

Strengthening Multigrade Teaching in KP- Intervention Report

Multigrade Teaching Pilot Programme

Khyber Pakhtunkhwa (KP)

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List of Abbreviations

BTAG	Bridging Technical Assistance for Governments
COT	Classroom Observation Tool
CPD	Continuous Professional Development
DCTE	Directorate for Curriculum and Teacher Education
DPD	Directorate of Professional Development
E&SED	Elementary and Secondary Education Department
FCDO	Foreign, Commonwealth & Development Office
FGD	Focus Group Discussions
LMT	Lead Master Trainer
MGT	Multigrade Teaching
MT	Master Trainer
PDD	Professional Development Day
PESP-II	Punjab Education Sector Programme-II
PST	Primary School Teacher
QAED	Quaid-e-Azam Academy for Educational Development
SL	School Leader
SLO	Student Learning Outcomes
ToT	Training of Trainers

Executive Summary

In Khyber Pakhtunkhwa (KP), over 75 % of public primary schools employ multigrade teaching (MGT) due to shortage of teachers. A situation analysis report by Bridging Technical Assistance for Governments (B-TAG) in January 2024 provided insights about various challenges in MGT in KP. The challenges included combination of grades into multigrade classrooms based on numbers of children enrolled in that grade, poor classroom management, difficulties faced by teachers in covering the curriculum, lack of Continuous Professional Development (CPD) opportunities and resources for teachers to support MGT, as well as limited peer learning opportunities.

Informed by the insights from the situation analysis and building on the success of multigrade teaching pilot in Punjab conducted by the Punjab Education Sector Programme (PESP)-II extended, B-TAG piloted MGT training programme in KP. The pilot targeted 1200 primary school teachers (PSTs) from three-teacher schools in three districts of KP including Mardan, Nowshera and Swabi. A six-day training programme was developed and delivered to 11 Lead Master Trainers (LMTs) from the Directorate of Professional Development (DPD) and the Regional Professional Development Centre (RPDC) in Peshawar. These LMTs trained 92 Master Trainers (MTs) from the selected districts who then trained 1,165 teachers following a cascade approach.

To support effective delivery of the training programme, training documents including a training module and participants' handbook were developed. The training aimed to equip participants with the necessary knowledge and skills to improve their MGT practices. Through an interactive and participatory approach, the training covered the concepts of multigrade teaching challenges and techniques, developing an academic calendar, lesson planning and teaching practices. Opportunities were provided to the participants to practice the lessons learned and receive feedback from their peers and trainers.

The effectiveness of the training programme was assessed through a variety of assessment tools and feedback mechanisms.

The key findings are as follows:

1. Pre- and post- training scores of teachers' self-reported perceptions regarding their understanding of MGT strategies and practices demonstrated a notable difference, with an average increase of 30.1 %.
2. Participant feedback indicated a high degree of satisfaction with the training programme, with an average score exceeding 80 %.
3. Qualitative feedback highlighted positive aspects of the training, such as engaging content, variety of activities, and opportunities for peer collaboration. Areas that needed improvement included logistics of the training and availability of teaching resources.
4. A teacher perception survey conducted approximately two months after the conclusion of the training programme provided insights into modified MGT practices in classrooms. These include rationalised grade combinations¹, development of MGT specific academic

¹ For example, grades 1 and 2 sit in the same classroom, or grades 3 with 4, where the subject content is sequenced or aligned, as opposed to have grade 1 sit with grade 4, or grade 2 with grade 5.

calendar and lesson plans, and designated corners for subject-based activities among others.

Moving forward, recommendations include conducting an impact assessment of the intervention, establishing support mechanisms for teachers through School Leaders (SL), developing an MGT specific classroom observation tool (COT), organising refresher training, and strengthening teachers' networks. A scale up strategy and roll-out plan have also been developed.

By implementing these recommendations, Elementary & Secondary Education Department (E&SED) and the Directorate for Professional Development (DPD) can create an environment conducive to continuous learning and improvement in multigrade teaching. This can enhance MGT practices in classrooms, thereby improving student learning outcomes in the province.

Section 1: Introduction and Background

1.1. Multigrade Teaching (MGT)

MGT refers to a pedagogical practice where a single teacher instructs students from multiple grade levels within the same classroom. Unlike the monograde system, where each grade level has its own dedicated teacher and classroom, MGT combines two or more grade levels due to various logistical and resource constraints. This approach is prevalent in areas with low population density, widely scattered schools, or limited educational resources.

MGT presents several challenges for teachers, including managing different grades simultaneously in one classroom, preparing teaching materials for multiple classes, providing individual attention, catering to students with varying needs, implementing and supervising activity-based learning strategies, identifying individual student problems, and allocating sufficient time for completing curriculum objectives and assessing all students.

However, MGT also presents opportunities, such as increasing access to education in sparsely populated areas, improving learning outcomes through differentiated learning practices, and providing opportunities for younger learners to model behaviour from older peers.² MGT settings have also been found to result in better non-cognitive outcomes, including improved attitudes towards self, peers, and school compared to monograde settings.^{3,4} Additional benefits include an enhanced learning process through problem-solving and collaborative learning, refined communication skills, increased confidence as students help each other, better student-teacher relationships, and continuous reinforcement and revisitation of topics.⁵

MGT is a common educational practice in many countries around the world, especially in rural and remote areas. Countries like Finland, Australia, and Canada have well-established MGT systems that have been refined over the years to address the unique challenges associated with teaching multiple grade levels simultaneously. Global successful MGT practices typically involve well-trained teachers who are skilled in managing diverse classrooms, use customised teaching-learning materials that cater to different grade levels, use effective classroom management strategies to maintain an organised and productive learning environment. Additionally, teachers get to participate in CPD opportunities to keep abreast of best practices and new methodologies.

1.2 Multigrade Teaching in Khyber Pakhtunkhwa

In Pakistan, MGT is prevalent in rural and less developed areas, where schools are few and spread out, and face significant challenges such as teacher shortages, inadequate infrastructure, and/or low student enrolment. In KP, more than 75% of public primary schools employ multigrade teaching due to a shortage of approximately 57,000 teachers⁶. Figure 1 highlights the distribution of schools by the number of posted teachers according to the KP Education Monitoring Authority

² Ballesteros, M., & Ocampo, R. O. (2016). Best practices of multigrade teaching in luna, Apayao, Philippines. *International Journal of Novel Research in Education and Learning*, 3(6), 61-73. P.64

³ See McEwan, P. J. (2008). Evaluating multigrade school reform in Latin America. *Comparative Education*, 44(4), 465-483.

⁴ Mulkeen, A. G., & Higgins, C. (2009). *Multigrade Teaching in Sub-Saharan Africa Lessons from Uganda, Senegal, and the Gambia*. The World Bank

⁵ <https://www.mona.uwi.edu/cop/sites/default/files/resource/files/Multigrade%20teaching%20-%20strategies.pdf>

⁶ Multigrade Teaching Strategy, Khyber Pakhtunkhwa, December 2021

(EMA) data 2022-23. The vast majority, constituting 79.2% of the schools, are multigrade schools, with five or fewer teachers.

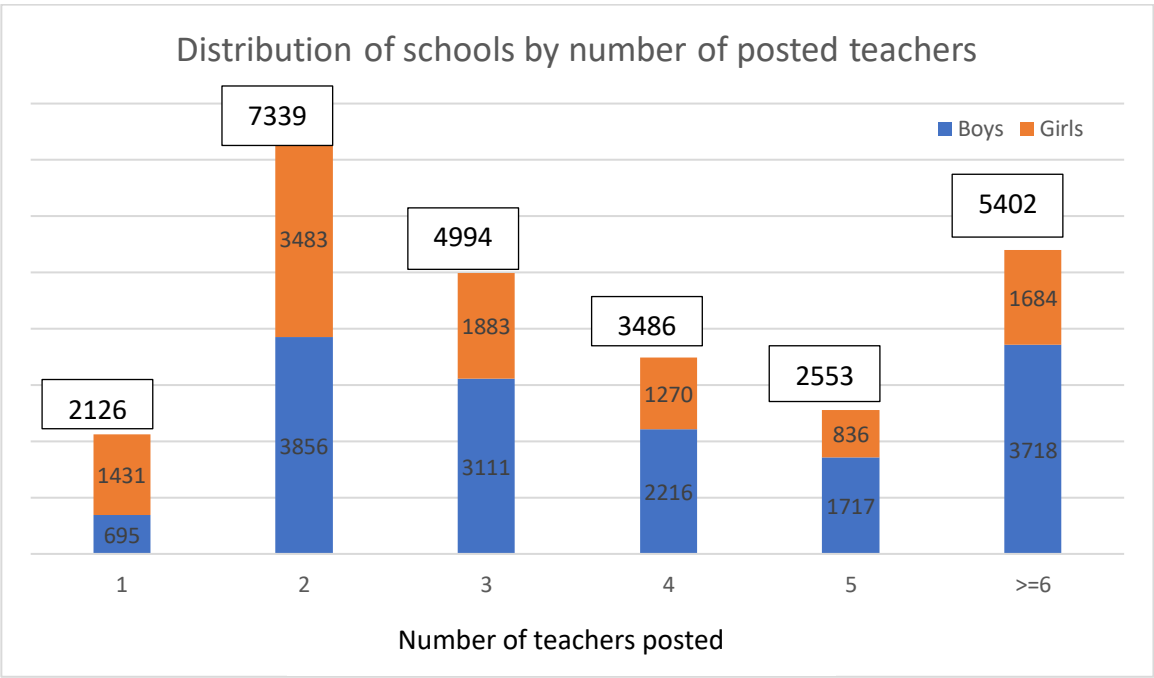


Figure 1: Distribution of Schools according to the teachers posted

Despite the high incidence of MGT, many teachers lack the knowledge and skills to manage multigrade classes effectively, as their training is primarily focused on monograde teaching. This has contributed to low learning levels and higher dropout rates in such schools⁷.

A comprehensive situation analysis of MGT in KP, conducted by B-TAG in January 2024, highlighted that current multigrade teaching practices in the province do not align with international best practices. The analysis revealed instances where teachers combined grades randomly instead of adjacent grades, leading to difficulties in classroom management and curriculum coverage. Additionally, the lack of multigrade-specific resources, professional development opportunities, and peer networking were identified as significant issues hampering teaching practices and learning outcomes.

To gain maximum benefits from MGT, the required interventions include customised pedagogical strategies, bespoke teaching-learning materials, and appropriate resource allocation to achieve equitable learning outcomes. This underscores the need for an MGT training pilot programme.

1.3 B-TAG’s MGT KP pilot Programme

Rationale

Given the widespread practice of MGT and the associated challenges in KP, there is a clear need for targeted interventions to improve the effectiveness of multigrade teaching. MGT KP pilot programme was designed to address these challenges by providing teachers with the necessary

⁷ Asian Development Bank (2019) School Education in Pakistan, A Sector Assessment.

training, resources, and support to manage multigrade classrooms effectively. The pilot also aimed to demonstrate results to the policy makers for possible scaling up of the model.

In Punjab, a pilot programme for multigrade teacher training was implemented in January 2022 by the Quaid-e-Azam Academy for Educational Development (QAED) with support from the Punjab Education Sector Programme-II (PESP-II) Extended. The programme targeted 3,000 three-teacher schools, reaching 9,000 teachers, who were trained in effective MGT strategies. Teachers were provided with teaching and learning materials, including an academic calendar, lesson plans, worksheets, and formative assessment strategies designed specifically for MGT. The evaluation of the pilot revealed promising results, with 82% of teachers completely satisfied with the training. Most teachers implemented the lessons learned during training in their classrooms, resulting in more engaged children participating in activities and interacting with teachers.

Building on the success of the MGT Punjab pilot and recognising the need for such a training programme in KP, B-TAG, in consultation with E&SED and DPD, piloted an MGT training programme. This was done in line with the project's aim to facilitate learning through the provision of quality teaching and resources. The design of the programme was informed by the evaluation studies of Punjab's MGT pilot (2020-21) and B-TAG's situation analysis report (2024), aiming to address the unique challenges associated with multigrade classrooms in the province.

MGT KP Pilot Objectives

Following the development and review of a comprehensive training module covering MGT practices, strategies, guidelines, practical sessions on developing academic calendars and lesson plans, and formative assessment strategies, 11 LMTs⁸, 92 MTs⁹, and 1,167 PSTs were trained from 400 three-teacher schools across three districts in KP.

The programme aimed to achieve the following objectives.

1. Develop and deliver a targeted training programme to equip teachers with the skills and strategies needed to effectively manage multigrade classrooms, curriculum and lesson planning, and student assessment tailored to multigrade setting.
2. Provide teachers with professional development opportunities and support networks to share best practices, challenges, and solutions related to multigrade teaching.
3. Ensure sustainability and scalability of the programme by training core group of LMTs and MTs who can cascade their knowledge and skills to a larger cohort across the province.
4. Use pilot results and lessons learnt to develop a scalable model for training and support on MGT that can be expanded to other districts within KP.

⁸ Lead Master Trainers were selected by the DPD based on their qualification and training skills. These included instructors and Subject Specialists from DPD and RPDCs as well as high school teachers with extensive training experience. They received training from DPD and B-TAG's training team and delivered training to master trainers in district training centres.

⁹ Master Trainers were selected from three target districts based on their qualification, training skills and ability to deliver training to teachers. They received training from LMTs and delivered training to teachers in their respective districts.

5. Generate insights and evidence from the pilot programme to inform policy decisions.

Improved MGT practices are expected to lead to higher levels of student engagement, improved academic performance, and lower dropout rates.

1.4 Pilot Programme Report

The primary purpose of this report is to document the MGT pilot programme implemented in KP. The report aims to provide a comprehensive analysis of the programme's design, implementation, and outcomes to understand its effectiveness in addressing the challenges associated with multigrade teaching in the province. The analysis seeks to identify best practices, areas for improvement, and inform scale up model and roll-out plan.

The first section of the report provides a detailed account of prevalence of MGT in KP, challenges and opportunities associated with it, and the rationale and objectives of the B-TAG's MGT pilot. Section two provides an overview of the design and development of the MGT pilot programme and detailed methodology used to collect and analyse data. Section three describes implementation of the pilot programme, focusing on training delivery through cascade model. The fourth section gives details on analysis of the data collected, key findings and results. Section five highlights the recommendations based on the findings and proposes a scale up strategy and roll out plan.

