but that DIL would receive support and guidance from specialist consultants. BFSS introduced DIL to Helen Lentell, an education consultant with expertise in distance learning programmes, who DIL commissioned to provide consultancy, with additional support from an instructional designer, Europe Singh, on Helen's recommendation.

Phase 2 would then focus on: the development of course content; field testing the teaching tools/modes, content presentation tools, and pacing tools, based on the course design tools that had been developed in Phase 1; and training a selected group of DIL trainers in course facilitation, before course delivery, assessment and review in Phase 3. It was agreed that BFSS was under no obligation to support the programme after Phase 1 and that DIL would have to source its own funding for Phase 2 and 3.

## REPORT ON PHASE 1

Phase 1 of the programme, which was supported by BFSS, has now been completed. However, some adjustments had to be made to the original plan due to circumstances beyond DIL's control. In particular:

1. Helen and Europe were meant to deliver a four-day face-to-face workshop with the DIL training team in Pakistan, but the security situation meant that it was not possible for them to travel to Pakistan. As a result, the consultants and DIL had to change the project plan and timings. The British Asian Trust updated BFSS on this in April 2013, and BFSS kindly agreed to allow a two-month extension to the project, which would not incur additional costs.
2. Through the feasibility assessments that DIL conducted as part of the project, it realised that two factors would mean it had to rely more heavily on face-to-face training than originally hoped, because:
  - a. The teachers that DIL supports have limited capacity for self-directed learning and need ongoing support.
  - b. Issues with internet connectivity hinder the use of online distance learning media in a significant proportion of DIL's rural schools.

Therefore, to cater more effectively to the requirements of its beneficiaries, the project has developed a blended approach to training whereby face-to-face sessions are a key component, but there is also an element of distance learning through online technology platforms (such as Skype and AnyMeeting) and audio materials that teachers can use on their own (via mobile phones or CDs). DIL is also developing a pool of field-based peer leaders to provide ongoing support after training sessions.

Phase 2, which will focus on course and material content development, has been planned with support from, and in partnership with, the British Council Pakistan and Vitol Charitable Foundation. Further complementing and supporting Phase 2 and Phase 3 are the mobile learning projects supported by USAID and DFID, both of which focus on developing effective technology usage in rural areas of Pakistan and will, in due course, increase DIL's capacity to use online distance learning technologies.

### Review of performance against Phase 1 deliverables

The three key deliverables for Phase 1 were:

#### 1. A review of DIL's existing teacher training materials and other materials that could be used or adapted for course material.

**Status:** Completed between November 2012 and January 2013.

- a) DIL's Training Team worked with Helen and Europe to review their existing training modules and assess how they could be converted into standardised courses for blended delivery to rural teachers. This included assessing the English language competency of a sample of 53 DIL teachers; please see the accompanying document, *Baseline assessment of English teachers*.<sup>1</sup>
- b) The main findings of the review were that:
  - i. The training content was appropriate for conversion to blended courses.
  - ii. DIL's trainers had the requisite knowledge of the context to select and develop course materials.
  - iii. The format and structure of the materials needed to be strengthened. At the moment these materials are primarily text-based, as the trainers are used to developing and delivering face-to-face trainings. Based on discussions with the consultants, and the assessment of teachers' language competency that DIL completed as part of this project, it was agreed that training materials should be less reliant on text-based content and incorporate strong visuals that will help in training rural teachers who have limited reading, writing and verbal skills.

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<sup>1</sup> In the past, DIL's trainers tended to develop individual training outlines for themselves, so the need to prepare standardised course materials that can be used across DIL's programmes was identified.

- c) Accordingly, the Instructional Designer (Europe Singh) was asked to develop a *Style and media guide for learning resource creation*, which was delivered to DIL in May 2013 and will be used by DIL's trainers for developing visual materials for both face-to-face and distance training sessions.

***The British Asian Trust's independent assessment:***

*The British Asian Trust's Pakistan consultant visited the project in May 2013. The findings from the review were confirmed by discussions he held with schoolteachers and DIL's Training Team at the time. In addition, the consultant noted that DIL is now doing more comprehensive needs assessments across all projects to ensure that training is tailored to local needs.*

**2. A four-day workshop for DIL's Training & Curriculum Team, led by Helen Lentell and supported by the instructional designer, Europe Singh, to design the course structure.** (The original plan was for steps 2-10 in the table on pages 7-9 of this report to be covered during the workshop.)

