

FACT SHEET



THE ART OF MULTIGRADE TEACHING

Enabling Equitable Access
to Quality Education

Multigrade Teaching Support Programme, Khyber Pakhtunkhwa

Context

Approximately 80% of primary schools in Khyber Pakhtunkhwa (KP) have fewer than six teachers, which means that at least one grade in these schools is combined with one or more others, resulting in multigrade teaching (KP Annual School Census 2023-24).

The high prevalence of multigrade teaching suggests that many teachers lack the necessary knowledge and skills to manage these classes effectively, as their training primarily focuses on single-grade instruction. This situation has contributed to low learning levels and higher dropout rates in these schools.

Multigrade Teacher Support Programme aims to improve multigrade teaching practices in classrooms through a blended learning model in which teachers receive training on skills and knowledge necessary for effective multigrade instruction through digital modules accessible via LMS and face-to-face support is provided by the ASDEOs and School Leaders through classroom observations, feedback and monthly Teacher Forum Meetings at District level.

Self-learning through Digital Modules

Teachers accessing multigrade digital modules via LMS and learning at their own pace.

Multigrade Classroom Teaching

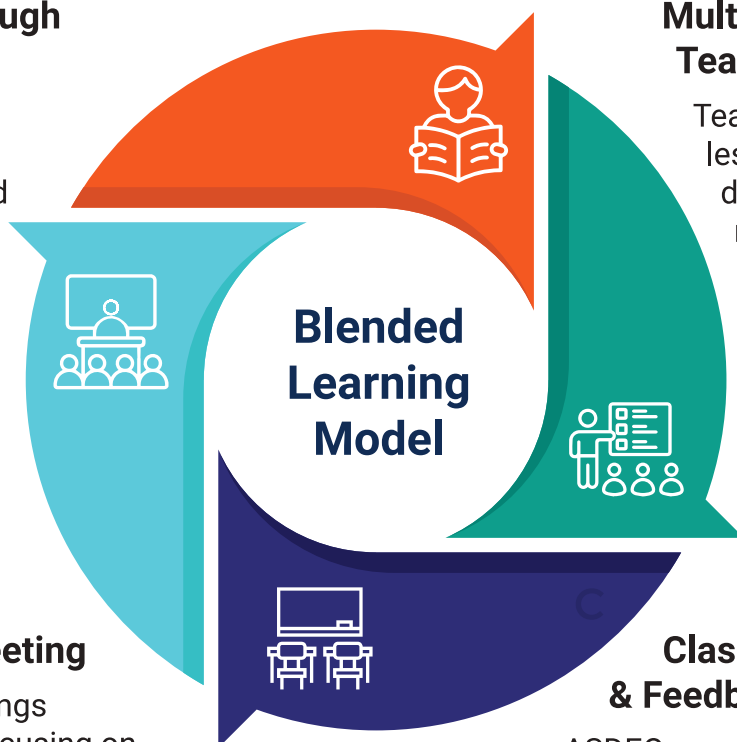
Teachers implementing lessons learned through digital modules in multigrade classrooms

Teacher Group Meeting

Teacher Forum Meetings facilitated by AEOs focusing on challenges and issues teachers face.

Classroom Observation & Feedback

ASDEOs conducting Multigrade Classroom Observations and one-on-one feedback with teachers.



Instructional Material Developed

- 1 7 teacher training modules have been developed, comprising a total of 25 video lectures that amount to 12 hours of video content.
- 2 These modules also feature classroom demonstrations and 72 formative assessment items for self-evaluation.
- 3 A sample academic calendar and multigrade lesson plans have been developed for three months for the following grade combinations: ECCE - Grade 1, Grades 2-3, and Grades 4-5. Additionally, a multigrade-specific classroom observation tool with 13 assessment indicators and rubrics has been created.