The report will provide policy makers and government officials insights into the effectiveness of MGT pilot in KP and inform policy decisions related to teacher training and resource allocation in multigrade setting. It will also help E&SED and DPD to understand the challenges as well as opportunities and successes of implementing MGT training programme. For development partners, this will help identify opportunities for collaboration, support, and funding to enhance MGT practices and contribute to educational equity and quality in KP.

Section 2: Intervention Design

This section describes the systematic approach undertaken to design, implement, and evaluate the MGT pilot programme in KP including an overview of the processes and methods used to gather data, train participants, and assess the effectiveness of the programme. Key components of the programme design are detailed below.

2.1 Identification of target population

To pilot the MGT intervention, all three-teacher schools from three districts: Mardan, Swabi and Nowshera were selected in consultation with the DPD. The pilot targeted a total of 412 primary schools and 1,167 PSTs.

Table 1 provides gender-wise summary of the selected primary schools.

Districts	Schools	Male	Female
MARDAN	186	75	111
NOWSHERA	134	68	66
SWABI	92	48	44
Total	412	191	221

Table 1: Gender-wise summary of the pilot schools

Table 2 provides a detailed tehsil-wise breakdown of the schools selected for the pilot.

Sr.#	District	Tehsil	Number of 3 teachers School	School Type	
				Male	Female
1	MARDAN	GARHI KAPOORA	27	17	10
2		KATLANG	23	10	13
3		MARDAN	36	16	20
4		RUSTAM	29	15	14
5		TAKHT BHAI	71	17	54
		Total	186	75	111
6	NOWSHERA	JEHANGIRA	42	28	14
7		NOWSHERA	58	27	31
8		PABBI	34	13	21
		Total	134	68	66
9	SWABI	LAHOR	19	8	11
10		RAZAR	39	24	15
11		SWABI	15	5	10
12		TOPI	19	11	8
		Total	92	48	44

Table 2: Detailed breakdown of the selected schools

2.2 Development of Teaching and Learning Materials

The teaching and learning materials for MGT programme were adapted from Punjab's Multigrade Teaching Pilot Programme 2021-22 developed by PESP-II (Extended) in close collaboration with QAED. Based on the global and local best practices, and aligned with the public schools' context, as well as using results and findings from evaluation studies of MGT pilot Punjab, B-TAG's content development and delivery team adapted the content. The content comprehensively covered multigrade teaching strategies, best practices, guidelines for combining grades effectively, classroom management techniques, guidelines and practice sessions for development of academic calendars and lesson plans, and implementation of formative assessment strategies.

The content included 7 key modules:

1. Introduction to Multigrade Teaching
2. Learning Environment for MGT and Students' Learning Styles
3. Role of the teacher and the fundamentals of Multigrade Teaching
4. MGT Academic Calendar
5. Importance of Planning, Teaching Strategies and Lesson planning
6. Lesson planning and Formative Assessment Strategies
7. Teaching Practice and Feedback

The training content was designed to be participatory and engaging, incorporating concepts, group work, discussions, presentations, role-plays, and reflection exercises. The content extensively focused on the academic calendar and lesson plan development process. The templates and samples were shared, formative strategies and examples were included, and opportunities were provided to teachers to practice and receive feedback so that they could improve and learn. This approach aimed to develop teachers' capacities in developing their multigrade academic calendars and lesson plans by clubbing SLOs for recommended grade combinations.

A separate participant's handbook was developed to support teachers for the 6-day training, supplementing the training module, introducing them with the principles of multigrade teaching, presenting practical examples, case-studies, templates for academic calendar and lesson plans, and hands-on activities. These aimed at equipping teachers with knowledge and skills required to improve MGT practices in classrooms.

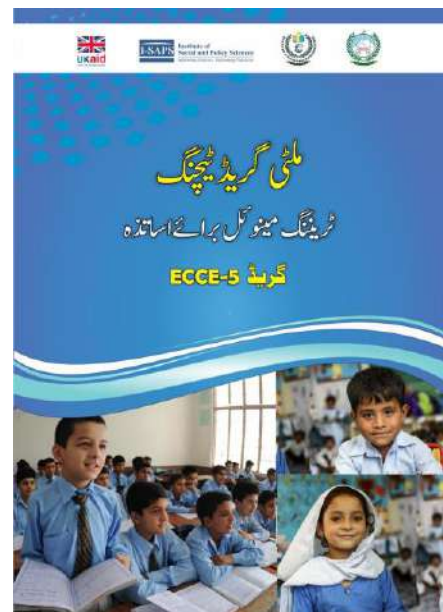


Figure 2: Cover page of MGT training module

Material Review Workshop

The DPD conducted a thorough review of the teaching and learning material through a two-day review workshop held in Peshawar on 26th and 27th February 2024. DPD's Senior subject

specialists and instructors were involved in this review process to ensure the materials were accurate, relevant, and effective. Notification and list of reviewers is attached as annexure-I. The reviewers reviewed the material in detail, engaging with the B-TAG content development team. Some of the activities were redesigned to improve time management, in consultation with B-TAG team. Language revisions were suggested to improve readability. Textbook references were added for selected SLOs, and minor changes to the formats of academic calendar and lesson plans were recommended. The feedback was incorporated to ensure that the training programme was comprehensive, effective, and tailored to the needs of multigrade teachers in KP. The training modules and participant's handbook were designed and printed after the materials were reviewed and finalised.



Figure 3: Workshop at ISAPS Peshawar Office for MGT content review

2.3 Training Delivery

The implementation of the training followed a cascade model, starting with the training of 11 LMTs, who then trained 92 MTs. The MTs subsequently trained 1,165 PSTs from the selected three-teacher schools through a six-day training programme, which aimed to equip them with the necessary knowledge and skills to manage multigrade classrooms effectively.

Cascade Model for MGT

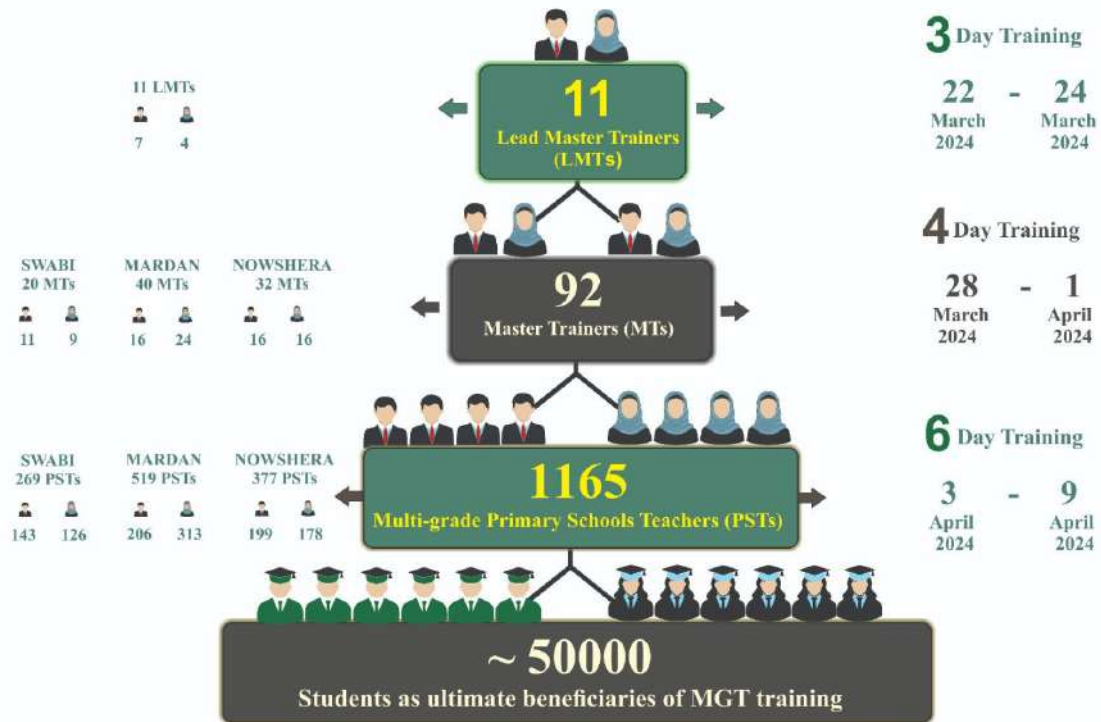


Figure 5: Cascade model of MGT training delivery

Key design components and features

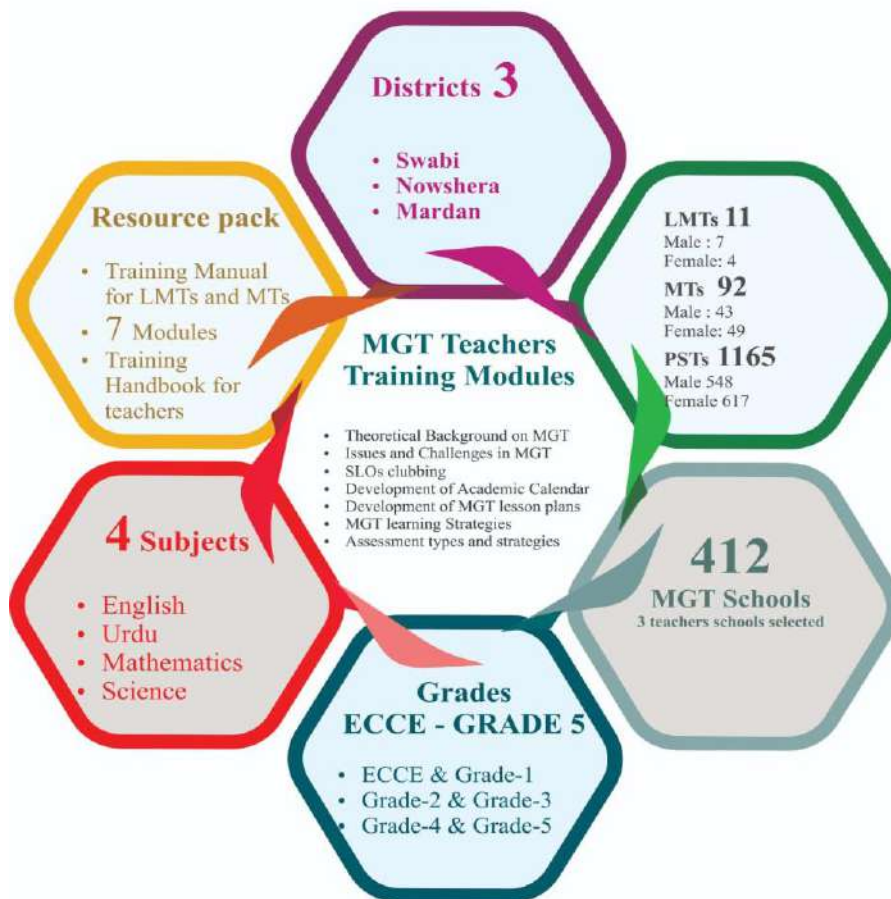


Figure 4: Key components of MGT KP Pilot programme

2.4 Data collection

The effectiveness of the training programme was assessed through various tools and feedback mechanisms.

- **Pre- and Post-Training Scores:** Teachers' self-reported perceptions about their understanding of MGT strategies and practices was measured through scores before and after the training. The topics included understanding of differences between monograde and multigrade, need for MGT, understanding of different learning styles, developing a conducive learning environment for children with varying needs, strategy for grade combinations, and significance of developing an academic calendar and lesson planning, among others.
- **Participants' Feedback:** Surveys were administered to gauge participants' satisfaction with the training programme including quality of trainers, quality of training material, training logistics, training delivery and overall satisfaction with the programme.
- **Qualitative Feedback:** Detailed feedback was collected on the programme's strengths and areas needing improvement.
- **Follow-up MGT Practices Survey:** A teacher perception survey was moderated with the participating teachers two months after the training. The survey aimed to provide insights into the implementation of MGT practices in classrooms and impact of the programme on students.

2.5 Analysis & Findings

Data collected from the pre- and post-training assessment, participants' feedback, qualitative feedback, and follow-up survey was analysed to determine the training programme's effectiveness. The increase in participants' understanding of MGT strategies and practices, participants' satisfaction levels, implementation of MGT practices in classrooms, and ongoing challenges and areas for improvement have been reported in section 4. Based on the findings, a set of recommendations, scale up strategy and roll-out plan were developed.

Section 3: Training Delivery

This section provides an overview of the training delivery, preparing LMTs and MTs to equip teachers with practices and strategies useful for multigrade teaching.

3.1 Training of Lead Master Trainers

Training of 11 Lead Master Trainers	
Peshawar, March 22 – 24, 2024	
Male	Female
7	4

Table 3: Training of LMTs

A three-day Training of Trainers (TOT) session for 11 LMTs including 7 males and 4 females was conducted in Peshawar from March 22 - 24, 2024. They were selected by DPD based on their qualification and training skills as well as their ability to receive training and deliver it effectively to MTs. These included instructors and Subject Specialists from DPD and RPDCs as well as highly competent teachers from high schools with extensive training experience. Notification and list of LMTs is attached as annexure-II. The training aimed to equip a group of 11 LMTs with the knowledge of multigrade teaching and training skills so that they could facilitate and enhance professional competencies of MTs across seven multigrade teaching modules. The training was delivered by the trainers from B-TAG training delivery team and DPD's instructors.

Day 1 was dedicated to cover the content of the first three modules in the training manual, including introduction to MGT, students' learning styles and role of the teacher. The first module focused on providing LMTs with an overview of the concept and principles of multigrade teaching. It explored the rationale behind multigrade classrooms, emphasising the unique challenges and opportunities they present. Participants gained insights into the importance of differentiated instruction, flexible grouping, and curriculum adaptation to meet the diverse needs of students across multiple grade levels.

A detailed discussion was moderated by DPD and B-TAG teams during the planned interactive activities to engage LMTs in creating conducive learning environment tailored to the dynamics of multigrade classrooms. Participants explored various teaching strategies and techniques to accommodate different learning styles, ensuring equitable access to education for all students in an MGT setting. Emphasis was placed on fostering a supportive and inclusive classroom culture within the available resources, promoting active engagement and meaningful learning experiences for two different grade learners with varying learning styles and abilities.