- (a) The original plan was that the two consultants (Helen Lentell and Europe Singh) would travel to Pakistan to conduct a four-day workshop with the DIL Training and Curriculum Team in February 2013. However, given the political unrest in the country at the time, the visit had to be cancelled. Consequently, the Trust reviewed project time frames with BFSS and it was agreed that a two-month extension would be provided. This would incur no increases to the project budget and the project was now due to be completed by 31<sup>st</sup> May.
- (b) As multiple DIL activities were dependent on the timely completion of Phase 1 of this programme, and as DIL's COO, Anjana Raza, was travelling to Pakistan in February 2013, she agreed with Helen and Europe that Anjana would conduct a shorter one-day workshop with the DIL Training Director and Training and Curriculum Team in person, based on guidance and an outline they provided. This would generate cost savings on workshop costs, which would then be reallocated to other activities. (Preparation for this workshop is shown in the accompanying document, *DIL Training Team planning for distance learning session.*)
- (c) The information required to determine the course structure was collected during the workshop. In summary, it was found that:
- i. Rural teachers do not have the reliable and continued access to technology that is required to run a course that is entirely based on distance learning.
  - ii. The current training culture for teachers in rural schools does not develop their capacity for self-directed learning. Rural teachers' capacity to read through extensive instructions and conduct activities on their own without guidance is either too limited, or untested, or both, for DIL to depend heavily on self-directed training methods at this stage.
  - iii. Teachers' own stated preference during meetings is for a blended model that incorporates at least initial face-to-face training and then follow-up interactive time, for example via Skype or mobile phones.
  - iv. The capacity of DIL's trainers would need to be developed in order to develop blended courses; i.e., DIL's trainers would need to go through a change process themselves first.
- (d) When reviewing next steps, Helen initially proposed developing an online training course for the DIL Training Team to address these issues. This would use Moodle, which is an e-learning software platform that facilitates interaction and discussion between tutors and learners (in this case, the consultants in the UK and the DIL Training Team in Pakistan). However, DIL was concerned that this would:
- i. Take much longer due to the time required for the consultants to develop the e-learning course, which would, in turn, delay progress with other aspects of DIL's teacher training programme.
  - ii. Increase the cost of the project substantially as the consultancy time would be significantly greater.
- (e) DIL and Helen therefore agreed on an alternative course of action which had two components:
- i. DIL would partner with the British Council (BC) to adapt existing training resources to meet the needs of teachers in rural schools.

The BC has already developed two courses relevant to DIL's work:

- An *English for Teachers* (EFT) distance training course (an eight-week taught course delivered over 12 months), with multiple levels to suit different competency levels.
- An *Online Facilitators* course for training the trainers.

The EFT course uses live online interaction with the tutors and learners take assessments on line. DIL will work with BC to adjust the level for the rural context as well as develop the blend to include field support with some face-to-face interaction with the learners as and if required. The BC has only rolled out the EFT course to teachers in urban schools in Pakistan, so it is keen to work with DIL to adapt the course for teachers in rural areas and to use DIL's infrastructure and expertise in rural education to access harder-to-reach regions of Pakistan. Using the learning and tools developed through the BFSS-supported project, BC and DIL plan to review and adapt the EFT training materials for delivery for rural areas. The BC has also agreed that DIL's trainers can access the *Online Facilitators* course and is reviewing how this too can be adapted to meet DIL's needs.

- ii. The consultants would produce guidance for DIL's Training Team. This would include a checklist to help DIL's trainers remain focused on the objectives and quality-markers of the courses they develop, especially as they start integrating the blended delivery model into their work.

For Phase 2 of the wider programme, DIL plans to induct new trainers who will bring skills in, and experience of, blended course development with them. Working alongside the current Training Team to use their context and content knowledge, the new trainers will be able to develop the course content with stronger visuals and pacing. The *Creating Learning Materials for Open and Distance Learning* handbook from the Commonwealth of Learning, the *Quality checklist for preparing learning resources*, and the *Style and media guide for learning resource creation* provided by Helen and Europe (see details below) will remain important reference and standardising documents for the team.