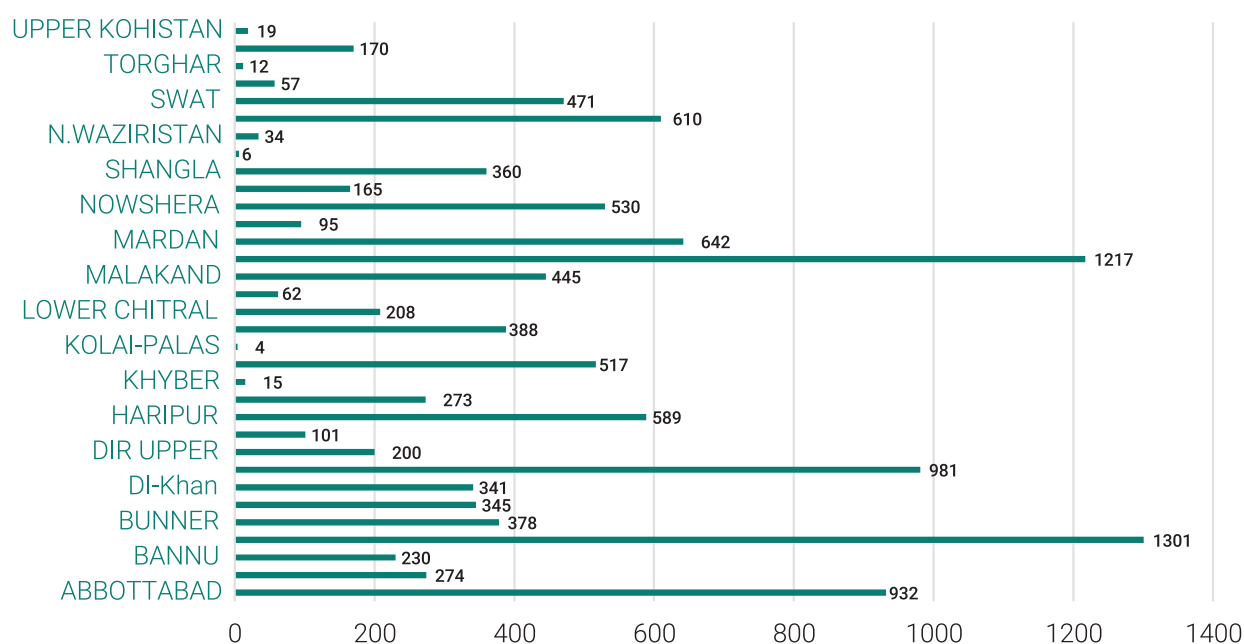
Beneficiaries of the Intervention

- 1 11,972 teachers in Khyber Pakhtunkhwa completed multigrade teaching (MGT) training, with a nearly equal gender distribution: 50.38% female (6,031) and 49.62% male (5,941).
- 2 1,764 Assistant Sub-divisional Education Officers (ASDEOs) and School Leaders also received training.

Female			Male			Grand Total
SLs	ASDEOs	Total	SLs	ASDEOs	Total	
315	125	440	1,041	283	1,324	1,764

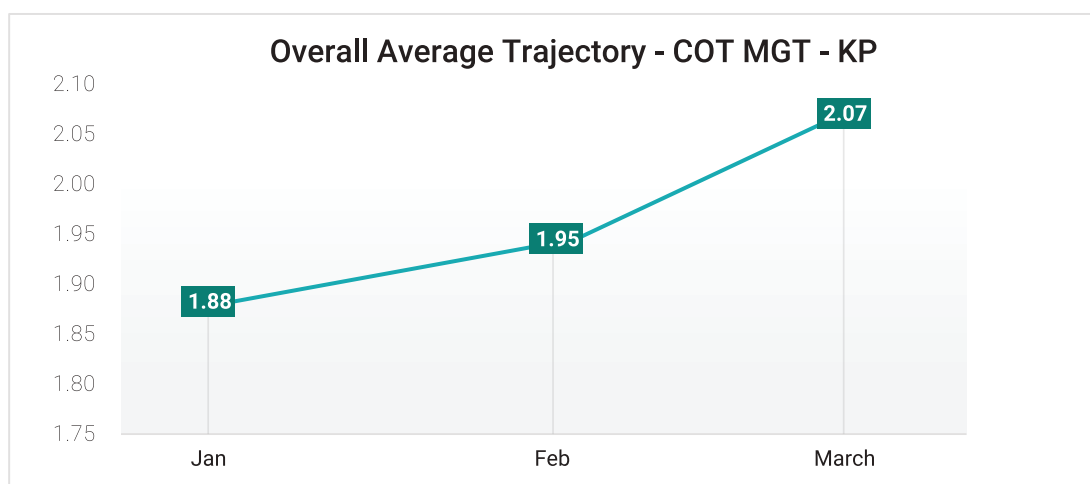
- 3 933 Professional Development Day (PDD) facilitators including 324 females were trained.

District wise distribution of teachers



Impact of the Intervention

The overall score, combining all **13** practices from the MGT COT, averaged **1.88** in January 2025, increased to **1.95** in February 2025, and further increased to **2.07** by March 2025. This reflects a sustained improvement in multigrade teaching practices at an incremental rate over time.



Education Managers

- **82%** of participants reported being satisfied or very satisfied with the MGT training sessions.
- **70%** felt adequately prepared for classroom observations, and **98%** found the training modules to be relevant.
- **67%** rated the blended digital and ASDEO-supported approach as effective.

Key suggestions for improvement included, better observation tools (**17%**), more digital resources (**36%**), and refresher training sessions (**38%**).

Headteachers

- **83%** of participants found the training effective in enhancing teaching skills.
- **66%** reported observing positive changes in instructional methods.
- **98%** noted improvements in teacher adaptability.

Key challenges identified included high student-teacher ratios (**36%**), lack of resources (**32%**), Time constraints (**19%**), Managing multiple classes (**13%**).

Teachers

- **72%** of participants rated the training as 'good' or 'excellent,' while 2.7% found it subpar.
- **42%** of attendees found the training difficult, whereas 58% found it easy. **57%** appreciated the balance between theory and practice.
- **85%** reported an increase in confidence when managing multigrade classrooms.

Way Forward

- Expand the program to additional districts by leveraging the success and evidence generated from the current intervention.
- Establish the Multigrade Classroom Observation Tool as a standard practice, collect observation data, and use trend analysis along with evidence-based feedback techniques.