Figure 6: LMTs training session in progress

In the second half of the day, the focus shifted to discussing the role of teachers in facilitating effective multigrade instruction. LMTs examined the key competencies and responsibilities of multigrade teachers, including curriculum planning, instructional delivery, and assessment practices. Additionally, they explored strategies for managing classroom dynamics, promoting student-centred learning, and fostering collaborative learning environments.

Day 2 of the training was dedicated to covering Module 4, "Academic Calendar for MGT," along with a focused session on Module 5, "Importance of Planning, Teaching Strategies, and Lesson Planning." The day started with a warm-up activity and reflection on the previous day's learnings. BTAG and DPD training delivery teams provided a brief overview of the day's agenda before delving into the essential aspects of developing an Academic Calendar for MGT. Examples were shared to guide LMTs through the process. Four groups were formed, each comprising subject experts for a specific subject, to develop Academic Calendars for specific grade combinations, including ECCE and Grade-1, Grade-2 and Grade-3, and Grade-4 and Grade-5. English, Science, Math, and Urdu textbooks were provided to facilitate the development process. The objective of this group activity was to club at least 20 SLOs for the identified grade combinations. Following the development phase, time was allocated for group presentations, allowing for further refinement of the content through peer suggestions and feedback.

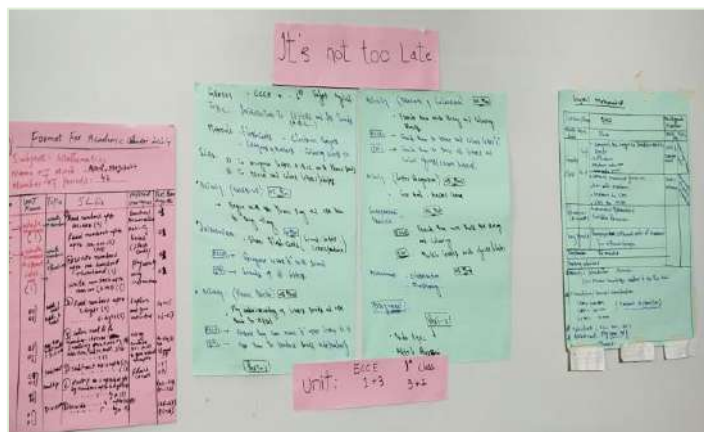


Figure 7: Developing and displaying Academic Calendar

English, Science, Math, and Urdu textbooks were provided to facilitate the development process. The objective of this group activity was to club at least 20 SLOs for the identified grade combinations. Following the development phase, time was allocated for group presentations, allowing for further refinement of the content through peer suggestions and feedback.

In addition to Module 4 activities, the latter part of the day was dedicated to engaging LMTs in Module 5 activities, which focused on the significance of effective planning, teaching strategies, and lesson planning in the context of multigrade teaching. Through interactive exercises and discussions, participants explored various pedagogical approaches and strategies to enhance instructional delivery and student engagement in multigrade classrooms.

Day 3 of the training began with an in-depth exploration of effective lesson planning techniques tailored specifically for multigrade classrooms. LMTs were engaged in lesson plan development activity using the checklist specifically designed for multigrade classrooms. Emphasis was placed on incorporating formative assessment strategies into lesson plans to monitor student progress and inform instructional decisions. Subject-specific assessment strategies were shared to encourage teachers to utilise the resource bank for effective lesson planning and design assessment. Additionally, LMTs were instructed to actively engage participants in teaching practice sessions, where they would get the opportunity to apply the strategies learned in a simulated multigrade classroom environment.

Teacher Evaluation Form (attached as annexure-III) was shared with the participants to use and provide constructive feedback to their trainees. The aim was to foster a culture of continuous improvement and professional growth among the participants, ensuring their readiness to effectively support and mentor teachers in implementing multigrade teaching practices in their respective contexts.

The training sessions were conducted with active participation of LMTs who provided valuable feedback and responses. When asked about their thoughts at the end of the workshop, the participants expressed a strong belief in the necessity of this training and a sense of confidence in delivering the training to the MTs.



Figure 8: LMTs with DPD Instructors and BTAG training team

Nida Ayaz

Lead Master Trainer
Mardan



Multigrade training programme was a very useful learning experience for all participants. My journey with multigrade training programme began as a Lead Trainer in Peshawar, where our trainers, Ms. Misbah and Ms. Hina explained effective MGT strategies and techniques to improve teaching practices and classroom environment. The overall training environment was very conducive. Trainers clarified each point related to the MGT. The useful discussions, interactive activities and shared experiences contributed to making this training programme a success.

In most schools in Pakistan, teachers are teaching multiple grades but are mostly unaware about the strategies and pedagogical techniques that make it manageable and beneficial. The technical points covered during the training included strategy for combining two grades, developing the academic calendar, grouping students, and developing and implementing lesson plans suited to the needs of the students. The comprehensive set of assessment strategies included in the training further enhanced its effectiveness.

I will be delivering this training as a LMT to MTs in the Mardan district. The training of teachers on MGT is the first step towards improving students' learning.

I am deeply grateful to B-TAG, DPD, and the trainers for arranging this training programme. My suggestion for this programme is to continue this process of teacher improvement and extend these trainings to teachers working in schools with two, three, four, or even one teacher.

Aftab Hussain

Lead Master Trainer
Swabi



I recently participated in a transformative TOT workshop on MGT at the B-TAG office in Peshawar. As an LMT, this programme significantly enhanced my abilities to coach and guide MTs who, alongside us, will then train PSTs across three districts. Moving forward, this training will empower teachers to plan their lessons with a focus on merged SLOs and assess student achievements more effectively in a multigrade setting. This proactive approach is set to substantially improve the educational experiences and outcomes for students in multigrade classes, fostering a more inclusive and productive learning environment.

3.2 Training of Master Trainers

Training of 92 Master Trainers					
28 th March – 1 st April, 2024					
Nowshera		Swabi		Mardan	
Male	Female	Male	Female	Male	Female
16	16	11	9	16	24

Table 4: Training of MTs

A four-day training of 92 MTs in Swabi, Nowshera, and Mardan was conducted by LMTs from March 28 to April 1, 2024. These MTs were selected by the DPD and RPDCs from three target districts based on their qualification, training skills and ability to deliver training effectively to teachers in their respective districts.

The main objective of MTs training was to equip them with training skills necessary to train teachers on MGT. Key areas covered during the training included:

- ✓ Orientation and practical examples of multigrade teaching methods
- ✓ Grouping grades, students and providing need-based support
- ✓ Designing academic calendars for multi-grade classrooms
- ✓ Developing effective lesson plans for multi-grade environment

Day 1 of the training started with an ice-breaking activity. The participants' showed keen interest by participating throughout in the discussion on the foundations of multigrade pedagogy. LMTs skilfully facilitated the whole day session activities in their respective districts. They reinforced important ideas linked to supporting varied learning styles and trained the trainers on the difficulties and solutions for integrating lessons in a multi-grade context.

Furthermore, strategy for combining grades while teaching multiple grades, challenges in MGT, multiple intelligences and learning styles were discussed. The learnings were enriched with hands-on activities, discussions, presentations, and feedback sessions.



Figure 10: Day 1 - MTs training in Mardan



Figure 9: Day 1 - MTs training in Swabi

Day 2 of the training started with a focus on multigrade classroom management techniques. Through discussion, participants came up with several methods for developing an organised and interesting learning environment in a multigrade setting. A role-playing exercise was conducted. MTs worked in different group to showcase a classroom setting for MGT scenario, using the techniques they had discussed. Through this activity, they exchanged experiences and gained knowledge from one another.

To give participants the knowledge and abilities they would need for successful multigrade teaching, several important topics were covered during the second half of the day. The role of a teacher to address the varied needs of children belonging to multiple grades in a multigrade classroom was discussed. To improve student engagement and learning outcomes, participants considered their own teaching approaches and strategies while investigating diverse teaching methodologies adapted for the multigrade environment. The foundations of multigrade teaching were also clarified, with an emphasis on ideas like flexible grouping, differentiated instruction, and curriculum adaptation to address the challenges and problems existing in multigrade classes. Additionally, the session underscored the significance of engaging students in a multigrade class, encouraging active participation, collaboration, and peer learning to create a supportive and inclusive learning environment conducive to academic success.

Day 3 of the training was dedicated to developing an Academic Calendar for multigrades and discussing the importance of planning, specifically lesson planning. LMTs discussed the key elements of creating an Academic Calendar for MGT, using examples to assist participants. Four groups, each composed of subject experts of a particular subject, were tasked with developing Academic Calendars for different grade combinations.

Month	Chapter/Topic	SLOs	Assessment	Page no
April	5	Natural resources for the survival of human beings (land, water, air, sun etc)	11	74
May	2	Identify the plants which have been released from their natural habitats	11	74
June	3	Identify the plants which have been released from their natural habitats	11	74
July	8	Identify the plants which have been released from their natural habitats	11	74
August	11	Identify the plants which have been released from their natural habitats	11	74
September	1	Identify the plants which have been released from their natural habitats	11	74
October	3	Identify the plants which have been released from their natural habitats	11	74
November	9	Identify the plants which have been released from their natural habitats	11	74
December	9	Identify the plants which have been released from their natural habitats	11	74
January	8	Identify the plants which have been released from their natural habitats	11	74

Figure 12: Development of an Academic Calendar for MGT



Figure 11: Participants referring to textbook while developing Academic Calendar

MTs also worked on creating lesson plans using the instructions provided in the training module. The integration of formative assessment tools into lesson plans was emphasised as a means of tracking student performance in an engaging and interactive way. MTs were assigned the task to develop lesson plans and present the next day, providing them with an opportunity to share their learnings, and collaborate with their peers.

Day 4 was focused on assessment and evaluation practices in multigrade classrooms along with the presentations and discussions on lesson plans. Throughout the session, the participants actively engaged in discussions and case studies, demonstrating their growing confidence in designing effective lessons and assessment tools that cater to diverse learning levels. LMTs provided MTs with the feedback to further improve the developed lesson plans.

The concluding day of the training provided an opportunity for participants to consolidate their learning and address any remaining questions related to the MGT. Training programme ended with a training evaluation and feedback session giving participants an opportunity to give their feedback and suggestions for improvement in the overall training quality.



Figure 14: Participants discussing lesson plans during gallery walk

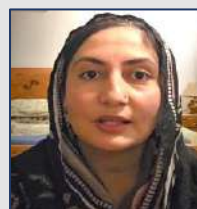


Figure 13: Participants engaged in Group work

Musarrat Jabeen

Master Trainer

SST General, GGHSS No. 1, Mardan



Training for multigrade teaching is crucial for teachers who work in settings where students of different ages and abilities are grouped together in a single classroom. Below are a few areas that were covered in the training programme.

- Adapting lessons plans to meet the needs of students at different developmental stages and academic levels.
- Differentiating instruction to address individual learning needs within a multigrade classroom.
- Strategies for organising classroom activities and managing a collaborative learning environment despite the varying levels of students' abilities
- Strategies for leveraging resources effectively

The goal of the training for MGT is to equip educators with the skills and knowledge needed to create inclusive, engaging, and effective learning environments for students with diverse educational needs within a multigrade classroom. As a MT, I feel confident that I will be able to train teachers effectively and support them to provide their students a conducive learning environment.

3.3 Training of teachers

District	Gender	Number of training centres	Number of expected Teachers	Number of teachers attended the training	
Training of 1,165 Primary School Teachers (PSTs)					
April 3 – 8, 2024					TOTAL
Swabi	Male	06	144	143	269
	Female	05	132	126	
Nowshera	Male	08	204	199	377
	Female	08	180	178	
Mardan	Male	09	225	206	519
	Female	13	320	313	
TOTAL		49	1205		1165

Table 5: Training of PSTs

A total of 1,165 PSTs participated and were trained through the MGT pilot programme in KP from April 3 to 8, 2024 in Swabi, Nowshera and Mardan.

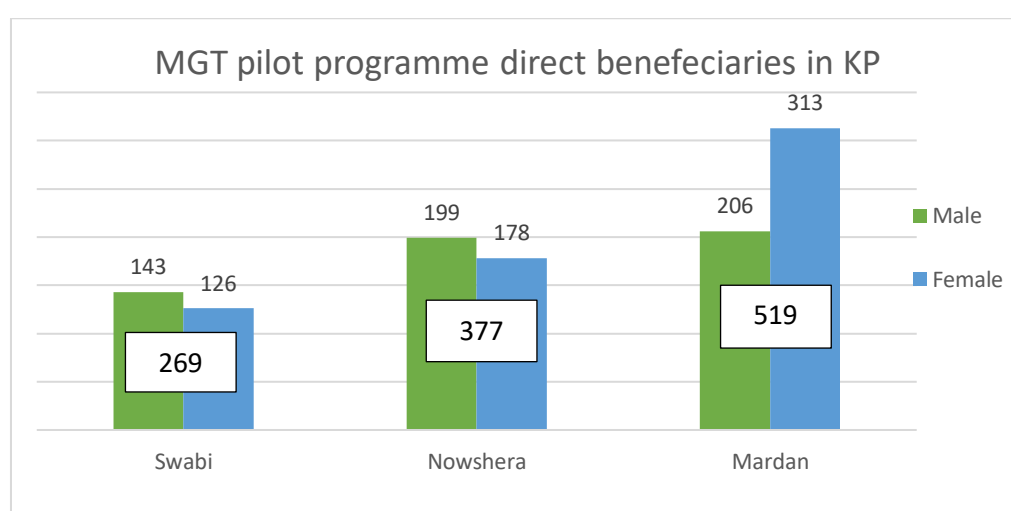


Figure 15: Number of PSTs trained through KP MGT pilot programme

On the **day 1** of the multigrade teacher training programme, participants received a thorough introduction to the subject. The sessions covered several key topics given below:

- **Concepts of Multigrade Teaching:** Participants learned about different approaches to multigrade teaching and how they are applied in educational settings.
- **Monograde vs. Multigrade Teaching:** A comparison was made between single grade and multigrade classroom instruction, highlighting their similarities and differences.
- **The Need for Multigrade Teaching:** This session explored the reasons why multigrade teaching methods are necessary in certain educational contexts.
- **Multigrade Classroom Management:** Strategies were discussed for managing multigrade classrooms to create a positive learning environment.
- **Challenges and Way Forward:** Participants engaged in a discussion about common challenges faced by multigrade teachers and explored potential solutions.