***The British Asian Trust's independent assessment:***

*At the time of his visit in May 2013, The British Asian Trust's Pakistan consultant noted that the partnership with the British Council on the EFT and Online Facilitator courses seemed very promising for strengthening DIL's teacher training capacity. He noted that the BC has a strong presence and long-term commitment to working in Pakistan, with good local knowledge and local staff, and expertise in teacher training, assessment of educational standards, and youth leadership development. It was anticipated that both organisations should be able to learn from each other. At the time of the consultant's visit, the review process with the BC was underway, and the BC had invited DIL's trainers to attend the initial sessions planned at the end of May and in early June, with a view to rolling out the training during the summer holidays. He also observed that the BC's training courses were well respected and widely recognised, so DIL's partnership with the BC should help to improve teachers' credentials and longer-term career prospects.*

**3. A written guide for DIL's course creators (in preparation for Phase 2 of the programme, which will concentrate on course development)**

- Rather than create a single written guide for DIL's course creators, DIL, Helen and Europe decided to compile a suite of documents that together form a guide for course creators at DIL. This was partly due to the cancellation of the consultants' visit to Pakistan; without having seen at first-hand the context in which DIL works, DIL felt that it would not be reasonable to expect the consultants to develop a bespoke handbook for them.
- Instead, Helen shared with DIL the handbook *Creating Learning Materials for Open and Distance Learning*, produced by the Commonwealth of Learning, an inter-governmental organisation that encourages the development and sharing of open learning/distance education knowledge, resources and technologies to improve access to quality education and training in developing countries.
- Helen and Europe then worked with the DIL Training Team to explore how the handbook can be used by DIL's trainers to guide them on developing learning materials for blended training courses. DIL reports that the handbook is proving very useful. While it is targeted at Open and Distance Learning (ODL) material development, many guidelines are applicable for the development of blended courses. To accompany the handbook, Helen has

provided DIL with a 'cheat sheet' (see the accompany document, *Comparison of ODL materials and textbooks*) on the key differences between ODL and face-to-face materials, which will help to guide trainers on how to use the handbook for a blended model of course and materials development.

- Having reviewed the handbook's applicability to DIL, Helen, Europe and DIL also identified two gaps in guidance. Given that DIL's trainers are, themselves, going through a change process to develop their skills in the area of planning and visual material development/selection, DIL felt it was important to produce:
  - A brief checklist summarising what DIL trainers should include when developing/designing units of learning for courses (based on the understanding that the learners would have limited capacity for self-directed learning and that in DIL's case 'blended' would often mean a combination of face-to-face and virtual interaction with tutors and/or field-based peer trainers).
  - Guidance on how to develop visually strong training materials.
- Helen and Europe therefore prepared a bespoke *Quality checklist for preparing learning resources* and a *Template for writing a unit of learning by distance learning*, with input from DIL's trainers, while Europe developed a *Style and media guide for learning resource creation*. In addition, Helen and Europe produced guidance on *Factors that affect adopting and adapting Open Educational Resources (OERs)*, and DIL's Training Team also developed a *Trainer competencies checklist*, to help them prepare and deliver training and mentor other trainers. These documents are attached to this report, for BFSS's information.
- These guidance materials are now being used by DIL trainers as they move into Phase 2 and focus on improving their training plans and updating course materials across multiple subjects, including English, Urdu, Maths, Science, Pedagogy and Early Childhood Education.

#### ***The British Asian Trust's independent assessment:***

*The Trust's Pakistan consultant discussed the Commonwealth of Learning handbook with DIL's Training Director, who noted that the handbook has helped DIL's Training Team consider how to develop standardised training outlines for their courses, as previously they were developing individual training outlines without any standardised format or process. The consultant also reported that working with Helen, Europe and the Commonwealth of Learning handbook has helped DIL's Training Team to recognise the shortcomings in their current course design and delivery, and to consider how to address these. The bespoke guidance developed for DIL by Helen and Europe should help to make the trainings more effective. Part of the problem with DIL's teacher training at the moment is that teachers struggle to understand some of the concepts that underpin the training sessions due to their own limited subject knowledge and traditional rote learning styles, and trainers often have to deal with mixed competency levels in the groups they train. Making the training materials for face-to-face and online training sessions more visual and interactive should help with this.*

## **Other developments relevant to Phase 1**

### **Additional observations from the Trust's Pakistan consultant**

- The Trust's Pakistan consultant also observed that the Training Director, who joined DIL in July 2012, brings very valuable experience of teacher training to DIL, having previously managed teacher training at one of Pakistan's leading private schools.
- The Training Director seems to have developed a strong rapport with DIL's Training and Curriculum Team, and is working with them to review their current practices and how these can be aligned with recognised best practice in teacher training. She is also trying to introduce a more interactive approach to training, which is a gradual process as it requires a shift in the Training and Curriculum Team's mind-set.
- The teachers that the Trust's consultant spoke to seemed excited about the new approach and recognised that it can help to stretch them professionally, build their patience and confidence, and enhance their long-term career development.

### **Impact of technology on blend of training courses**

To inform the precise blend of the training, DIL's IT Unit has also been assessing a number of technology platforms that might be used to support distance training. While this is beyond the immediate scope of Phase 1, it is important for the next steps in the programme.

The main technology platforms that DIL has reviewed are:

- a) **Anymeeting**—this is a simple-to-use platform that supports live interaction between large or small groups. Its functionality includes: supporting six-way video conferencing; enabling PowerPoint slides and videos to be shared and discussed (screen share is possible); facilitating structured large group discussions through options like 'raise hand' and text message; transferring facilitation between groups during the meeting; and shifting between 'listen only' and 'discussion' modes. This platform requires the presence of an IT facilitator at the teacher-learner end to help select and manage the variety of options for interaction. Recording of sessions is also a built-in facility and allows teachers to go back and review recorded sessions with their tutors. This is DIL's preferred platform in cases where internet connectivity is not a problem.
- b) **Skype**—this can be used simply for audio or for audio-visual interaction, and screen share is a simple and easy-to-learn tool for follow-up meetings with small groups, which does not need an IT facilitator to be present. For shorter meetings with smaller groups, or training for individual teachers, DIL has found Skype to be a good tool for cost effectively and efficiently linking tutors and learners. However, as with Anymeeting, it requires a decent internet connection (in areas with lower internet speed, DIL uses Skype with audio but has to disable the video component).
- c) **Field-based peer teachers**—peer teachers who are trained to provide on-the-spot assistance to teachers in the practical daily application of their learning are very valuable with blended courses where the tutor is available only virtually, particularly in areas where internet connectivity is a problem. DIL has already trained some peer teachers DIL, who are selected from the best performing teachers amongst the groups of rural teachers. The peer tutors need to be closely linked with the primary tutors and, so far, DIL has found that using a laptop with internet connection or a simple mobile phone have been the most effective tools to link DIL trainers with the field peer teachers for ongoing support. DIL is also exploring the possibility of providing videos for teaching and learning via inexpensive smart phones that are becoming more extensively used in Pakistan.

DIL has found that the main challenge is not finding the right technology platforms or software, but ensuring internet connectivity in remote rural areas; approximately 60% of DIL schools do not have stable internet access at present.

It therefore plans to choose different training approaches and platforms depending on the needs and connectivity in different areas. So, for example, where internet connectivity is a problem, training has to rely on face-to-face interaction, supported by field based peer teachers.

As you will see in the 'Next Phases' section below, DIL is now working with new partners to improve internet access for rural schools (for instance, through the mobile IT vans funded by DFID) and test the use of mobile phones as another vehicle for delivering course content to teachers. This will help to ensure that, in future, DIL will be able to take a more blended approach to course delivery in remote areas, which will significantly increase its training capacity by reducing its reliance on face-to-face interaction.

## Detailed breakdown of Phase 1 activities

The table below provides an update on the key activities and outputs outlined in the original proposal to BFSS.