- **MGT Best practices:** Effective teaching methods for achieving success in multigrade classrooms and best practices were shared.

Day 2 of the multigrade teacher training programme provided valuable insights and practical strategies for effectively managing and teaching in a multigrade classroom.

Following key topics were covered through lecture, group activities, discussion, and presentation

- **Role of a teacher in a multigrade classroom:** The multifaceted role of a multigrade teacher was discussed. The trainers emphasised the role of teacher being a facilitator, organiser, and differentiated instructor, all within the same space.
- **Teaching strategies in a multigrade classroom:** The trainers discussed several teaching strategies that teachers can employ while teaching multiple grades. Teachers also got an opportunity to reflect on their own teaching strategies.
- **Principles of MGT:** The exploration of core principles like pacing, differentiation, and collaborative learning provided a strong foundation for effective multigrade instruction.
- **Student involvement in a multigrade classroom:** The session focussed on fostering student involvement offering creative solutions for engaging students of different ages and abilities.

Day 3 provided insightful information about developing academic calendars for multigrade teaching.

- **Introduction to Academic Calendar and its Importance:** The session began with a discussion on the importance of academic calendars in guiding instruction and understanding their role in optimising student learning.
- **Academic Calendar for Multigrade Teaching:** The session explored how to adapt academic calendars for multigrade classrooms. Practical examples helped teachers visualise structuring the learning experience for students of different grade levels.
- **Basic Principles for Creating a Multigrade Calendar:** Core principles for developing effective multigrade calendars were discussed. Factors like pacing, differentiation, and alignment with curriculum guidelines along with clubbing the similar grade SLOs were emphasised.

At the end of the day teachers were assigned with the home task to develop subject based academic calendar for the following grade combinations: ECCE & Grade-1, Grade-2 & Grade-3 and Grade-4 & Grade-5.

On **day 4** teachers were requested to share the academic calendars. This activity marked a significant milestone in the training, showcasing notable progress as teachers demonstrated their ability to independently develop academic calendars. Teachers shared their innovative approaches and meticulously developed calendars. This empowered teachers to take ownership of their instructional planning process. It also served as a testament to the dedication and commitment of both the trainers and participants in fostering continuous professional growth and development within the multigrade teaching community. After discussion on the academic calendars, trainers introduced lesson planning.

Day 5 covered the following topics:

- Day 6** of the training was entirely focused on micro-teaching sessions and the feedback on lesson plans. Participants were paired up and, in some training venues, assigned separate tasks to deliver lessons tailored specifically for multigrade students. The physical environment was also adjusted to simulate a multigrade teaching context, with participants taking on the role of students representing different grades. To assist participants in creating MGT lesson plans in line with the goals and objectives of multigrade teaching, comprehensive instructions were provided. To facilitate them further, teachers were given standardised formats tailored to English, Mathematics, Science, and Urdu subjects to develop lesson plans and deliver them. Additionally, an extensive checklist was shared with them, giving teachers a precise framework for carefully developing every element of their lesson plan, guaranteeing efficacy, consistency, and clarity. At the conclusion of each demonstration, the remaining participants used teacher's evaluation form to give feedback to the presenter.

Figure 16: Structure of a Lesson plan

Training was concluded with a post assessment and training evaluation activity, allowing participants to reflect on their learning and assess the quality of the training programme. Training evaluation forms were provided to gather feedback on the overall effectiveness of the programme.

24

Touheed Murad

Master Trainer
Principal of Government Girls High School Tambulak
Mardan



In March 2024, a four-day workshop on multigrade teaching strategies was organised, led by experienced master trainers Ms. Seema and Ms. Nida. The workshop aimed to address the challenges faced by teachers who teach multiple grades simultaneously.

During the workshop, participants were introduced to the concept of multigrade teaching and its differences from monograde teaching. We learned about the need for multigrade teaching and discussed strategies to effectively teach multiple classes simultaneously.

One of the key highlights of the workshop was the introduction of academic calendars and their importance in multigrade teaching. Participants were divided into groups and given sample academic calendars for different grades, enabling them to develop academic calendars that merged common SLOs across grades.

Furthermore, participants were introduced to various teaching and training strategies such as gallery walks, group work, think-pair-share activities, silent reading, role play, presentations, and project work. These strategies aim to enhance engagement and learning outcomes in multigrade classrooms.

Following the workshop, I conducted training sessions as a Master Trainer, during which teachers showed remarkable improvement with respect to developing understanding and looking prepared to implement multigrade teaching techniques. Their enthusiasm and willingness to learn was truly inspiring, and they expressed how these strategies will help them overcome challenges while teaching multigrade classes.

Overall, the workshop on multigrade teaching was a resounding success, and I believe it will greatly benefit our teachers in overcoming challenges and improving student learning outcomes.

Sajeed Ullah

Primary School Teacher
GPS Banda Chail
Nowshera



In the month of April from 3rd to 8th, we received training from the Directorate of Professional Development on multigrade teaching, an approach that was new to us. Prior to this training, we were not familiar with MGT specific strategies, but we have since learned and implemented it in our classes.

As part of this approach, I matched the SLOs of Grades 4 and 5 and adapted my teaching to cater to both grades in a single classroom. I found this experience to be highly engaging and effective. The pupils have shown great enthusiasm and enjoyment in this new learning environment. Through multigrade teaching, I have observed improved collaboration and peer-to-peer learning among students. This approach has also allowed me to cater to the diverse learning needs of my students more effectively.

We are grateful for the training and support provided by the directorate and look forward to continuing to implement this innovative approach in our teaching practices.

Section 4: Results & Findings

To assess the effectiveness of the training programme, gauge participants' understanding of the MGT concepts and strategies discussed during the training, and the subsequent application of training in classrooms, a variety of strategies were employed. These strategies aimed to provide valuable insights into the training programme to adjust as required and inform the scale-up.

The following sections provide an overview of the feedback received and offer an analysis of the findings.

4.1 Self-Reported Pre- and Post-Training Scores

PSTs who participated in the training programme were asked to rate their understanding of different topics and key areas of multigrade teaching both before and after the training on a Likert Scale, where 1 represented minimum understanding and 5 depicted maximum understanding. The assessment form comprised 18 questions designed to gauge participants' knowledge and understanding of effective strategies and techniques for multigrade teaching that can be employed in classrooms to improve student learning outcomes.

The form evaluated their understanding of key areas covered during the training, including:

- Differences between monograde and multigrade teaching
- Strategy for grade combinations
- Challenges and solutions in multigrade teaching
- Different learning styles
- Basic principles of multigrade teaching
- Developing MGT-specific academic calendars and lesson plans
- Strategies to increase student participation
- Formative assessment strategies

The pre- and post-training assessment form has been attached as Annexure IV.

Self-reported perceptions regarding the understanding of the principles of MGT were collected before and after the training through an online Google Form, and results were analysed for 847 participants. This analysis provided insights into the effectiveness of the training in enhancing the participants' understanding and readiness to implement MGT strategies in their classrooms.

Participant Demographics

Out of 847 participants, 428 belonged to Mardan, 225 were from Nowshera and 188 from Swabi. 419 of the respondents were from male schools and 428 from female schools.

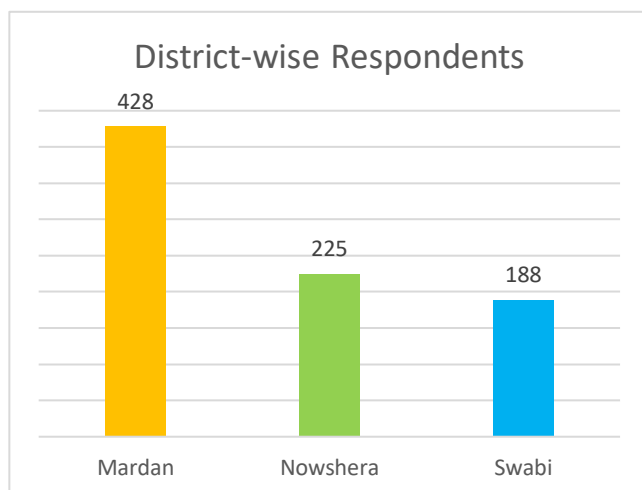


Figure 18: District-wise distribution of respondents

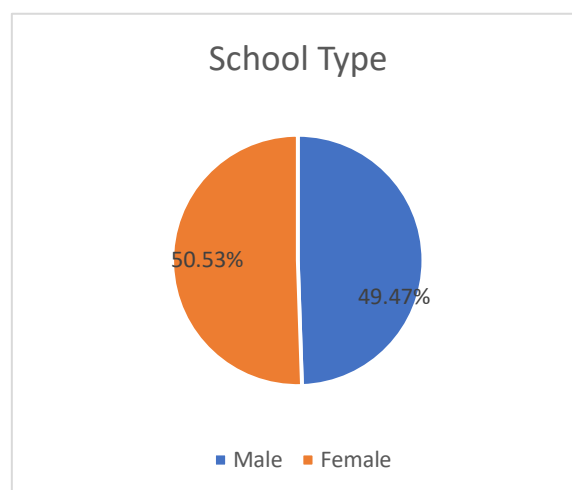


Figure 17: School Type of the respondents

Additionally, a significant number of teachers (more than 42 %) reported having less than 5 years of teaching experience. 50 % of teachers reported having experience between 5 and 20 years, and only 7 % reported having more than 20 years of teaching experience.

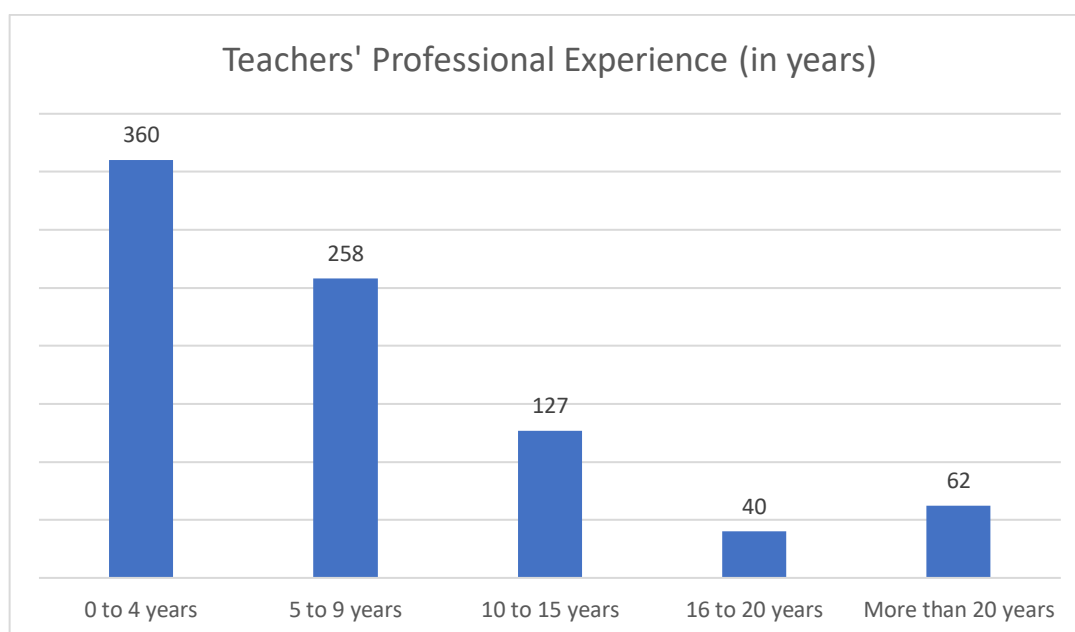


Figure 19: Respondents' Teaching Experience (in years)

Difference in Scores

A significant positive trend can be seen in participants' overall self-reported understanding, with an average score of 59.6 % in the pre-assessment and an average score of 89.7 % in the post-assessment, depicting an increase of 30.1 %. Figure 20 shows a comparison of average scores in pre- and post-assessment.

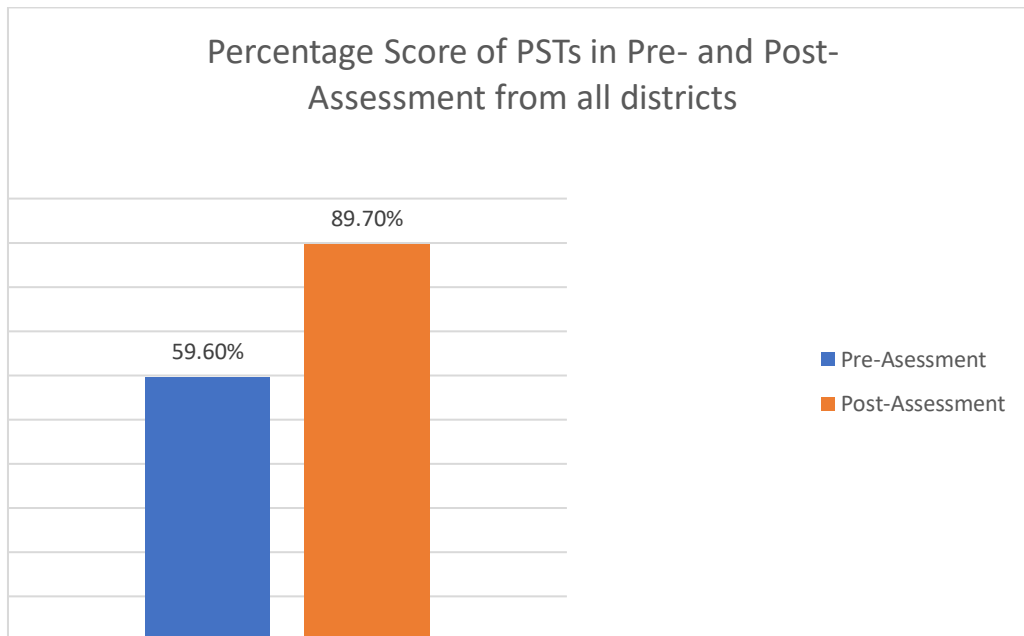


Figure 20: Difference in pre- and post- Assessment Scores

Further analysis reveals differences in the achieved scores across the three districts. The maximum increase was observed in Swabi with an improvement of 33.88 %, followed by Nowshera with an increase of 30.6 % and Mardan with an increase of 10.89 %.