Decisions & activities	Outputs / outcomes	June 2013 update
<p><b>1. Reviewing and identifying suitable training resources</b>            Reviewing DIL’s existing teacher training and course resources, which include: DIL English curriculum; DIL training materials; DIL module outline; and DIL teacher competency standards. To cover any gaps that are identified, other resources that have been developed for distance learning in comparable contexts, e.g., by TESSA and British Council, will be reviewed to assess whether they might be adapted for DIL or whether new resources need to be developed.</p>	<p>A plan for the adaptation of existing resources and creation of new resources, as appropriate.</p>	<ul style="list-style-type: none"> <li>• Completed (see <i>Baseline assessment of English teachers</i> document).</li> <li>• The review found that DIL trainings can be adapted for blended use as the content is appropriate and meets teachers’ needs. Modifications required include stronger course outlines that include learning outcomes and assessment methods, and stronger visual materials.</li> <li>• The British Council Pakistan’s <i>English for Teachers (EFT)</i> programme is being reviewed for use with DIL teachers.</li> </ul>
<p><b>2. Assessing the needs of teachers and the logistical issues that should inform course design</b>            Compiling a profile of teacher trainees, including the context they work in, the study time available to them and how much time they could realistically spend on private study, tutorials, and classroom practice. DIL has extensive knowledge of these issues, for example from a recent teacher competency assessment, but they have not been comprehensively mapped before and there may also be other points to consider specifically in the context of a blended learning model that are not relevant for face-to-face delivery.</p>	<p>Clear statements on all critical issues that will inform the structure and design of the course.</p>	<ul style="list-style-type: none"> <li>• Completed during a workshop held at DIL’s Islamabad office with Anjana Raza in February 2013 (see <i>DIL Training Team planning for distance learning session</i> document).</li> <li>• DIL also completed a comprehensive English Language competency assessment of 53 teachers to guide material development and instructional language use (see <i>Baseline assessment of English teachers</i> document).</li> </ul>
<p><b>3. Setting aims and objectives</b>            Defining the desired course outcomes, e.g., the level of knowledge and ability that both the trainers and the teacher trainees will have achieved by the end of the course. (This will determine the assessment and the content of the course.)</p>	<p>Clear statements of aims and objectives for the level of knowledge and skills that both trainers and teacher trainees should have attained by the end of the course.</p>	<ul style="list-style-type: none"> <li>• Completed.</li> <li>• The assessment of teachers’ English Language competency found that the focus should be on improving teachers’ written and communication skills.</li> <li>• <i>English For Teachers (EFT)</i> is a training course already offered by British Council (BC) in urban areas in Pakistan, and DIL is working with them to adapt it for rural areas.</li> <li>• DIL has engaged with BC Islamabad to match teachers with the appropriate</li> </ul>

		training modules using the APTIS assessment tool, and deliver the EFT Course—an 8-week taught course delivered over 12 months.
<p><b>4. Content analysis and planning—defining what to cover in the course</b> Based on DIL’s defined Teacher Competency Standards, defining the topics, knowledge, skills, concepts, and tasks that would be covered in the training course.</p>	Clear statements of what is to be covered in the new blended course.	<ul style="list-style-type: none"> <li>• Completed for each subject by the relevant trainer.</li> <li>• For English, an adapted version of the British Council EFT Course will be used.</li> </ul>
<p><b>5. Methods of ordering/sequencing content</b> Review of DIL’s draft course modules and agreement about the sequencing of the training curriculum content and modules.</p>	A framework for the order and structure of the course.	<ul style="list-style-type: none"> <li>• Using the Commonwealth of Learning (CoL) handbook <i>Creating Learning Materials for Open and Distance Learning</i>, DIL trainers are reviewing existing training modules for converting into courses with sequenced levels of learning.</li> </ul>
<p><b>6. Pacing the course and pacing devices for learners</b> Agreement on pacing of course and pacing devices e.g. live or recorded tutorials, online assignments to be completed by specific dates, etc. Designers to think about the degree of flexibility that is feasible. Pacing could be structured for groups only or to accommodate the individual pace of learning.</p>	Clear plan for how the course will be paced overall, including group pacing and self-pacing for individual learners.	<ul style="list-style-type: none"> <li>• As it has been agreed that the blended courses will be heavily dependent on face-to-face or online tutor-guided study sessions, there will be very little self-directed study (for the reasons noted above).</li> <li>• Given that this is the case, the pacing may be decided by the tutor delivering each course based on group needs.</li> </ul>
<p><b>7. Planning and writing a unit of learning to guide course creation</b> Determination of the structure, activities, examples, length etc. of a unit of study. This template will then be used by DIL trainers and instructional designer to plan and design the complete set of study units for the course.</p>	Illustrative unit of learning to act as a template for course designers.	<ul style="list-style-type: none"> <li>• Completed by consultant with input from DIL trainers (see <i>Quality checklist for preparing learning resources, Template for writing a unit of learning by distance learning, and Style and media guide for learning resource creation.</i>)</li> </ul>
<p><b>8. Defining assessment framework for teacher trainees</b> Including self-assessment, trainer assessment, project work, examinations.</p>	Agreement about the assessment that will be used in the course.	<ul style="list-style-type: none"> <li>• DIL Trainers will select and design the assessments using the <i>CoL Handbook for Creating Learning Materials for Open and Distance Learning</i>, and based on the content of each course.</li> <li>• If trainer competency for developing assessments needs to be improved, this will be achieved through the STARS grant (see below).</li> </ul>
<p><b>9. Language, writing style and layout</b> Determining of the course approach</p>	Style information for	<ul style="list-style-type: none"> <li>• DIL’s assessment of the teachers’ English competency and the <i>Style and media</i></li> </ul>

and standards on these issues.	course creators.	<i>guide</i> developed by Europe Singh are informing the development of guidelines for language, writing style and layout.
<p><b>10. Selection of appropriate and sustainable learning technologies</b></p> <p>Deciding how course objectives can be enhanced by the use of learning technologies and what blend of face-to-face vs. online or other technologies is most effective.</p>	Plan setting out the blend of face-to-face and learning technologies and how they will be used.	<ul style="list-style-type: none"> <li>• Completed.</li> <li>• For the English training, DIL anticipates that: 5% will be delivered through face-to-face interaction; 80% will be conducted through online live sessions with the trainer (e.g., through Anymeeting or Skype); and 15% through audio materials that teachers may use on their own (e.g., via mobile phones or using CDs with learning videos and content that can be accessed through basic computers).</li> </ul>
<p><b>11. Guide for course creators</b></p> <p>Writing a guide that is the summation of all the agreements in Steps 1-10.</p>	A guide for the course creators.	<ul style="list-style-type: none"> <li>• The <i>Comparison of ODL materials and textbooks</i>; <i>Quality checklist for preparing learning resources</i>; the <i>Template for writing a unit of learning</i>; and the <i>Style and media guide</i> have been compiled to form one document that will be DIL's bespoke guide for course creators.</li> <li>• <i>CoL Handbook for Creating Learning Materials for Open and Distance Learning</i> will form the supplementary reference material for DIL course developers.</li> </ul>

## NEXT PHASES

During Phase 1, there have been some exciting developments that have implications for the next phases of DIL's programme. This includes a number of new grants and partnerships that will enhance DIL's organisational capacity for course development and delivery, and support key areas of work in:

- a) Testing technology for education
- b) Content and course development (including training DIL's Training Team on content creation)
- c) Staff capacity development (including training DIL's Training Team on distance facilitation/learner support)
- d) Assessment of course delivery

Phase 2 of the wider DIL project for developing blended teacher training for teachers in rural Pakistan has now been planned and resourced as a result of these grants and the new partnership with the British Council. The overall three-year plan for the Teacher Development Programme is outlined in the table below.

### Plans for DIL's overall Teacher Development Programme

	Activity	Year 1 (2013-14)	Year 2 (2014-15)	Year3 (2015-16)	TOTAL
<b>Targets</b>	Curriculum developed	2 subjects	2 subjects	1 subject	5 subjects (English, Urdu, Maths, Science, Early Childhood Education)
	Courses developed	1 core course	2 core courses	2 core courses	5 core subject courses (as above)
	IT outreach expansion	20 schools	30 schools	35 schools	85 schools
	Teachers trained	1,000	1,200	1,300	3,500
	Principals trained	125	100	100	325
	School officers trained	25	n/a	n/a	25
<b>Impact</b>	<b>Schools impacted</b>	<b>180</b>	<b>200</b>	<b>220</b>	<b>600</b>
	<b>Students impacted</b>	<b>30,000</b>	<b>36,000</b>	<b>39,000</b>	<b>105,000</b>

DIL is very grateful for BFSS's support, which has enabled it to look more deeply and thoroughly at the whole process of course development, staff capacity, and blended delivery, and has given DIL access to key materials such as the Commonwealth of Learning handbook. The findings from Phase 1 have already helped DIL to develop new proposals for funding and identify education partners.

The table on the following page summarises the grants and partnerships that will be critical for the next phases of the programme.