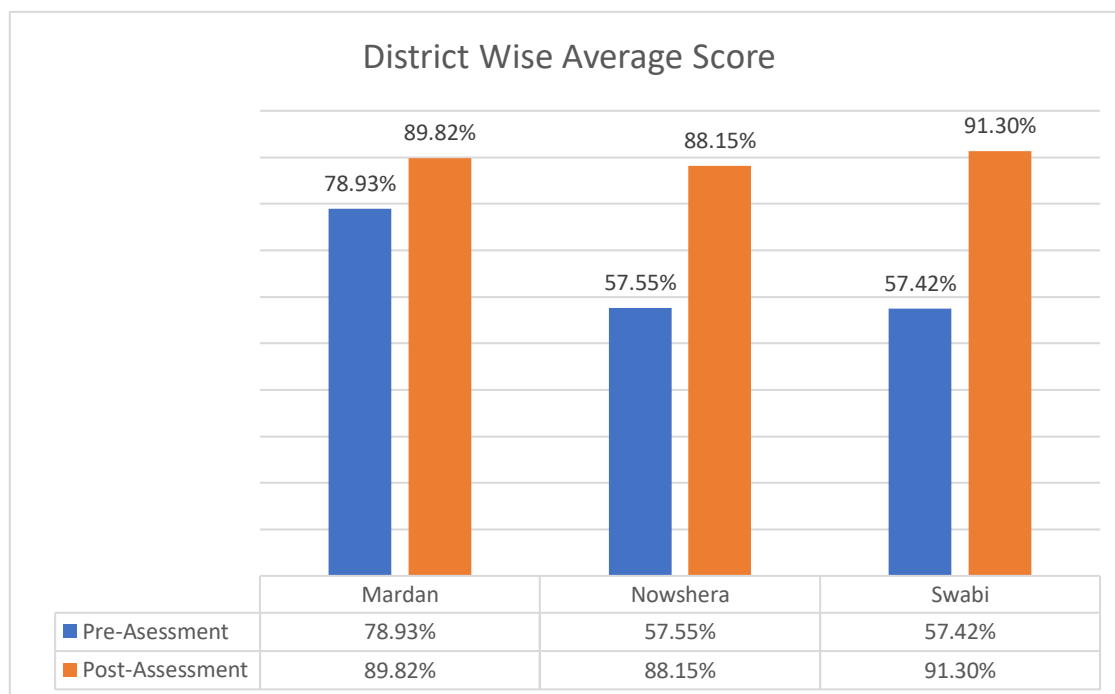


Figure 21: District-wise different in pre- and post- Assessment Scores

Moreover, results show improvement in participants' score across different areas covered in the MGT training programme. A comparison of scores on different topics indicated that participants self-reported minimal understanding in the basic principles of MGT, components of lesson plans and academic calendar, and techniques for combining classes. The post- assessment score in these three indicators showed significant improvement. Further analysis can be seen in Figure

22. These findings underscore the participants' satisfaction with the increase in their content knowledge and pedagogical skills after the training.

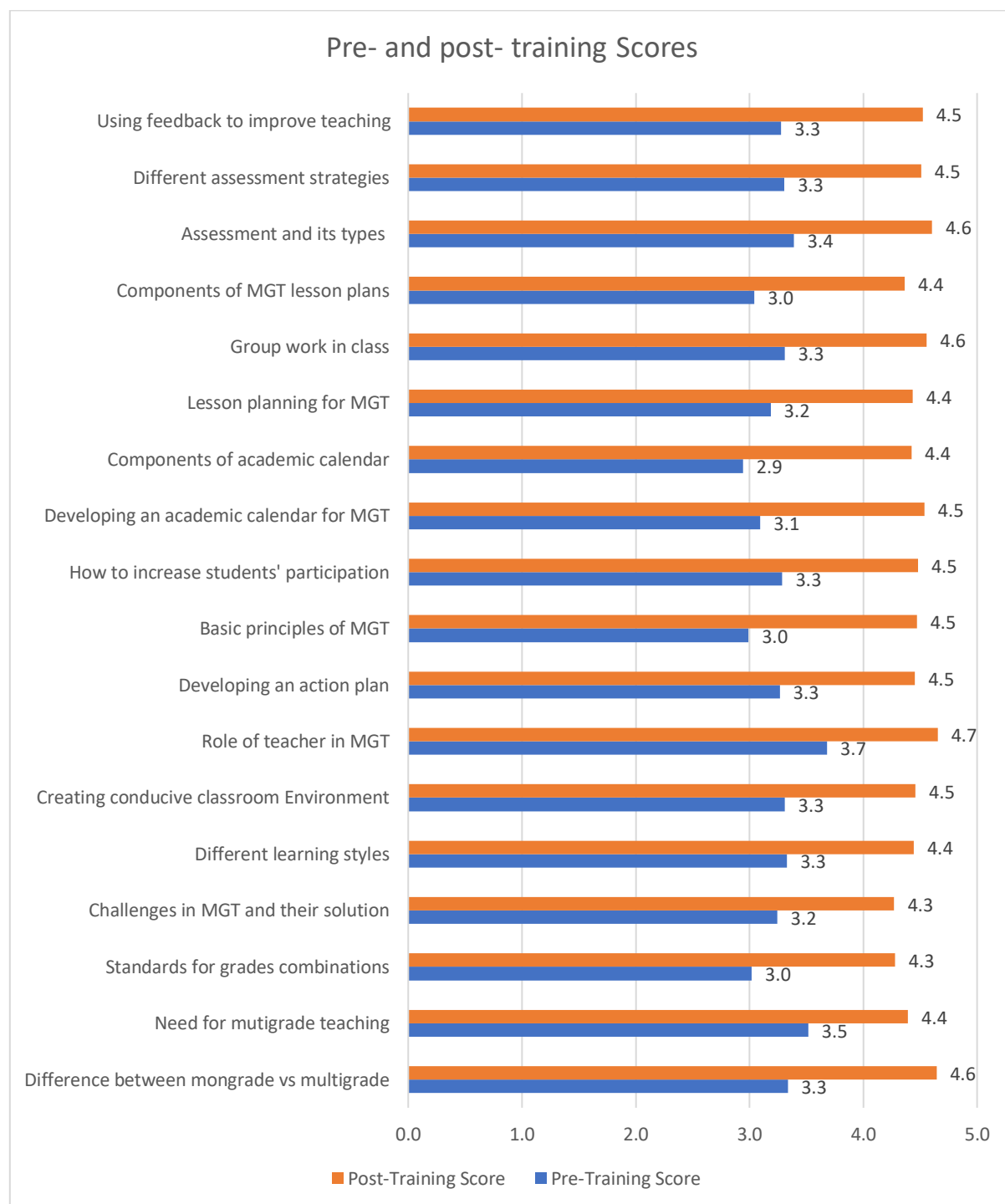


Figure 22: Topic-wise pre- and post-assessment scores

4.2 Participants' feedback

A training feedback form was filled out by all participants at the end of the training. The feedback was collected through Google Forms, which asked various questions to gauge their satisfaction with the training on a Likert scale ranging from 1 to 4, where 1 denoted the lowest satisfaction (poor) and 4 represented the highest (excellent). The training evaluation form is attached as annexure-V. The graphs below illustrate the average satisfaction rating given by participants, with results reported separately for LMTs, MTs and teachers. Participants expressed exceptionally high levels of satisfaction, with average scores surpassing 4.

Satisfaction of LMTs with the training

LMTs were found to be extremely satisfied, with an overall rating of 91.6 %. They reported the highest satisfaction with the provision of feedback and clear instructions by the trainers.



Figure 23: Training Feedback by LMTs

Satisfaction of MTs with the training

Similarly, MTs reported an average satisfaction level of nearly 74 %. They expressed maximum satisfaction (more than 82 %) with the opportunity to collaborate with fellow team members during the training. This decline in satisfaction level from 91.6 % by LMTs to 74 % by MTs indicates potential challenges in maintaining content consistency and training quality in a cascade approach.

Figure 24 depicts the satisfaction levels of the MTs.

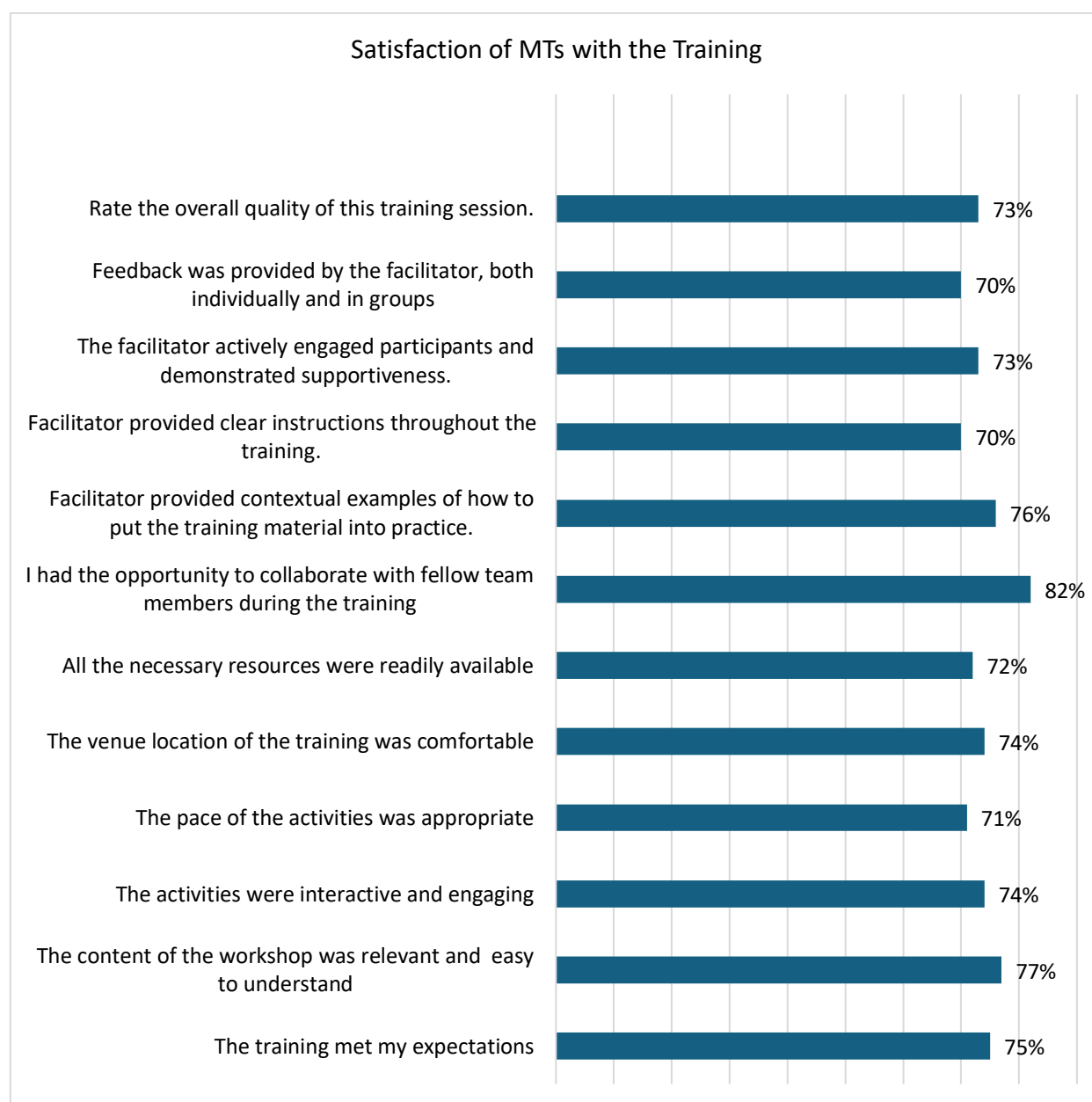


Figure 24: Training feedback by MTs

Satisfaction of teachers with the training

When teachers were asked about their satisfaction with the training, they reported an overall satisfaction level of 75%. The lowest satisfaction was reported for the unavailability of resources and the pace of the activities. Qualitative feedback indicated participants' dissatisfaction with the training logistics, including infrastructure and facilities in some training centers. Additionally, some participants reported that six days were not enough to cover the entire content and expressed a preference for more time and flexibility to thoroughly go through the material.

Figure 25 provides an overview of the training feedback from the teachers.

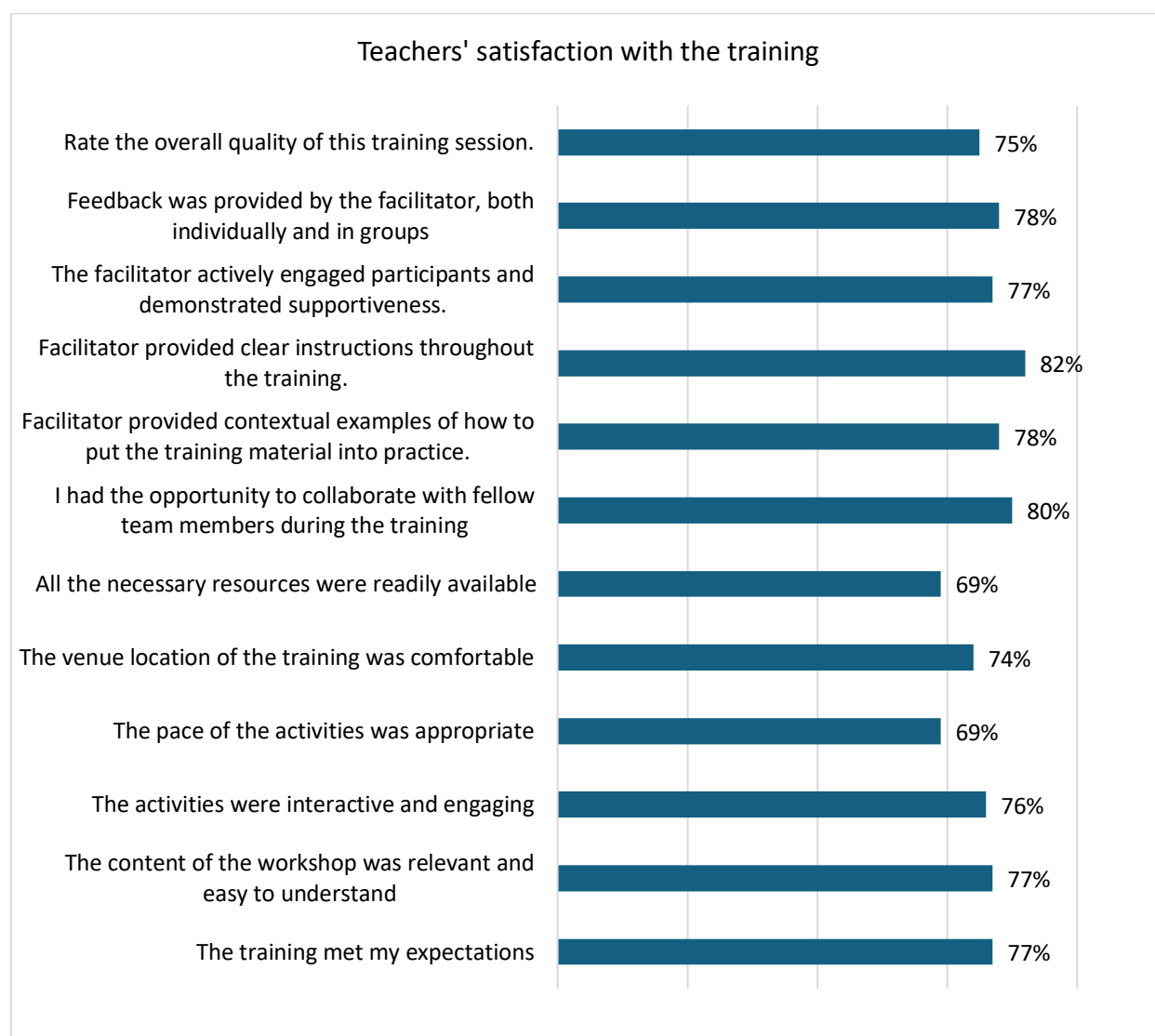


Figure 25: Training Feedback by teachers

In summary, there is a positive trend in overall satisfaction with the training programme. However, there is a notable decline in percentage terms in satisfaction from LMTs to MTs and teachers. This trend highlights the dilution of content and training quality in a cascade approach. The decline in satisfaction levels can also be attributed to the variations in quality of trainers and training facilities owing to the need of a large of trainers and training centres. Despite this trend, the satisfaction levels are still high with 91.6% for LMTs, 74% for MTs, and 75% for teachers. This

underscores the effectiveness of the training programme delivered by the trainers and the quality of training resources.

4.3 Teaching Practices Survey - Post training

Following the successful conclusion of the MGT training on 8th April, all PSTs resumed teaching roles in their respective schools. To gain insights on any improved teaching practices because of implementing learnings from the training, an online teaching practices survey was administered approximately two months later in first week of June 2024.

The survey included questions about their knowledge, current multigrade teaching practices, peer collaboration, and feedback on the MGT training. It also aimed to gather insights on the impact of the programme on both teachers and students. The objective was to assess whether the training had effectively improved MGT teaching practices in the classrooms. The survey form is attached as Annexure VI.

Participants' Information

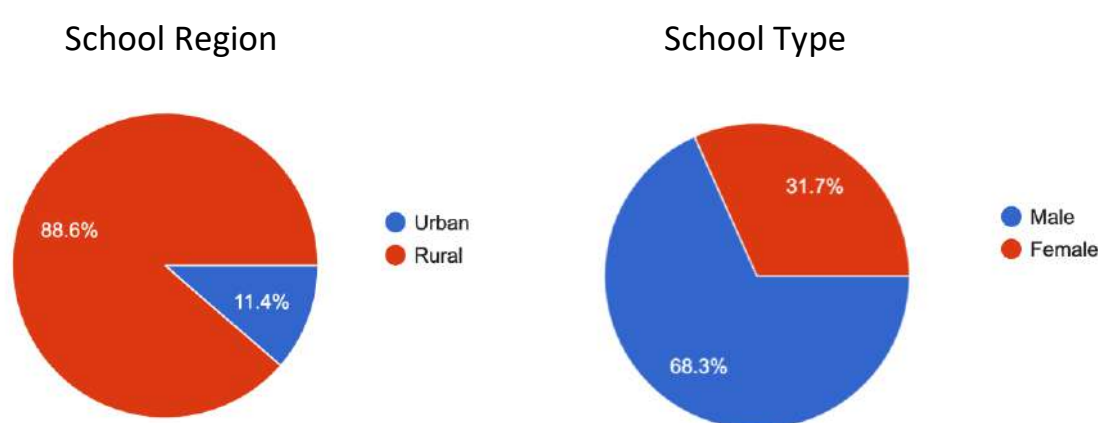


Figure 26: Respondents' break up with respect to school region and school type

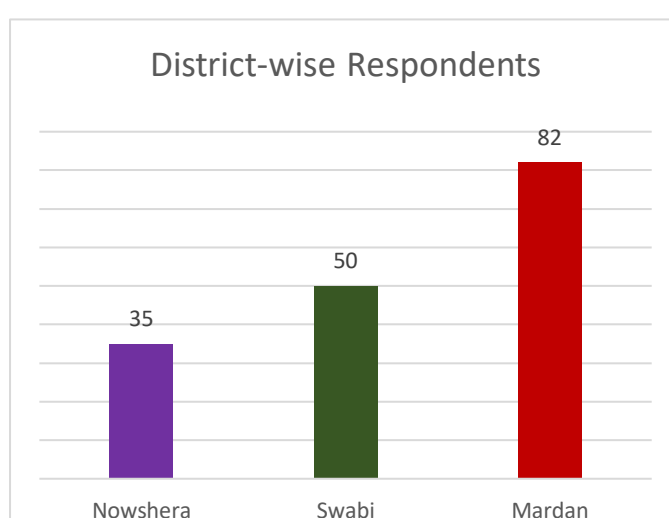


Figure 27: District wise distribution of participants

The results from the survey form are analysed and presented below:

Knowledge of MGT

Teachers were asked five questions regarding their knowledge about multigrade teaching, derived directly from the content covered during the training. The correct responses ranged from

72.4% to 91.6% across five questions, indicating a significant increase in their understanding of basic principles and teaching strategies in multigrade settings.

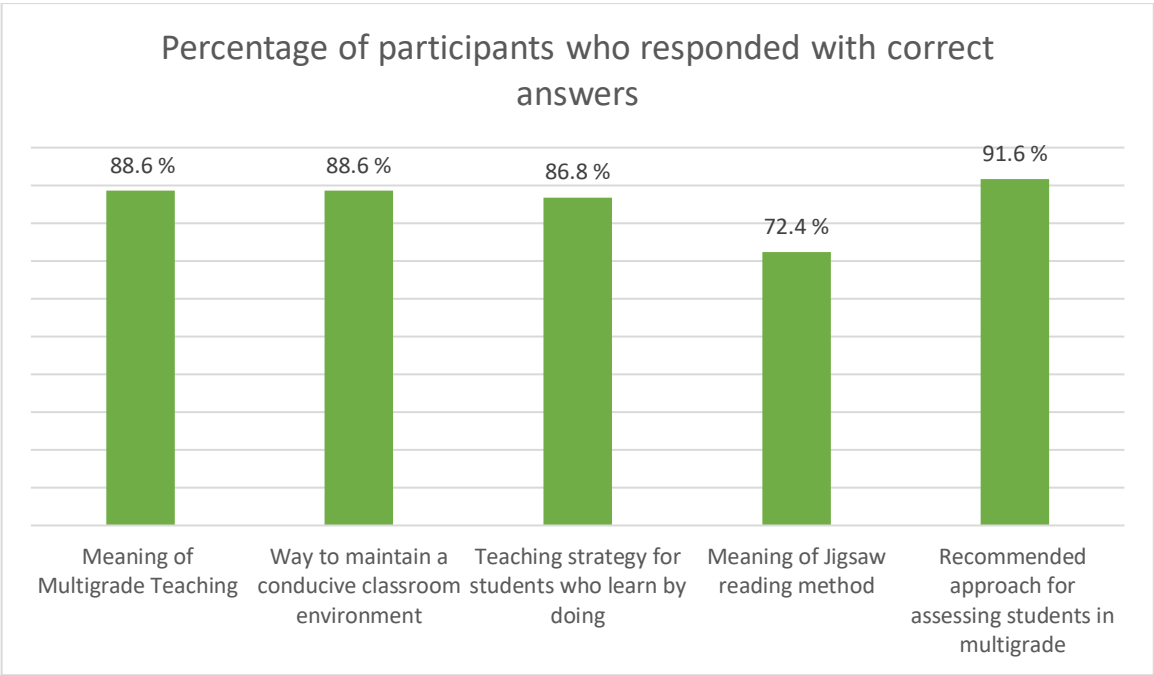


Figure 28: Participants’ knowledge about MGT

MGT practices

In response to the question regarding combining grades that teachers currently teach, 97.6% of respondents (163 out of 167) indicated they now use adjacent grade combinations. This signifies the effectiveness of the training, as B-TAG's situation analysis report (January 2024) had previously highlighted the prevalence of random grade combinations during MGT.

The detailed breakdown of the grades combinations currently in practice is provided below:

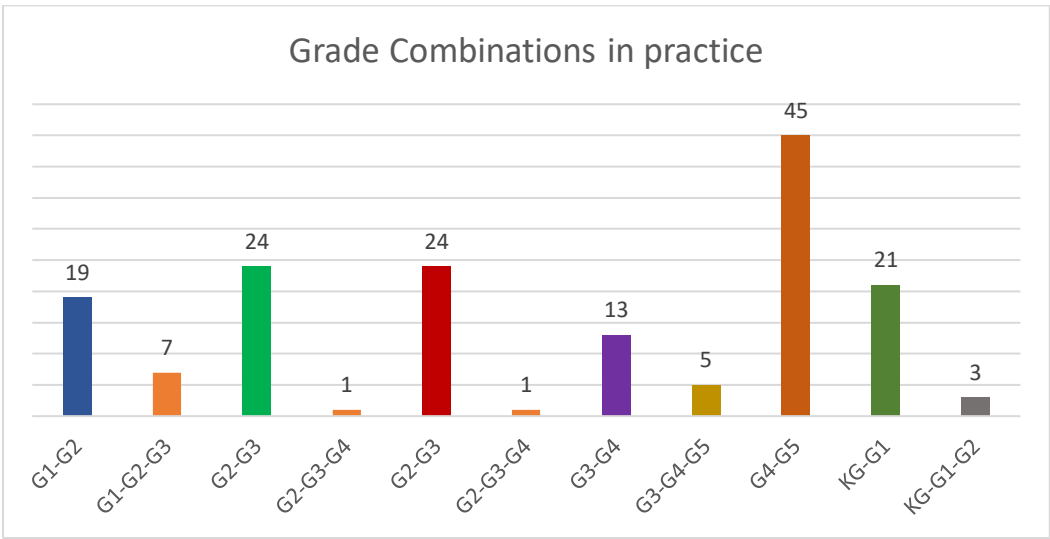


Figure 29: Grade Combinations in Practice

In response to the question regarding which activities teachers incorporate in their class while teaching multigrade, teachers chose a variety of options. Figure 30 illustrates the activities that teachers implement in their classes while teaching combined grades.

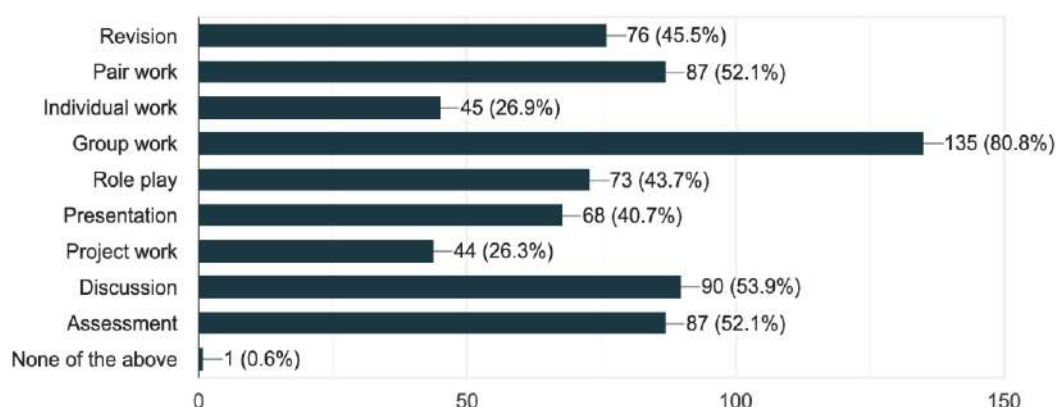
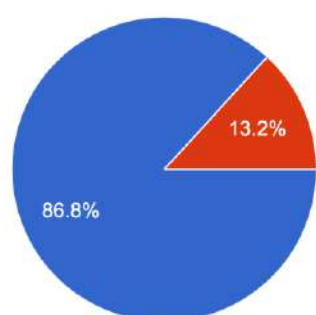


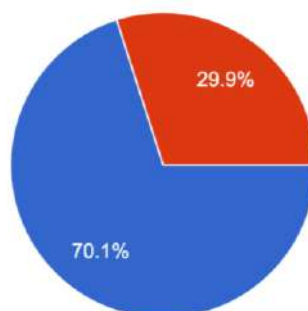
Figure 30: Multigrade Teaching Strategies being done in class

During the training, trainers emphasised the importance of having designated corners in classroom and displaying students' work on classroom walls. According to the survey, teachers have successfully adopted these practices. 70.1 % of respondents have created designated corners for different subjects in their classrooms, and 86.8 % have started displaying students' work on the classroom walls.

Do you display students' work on classroom walls?



Do you have designated corners in your classroom for subject-specific activities?



● Yes
● No

Figure 31: MGT teaching in practice

Another highlight of the training programme was the emphasis on providing need-based support to students and employing various strategies and techniques to achieve this. In response to how they are providing need-based support, most teachers indicated that they assess their students' needs and adjust their teaching accordingly. Figure 32 presents the remaining responses.