## Overview of key grants and partnerships

Donor	Duration	Key areas of intervention
<b>STARS Foundation</b>	3 years	DIL was a 2012 winner of the DIL's Education Impact Award. STARS is providing funding to support <b>trainers' capacity development</b> and <b>course content selection</b> for Pedagogy, Training School Principals, and Social Studies.
<b>DFID</b>	3 years	DFID is support a mobile IT van for providing <b>access to stable internet and high bandwidth at the rural level</b> , so that online courses may be delivered without disruptions.
<b>USAID</b>	2 years	USAID is supporting a project to explore and <b>test the use of mobile phones as another technology vehicle for delivering Maths and English course content to teachers</b> , so that they can access material from their phones any time.
<b>Vitol Charitable Foundation</b>	3 years (TBC)	Vitol is supporting <b>course development and professional development for rural teachers and principals</b> .
<b>British Council Pakistan</b>	2 years	BC's support includes: <ul style="list-style-type: none"> <li>• Testing <b>Computer on Wheels (COW)</b> mobile computer units developed by BC in two DIL rural schools as mechanisms for effective <b>classroom-based technology for learning</b> used directly with students</li> <li>• Participation of 5 DIL schools in the BC's <b>Connecting Classrooms</b> programme</li> <li>• <b>Assessment of teachers</b> for placement in English competency course using APTIS assessment tool</li> <li>• Assistance in <b>developing/modifying English for Teachers (EFT) course</b> for rural teachers</li> <li>• <b>Capacity development of DIL trainers</b> through the <i>Online Facilitators</i> course</li> </ul>
<b>iEARN</b>	Ongoing	DIL and iEARN are collaborating on project-based learning <b>online projects</b> directly with groups of students and teachers.
<b>University of Southern California</b>	Starting 2013	University of Southern California is undertaking an <b>external process assessment</b> of the DIL IT programme for students' and teachers' learning.
<b>LEAPS Project Pakistan</b>	Starting 2013	LEAPS is undertaking an <b>external assessment</b> of DIL students' learning based on standards developed by the LEAPS education project: <a href="http://www.leapsproject.org/site/">http://www.leapsproject.org/site/</a>

## APPENDICES

### Appendix 1: The British Asian Trust's review process

This report is based on:

- Narrative and financial reports provided by DIL.
- A review visit by The British Asian Trust's Pakistan consultant, Niaz Ullah Khan, in May 2013, which included meetings with the DIL's Training Director, three other members of DIL's Training and Curriculum Team, and five teachers.
- Helen Lentell's report to DIL.
- The British Asian Trust London team's meeting with Anjana Raza, COO of DIL, in June 2013, and follow-up telephone conversations and correspondence.

### Appendix 2: Project documents

The following eight documents, which were developed as part of the Phase 1 project, will be attached to this report:

1. *Baseline assessment of English teachers* (produced by DIL)
2. *Comparison of Open and Distance Learning (ODL) materials and textbooks* (produced by Helen Lentell)
3. *DIL Training Team planning for distance learning session* (developed by Helen Lentell, Europe Singh and DIL)
4. *Factors that affect adopting and adapting Open Educational Resources (OERs)* (prepared by Helen Lentell and Europe Singh)
5. *Quality checklist for preparing learning resources* (prepared by Helen Lentell and Europe Singh)
6. *Template for writing a unit of learning by distance learning* (prepared by Helen Lentell and Europe Singh)
7. *Trainer competencies checklist* (prepared by DIL)
8. *Style and media guide for learning resource creation* (prepared by Europe Singh)

Please note that these are working documents for reference and use within DIL, rather than documents designed for publication.

### Appendix 3: Meetings between DIL and the consultants

As part of the project, the following meetings were held between DIL's COO (Anjana Raza), DIL's Training Director (Saima Rashif), and the two specialist consultants:

- 4 October 2012—meeting between Anjana Raza, Helen Lentell and Europe Singh (London).
- 1 November 2012—meeting between Helen Lentell and Europe Singh (London).
- 27 November 2012—Skype conversation between Anjana Raza, Helen Lentell, and Saima Rashid.
- 8 January 2013 – meeting between Helen, Europe, Anjana, and Saima (joining on Skype).
- 5 February 2013—meeting with Helen Lentell and Europe Singh (Leicester).