Figure 32: Provision of need-based support

Participants received extensive training on the development of academic calendars and lesson plans. Current practices show that most teachers (61.7%) have started developing separate lesson plans for multigrade teaching. Among those who create their own academic calendars and lesson plans, the majority do so on a monthly or weekly basis, as illustrated in Figure 33.

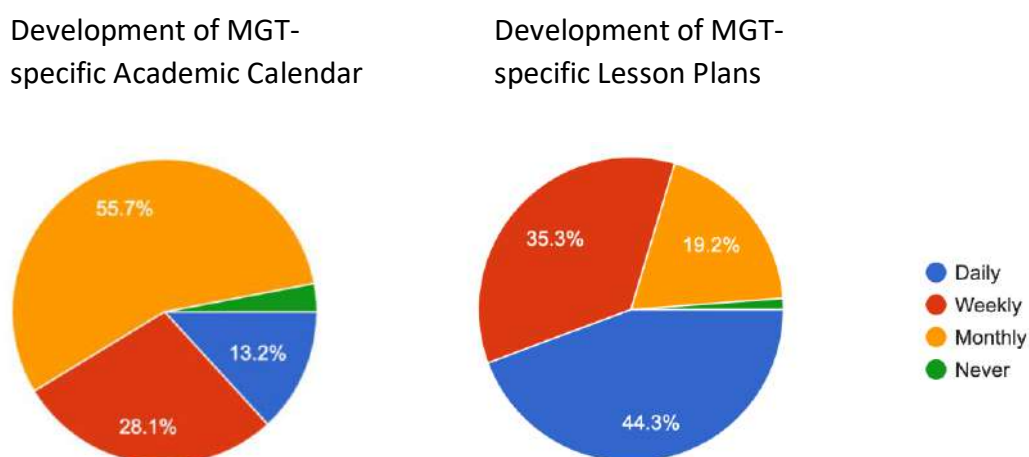


Figure 33: Frequency of development of MGT Academic Calendar and Lesson plans reported by participants

The training emphasised various techniques to make multigrade teaching more interesting and engaging for students using technology. In response to the question about how often teachers use technology to support multigrade teaching, 41.9% reported using it daily, as in Figure 34.

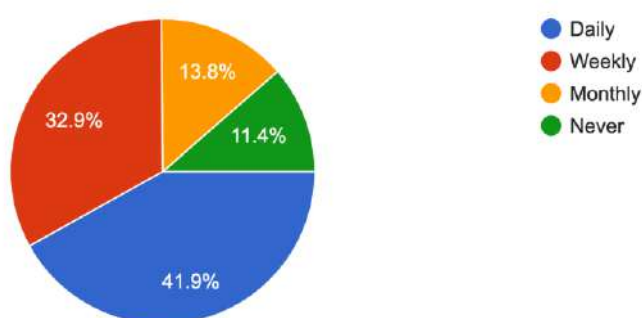


Figure 34: Use of technology to support MGT

In response to the aspect of MGT they found most challenging, 31.7% of teachers chose lesson planning, followed by 28.1% who identified classroom management as the most difficult. Another 22.2% reported struggling with assessing student progress, while 15% found differentiating instruction to be particularly challenging. Others reported difficulties on lack of resources, integrating technology in classrooms, and meeting the individual needs of children.

Peer collaboration

The MGT training programme emphasised peer collaboration and developing teacher networks to foster a supportive environment where teachers could share challenges and co-create solutions. In response to whether they discuss their challenges with fellow teachers, 34.7% reported doing so always, and 43.7% said they do it most of the time. Moreover, 52.1% expressed that they are strongly supported by their peers and headteachers, while 34.7% felt moderately supported.

When asked about their preferred medium for discussing challenges and receiving feedback, 62.9% of participants reported using face-to-face meetings, followed by 31.9% who utilise WhatsApp. Only 4.8% mentioned using phone calls for these purposes.

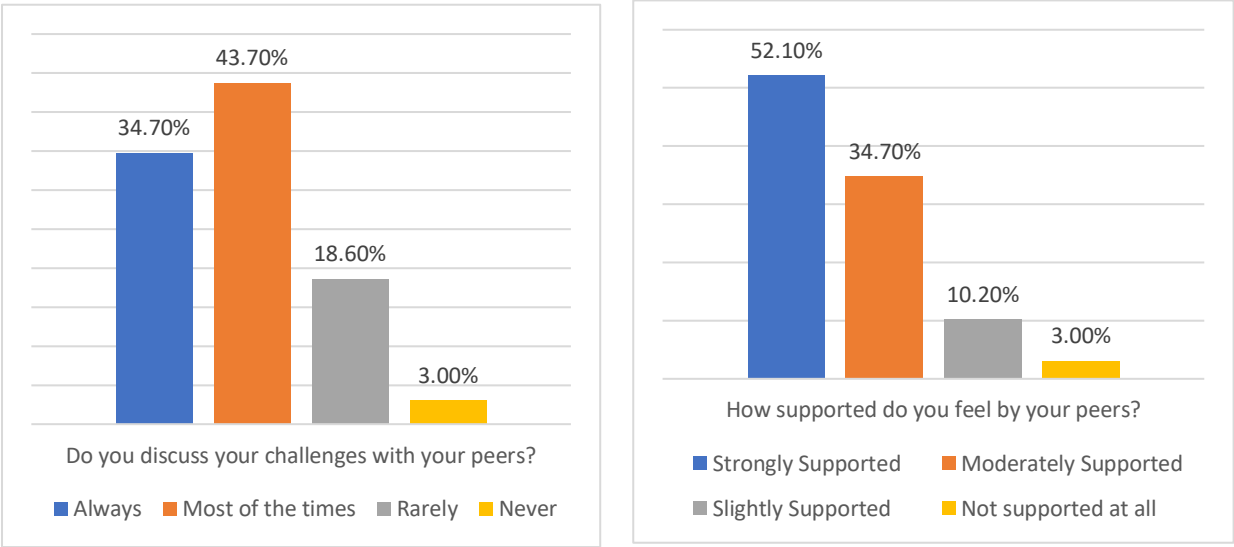


Figure 35: Peer support and collaboration

Training Feedback

Regarding training feedback, responses were overwhelmingly positive. 59.3% found the training material extremely relevant to their needs, 52.1% rated the material as excellent, and 74.9% expressed extreme satisfaction with the quality of the trainers.

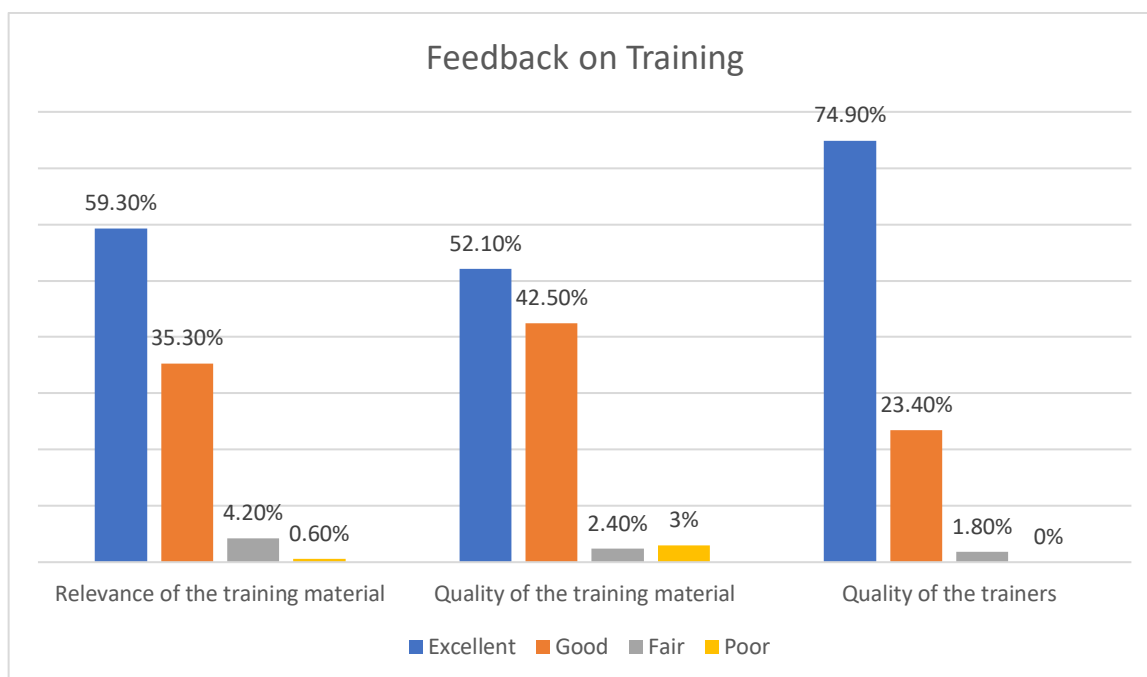


Figure 36: Feedback on MGT training programme

Impact of the programme

In response to questions about the impact of the training programme, 58.7% of participants believed that the MGT training had an extremely positive effect on improving student learning outcomes, while 38.9% considered it somewhat effective. Regarding classroom participation, 44.9% noted a significant increase due to the programme, with an equal number reporting a moderate increase. In terms of teaching practices, 53.3% reported significant improvement, and 37.7% reported moderate improvement. These findings are summarised in Figure 37.

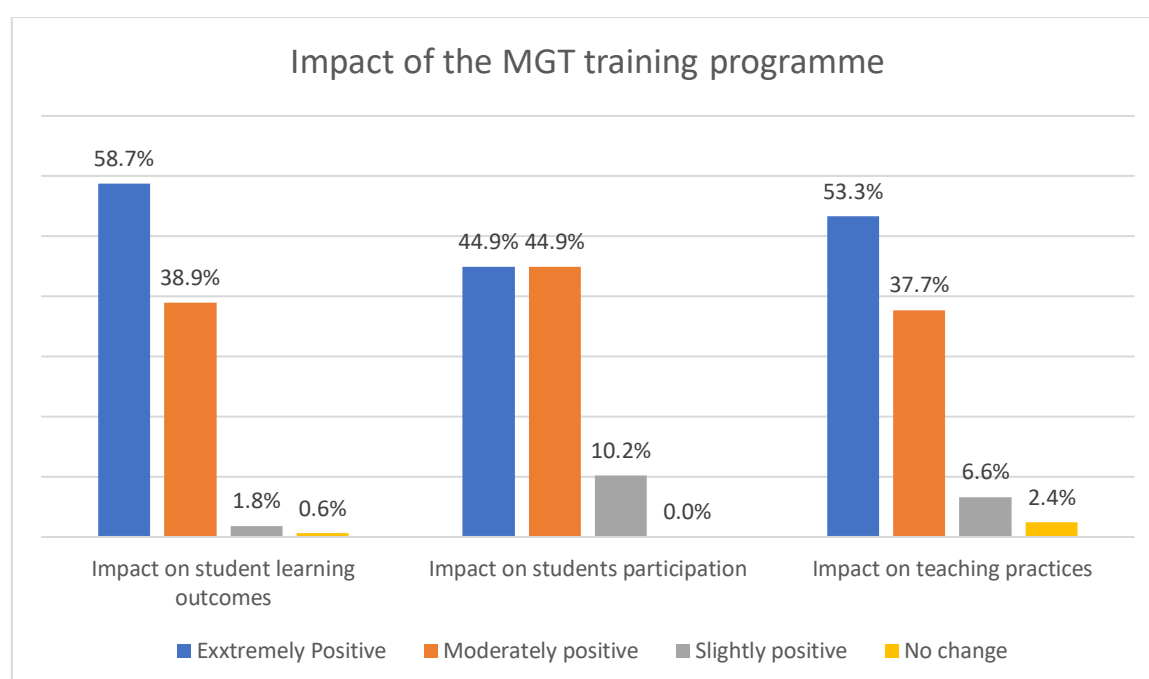


Figure 37: Impact of MGT training programme on students and teachers

4.4 Qualitative Feedback

In addition to quantitative data collected on various indicators related to the training programme's implementation, participants were invited to provide qualitative feedback through interviews, school visits, discussions during training, and open-ended survey questions. This qualitative feedback addressed all aspects of the training sessions, including logistics, quality, and overall effectiveness. It encompassed both positive aspects and areas needing improvement. Below, we present a summary of this feedback.

i. Training Content

Teachers appreciated the opportunity for professional growth and learning to address diverse student needs across grade levels. They valued learning innovative methods to boost student engagement, improve teacher-student relationships, and foster a more flexible and dynamic learning environment. Group work and discussions, along with SLO clubbing techniques, were particularly valued.

Approximately 20% of respondents expressed a desire for more comprehensive exploration of children's behaviour, development, and child psychology. Other suggestions included focusing on effective use of technology including practical demonstrations

ii. Peer Collaboration

Teachers found peer collaboration during the training to be highly beneficial. They valued the opportunity to share personal experiences with peers, which enriched their understanding of multigrade teaching strategies. This collaborative approach allowed them to learn from each other's successes and challenges, fostering a supportive environment where they could collectively develop solutions and innovative practices for their classrooms.

iii. Training Logistics

Approximately 25% of the respondents emphasised the necessity for better training venues with comfortable seating and improved facilities. Around 20% expressed the need for multimedia, projectors, and audio-visual aids to enrich the training experience. Moreover, about 20% recommended avoiding trainings during Ramadan to enhance participation and engagement. Another 5 % suggested holding training sessions in nearby schools within clusters.

iv. Teaching & Learning Resources

Approximately 10% of respondents highlighted the need for the provision of SLO-based lesson plans and multigrade academic calendars in both soft and hard copy formats.

v. Training Duration and Time Management Feedback

Approximately 10% of participants felt that the allocated training time was insufficient and suggested extending it. Around 5% of respondents recommended reducing the content of training topics for better comprehension, while another 5% expressed a desire for more activity sessions during the training.

vi. Refresher Training

Approximately 15% of respondents suggested more frequent training sessions, ideally every four to six months. Another 10% emphasised the need to incorporate innovative technologies and multimedia tools for effective multigrade teaching. Additionally, 10% advocated for additional, more frequent and longer training sessions, preferably scheduled during summer holidays.

vii. Follow-up Support

Respondents strongly suggested incorporating a practicum component into training programmes. They emphasised the need for coaching, mentoring and on-the-job training in real classroom settings. This approach would allow teachers to effectively demonstrate and apply multigrade teaching techniques learned during the training sessions. Such practical experiences can enhance teacher confidence and competence in managing diverse classrooms and optimising student learning outcomes.

Before receiving the training, I taught 3rd and 5th grades simultaneously in the same classroom. After multigrade training, I learned that we should group adjacent grades together, such as ECCE with Grade 1, Grade 2 with Grade 3 and Grade 4 with Grade 5. Multigrade teaching training has greatly improved my approach to teaching. Now, I teach Grades 4 and 5 together. During group work, 4th and 5th graders sit together; in a circle, allowing younger students to learn from older ones.

Naila Naz

PST, GGPS Fazal Kali, Mardan

Last year, I taught Grade 1 and Grade 5 together in one classroom, focusing more on Grade 5 due to their board exams, which led to incomplete coursework for Grade 1. After receiving the multigrade training, I learned to club topics together, ensuring simultaneous teaching of both grades and saving time. Multigrade training helped me develop an academic calendar and lesson plans for both grades, identifying topics that can be taught together and those requiring monograde teaching. I now teach Grade 4 and 5 together using these techniques. Another focus of the training was on using visual aids in lessons. Lacking multimedia in schools, I bring my laptop to provide visual aids to the students as much as possible, enhancing their understanding of the topics taught.

Ihsanullah

PST, GPS no. 2 Sheikhan, Nowshera

Section 5: Recommendations and Scaleup Strategy

5.1 Recommendations

B-TAG developed and successfully implemented the pilot training programme for MGT in Mardan, Nowshera, and Swabi districts. The primary objective of the programme was to equip teachers with effective strategies for teaching multiple grades simultaneously and to enhance their teaching practices, ultimately improving SLOs. The pilot is also evaluated to identify effectiveness as well as issues and eventually help the policy makers develop a refined and sustainable implementation plan. Based on these objectives, the following recommendations and way forward are proposed:

1. Conduct a comprehensive impact assessment of the pilot programme using a mixed-methods approach to evaluate teaching practices and student outcomes in a representative sample of school

Section 4 provided an analysis of the effectiveness of the training delivery using different parameters and approaches. To assess the impact of the training programme on the pilot schools, particularly at the teaching and learning level, it is imperative to conduct a thorough impact evaluation of the teaching practices and student learning outcomes. To achieve this, it is recommended to use a mixed-methods approach that integrates both qualitative and quantitative methods, allowing for a comprehensive evaluation.

Classroom observations should be conducted in a representative sample of schools using a customised COT and any other tools, focusing on reviewing teaching practices, students' academic performance, and overall classroom environment specific to MGT. Engaging external observers will ensure unbiased insights, and involving key stakeholders in the assessment process will help gather diverse perspectives, ensuring the assessment accurately reflects the situation on ground in the target schools. The study should be supplemented by qualitative data collected through teacher interviews, perception surveys, and Focus Group Discussions (FGDs) with teachers and headteachers. This approach will provide insights into the knowledge, attitudes, and practices of teachers after the training, as well as other stakeholders' perspectives regarding the effectiveness of the pilot programme.

This impact assessment will offer valuable insights into both the effectiveness of the training programme and the subsequent implementation planning, providing a holistic understanding of the broader impact. It will help tailor future training programmes and adapt approaches based on teacher needs, ensuring that teaching practices remain responsive to MGT requirements. Additionally, it will help identify other aspects that may require support or focused training to maintain a high standard of performance in multigrade classrooms.

2. Equip School Leaders with a customised Classroom Observation Tool (COT) and training to enhance their coaching, mentoring, and feedback practices, ensuring they conduct bi-monthly observations and provide actionable support to improve multigrade teaching practices.

Coaching, mentoring, and school-based follow-up support are integral to ensuring the effectiveness of any training programme. In the KP education system, the introduction of SLs presents a valuable opportunity to address gaps in coaching and mentoring. As part of their role,

SLs offer mentoring and academic supervision to teachers during regular visits to each school (twice every month), conducting classroom observations, and providing feedback.

To support MGT effectively, a customised COT needs to be developed and used by SLs to assess teachers' performance during each visit. The COT should include indicators on grade combinations, merging and teaching SLOs of the same subjects together for combined grades, and implementing various strategies to respond to the varying needs of students belonging to different grades. SLs should conduct classroom observations and provide one-on-one feedback to teachers. Direct observation will enable the provision of constructive feedback and the identification of specific areas for improvement, ultimately contributing to enhanced MGT practices and learning outcomes.

To ensure the effectiveness of this support structure, DPD and RPDCs must prioritise the training and capacity building of SLs on the COT, feedback practices, and coaching and mentoring techniques. This will ensure that SLs are well-equipped to support teachers in implementing MGT effectively and to foster continuous improvement in teaching practices.

3. Develop Communities of Practice (COPs), creating platforms for teachers to reflect, discuss, and share strategies, supported by SLs, DPD and RPDCs, to enhance continuous improvement and collaboration in multigrade teaching.

When teachers engage in professional development activities in collaboration with colleagues and experts, they are more likely to develop higher levels of expertise given opportunities of engagement, experience sharing, and learning together. It is therefore recommended to initiate a culture of cultivating teacher professional communities and developing COPs in line with our recommendations for the revised CPD model in KP.

These teacher COPs will offer a platform to reflect openly about their experiences, discuss challenges, and share successful strategies. Regular opportunities to exchange best practices foster a culture of continuous improvement and collective knowledge building among educators. The COPs should be managed by the SLs and supported by the DPD and RPDCs at the circle, tehsil, and district levels. In addition to developing a professional network of teachers, these COPs will provide an opportunity to recognise and acknowledge the best performing teachers, making their experiences more meaningful. SLs must be trained on developing and moderating these platforms so they can effectively benefit the teachers.

The COPs will play a crucial role in fostering a collaborative environment, encouraging innovation, and ensuring the sustainability of improved teaching practices. This initiative will ultimately contribute to better educational outcomes for students in multigrade classrooms.

4. Incorporate MGT specific sessions in monthly Professional Development Days (PDDs), updating teachers on key concepts and new strategies based on impact assessments and field insights to ensure continuous professional development (CPD)

Arranging refresher training programmes is vital to ensure continuous professional development for teachers involved in multigrade teaching. These programmes should aim to reinforce key concepts, introduce new strategies, and keep teachers updated on the latest developments in MGT. The design of these refresher programmes should be informed by the evolving needs of the participants, the impact assessment of the pilot training programme, and insights from the field obtained through monitoring and classroom observations.

The refresher training programmes can be delivered through regular Professional Development Days (PDD) organised once a month. These sessions will reinforce MGT strategies and address issues and challenges faced by teachers in the classrooms. Additionally, digital modules can be developed and disseminated through the training management system (TMS) being used for the pilot of CPD for elementary teachers in KP.

5. Develop and deliver a comprehensive capacity-building programme for DPD and RPDC staff, including training in module design, digital tools, and infrastructure use, to enhance their ability to manage, deliver, and assess MGT training programmes effectively

The MGT pilot programme was implemented by the DPD with extensive support from B-TAG. To continue supporting the pilot implementation and execute future training programmes for MGT, DPD and RPDCs must be adequately staffed and trained with the necessary skills. Subject Experts at DPD must be equipped with the skills and knowledge to design and develop training modules, including digital modules. Additionally, the physical and IT infrastructure should be strengthened to support these initiatives.

A comprehensive capacity-building programme must be designed and delivered for the staff of DPD and RPDCs, focusing on effective delivery, monitoring, evaluation, and impact assessment of training programmes. This will ensure that the DPD and RPDCs can manage and enhance the quality of training programmes for MGT, ultimately leading to improved educational outcomes in multigrade classrooms.

5.2 Scale-Up Strategy and Plan for expanding training on MGT across the province

The EMA data for 2022-2023 indicates that almost 80% of all the schools (more than 20,000) in KP have MGT taking place, and a vast majority of these schools are primary employing anywhere from one to five teachers resulting in at least one, but in most cases up to three multigrade classrooms.

According to the KP MGT Strategy 2021, more than 57,000 teachers were needed to ensure one teacher for every class, which is neither financially possible nor cost effective given that many schools in rural and far-flung areas have less than 100 children, which will not justify financially a deployment of five or six teachers. MGT therefore is inevitable and requires an alternate solution. The training pilot under B-TAG offers such a solution by offering the necessary skill set, teaching-learning resources, and a support mechanism for MGT to allow multigrade classrooms to operate effectively and help children learn in the same manner as they would learn in a monograde environment.

The objective of this scale-up strategy is to expand the pilot training programme for MGT to additional districts and school across the province, improving teaching practices and SLOs in multigrade classrooms.

The scale-up will cover all the schools employing five or less teachers in a phased approach, benefitting more than 100,000 teachers and millions of children, most of whom are at the primary level.

5.2.1 A Phased Approach

The scale-up should be implemented in phases to allow effective management, review and course correction.

Phase 1: Preparatory Phase (3 months)

- **Needs Assessment and Baseline Survey:** Share the findings and lessons learned from the pilot with the DPD and the Directorate of Curriculum and Teacher Education (DCTE). Conduct a comprehensive needs assessment and baseline survey in coordination with DPD and the DCTE. This will cover determining the needs of teachers, academic supervisors (headteachers, SLs), education managers, and most importantly the students and classrooms. A baseline survey using the COT and/or other tools will help establish the current level of teachers and students and can be used to compare with mid and end-line surveys to assess the **impact** of training and support initiative.
- **Resource Allocation:** Ensure the allocation of necessary resources including budget, training materials, and human resources. The E&SED must allocate the required budget to cover the cost of training for all stakeholders and their subsequent CPD. The budget will also be needed to develop necessary teaching and learning materials and equip classrooms with the required resources. Recruitment of teachers would be essential in single or two-teacher schools to allow best practices in MGT.
- **Stakeholder Engagement:** All the key stakeholders including E&SED, DPD, DCTE, RPDCs, SLs, headteachers, teachers, district education offices, and local communities should be engaged for a well-aligned intervention that is owned by all concerned.

Phase 2: Capacity Building (12 Months)

- **Development of Training Content:** Training manual/modules need to be developed and updated to cater to virtual, hybrid, and face-to-face training focusing on multigrade teaching strategies, subject-based pedagogy, and student learning assessments. The DPD in coordination with the DCTE will take the lead in developing the training content and other required resources.
- **Training of Lead and Master Trainers:** LMTs from DPD/RPDCs and MTs from RPDCs and schools should be identified and undergo a training of trainer programme for enhancing their skills. The LMTs will be responsible for training MTs, who will then train teachers covering MGT strategies and other relevant areas including learning assessments.
- **Teacher Training:** The training of teachers will be rolled out during the vacation period in both winter and summer zones to avoid school closure and any academic loss. Given the volume of teachers to be trained, a blended approach will be required combining virtual and face to face training to effectively reach out to more than 100,000 teachers. The DPD and RPDCs will lead the planning, model design, cohorts, approach and timeframe to make sure that all teachers are trained during the time allocated for the phase.

Phase 3: Implementation and Mentoring (9 Months)

- **Classroom Implementation:** The teachers will start implementing multigrade teaching practices in their classrooms. The district education offices will ensure that all the required resources are made available to teachers and schools to help implement the learnings from their training programme.

- **Mentoring and Support:** This is a crucial aspect of the scale-up programme, ensuring that teachers receive ongoing support at the classroom level. The key stakeholders in this activity are SLs and headteachers. They will provide ongoing support through classroom observations, one-to-one feedback sessions, moderating discussions with teachers at various platforms, and help develop or update teaching-learning resources.

Phase 4: Evaluation and Refinement (6 Months)

- **Data Collection and Analysis:** The DPD and DCTE will coordinate to collect qualitative and quantitative data to assess the effectiveness of the scale-up. They will use customised tools to gather information on classroom teaching in a multigrade setting and will also use some means to assess student learning levels. A baseline survey done during the preparatory phase will be followed by a midline survey done three to four months after the teachers have been implementing MGT practices, and the findings will inform the content and approach of training being delivered to the remaining cohorts. An endline survey will be conducted at the end of the academic year when the teachers have spent nine to ten months implementing the MDT practices.
- **Teacher Perception Surveys:** In line with the pilot, DPD and RPDCs will conduct surveys to gather feedback from teachers on the training quality and implementation process.
- **Review and Refinement:** The information and data from various sources including the midline survey, teacher perception survey, and mentoring and support visits will be reviewed by DPD and DCTE to improve and refine the training modules, approach and implementation strategies accordingly.

Phase 5: Sustainability

- **Institutionalisation:** DPD will embed training on MGT to the regular professional development programmes for teachers, heads and other practitioners, and will modify the monthly CPD content to include MGT.
- **Policy Advocacy:** DPD and DCTE will closely coordinate with the E&SED for necessary advocacy to make policy changes to support multigrade teaching as a sustainable practice.
- **Continuous Improvement:** Establish a mechanism for ongoing feedback and continuous improvement of the MGT programme.

5.2.2 Stakeholder Engagement

Government Departments

- **E&SED:** Oversee the overall implementation and provide policy support.
- **DPD in coordination with the DCTE and RPDCs:** Lead the training and development component, followed by monitoring, evaluation, review and refinement.
- **District Education Offices:** Facilitate the implementation of MGT and monitoring.

Teachers, Headteachers and School Leaders

- **Teachers:** Primary beneficiaries who will implement multigrade teaching practices.

- **Headteachers:** Support and facilitate the implementation at the school level and provide academic supervision and support.
- **School Leaders:** Provide targeted classroom level support to teachers through observations, feedback sessions, and focus group discussions.

Community Support

- **Parents and Local Communities:** Engage through awareness campaigns to support multigrade teaching practices.

Section 6: Conclusion

B-TAG designed and piloted a comprehensive training programme focused on effective multigrade teaching strategies, best practices, and pedagogical techniques tailored to meet learners' needs in multigrade settings. This programme was implemented for PSTs across 400 three-teacher schools in three districts of KP. The high levels of participant satisfaction underscore the training's effectiveness.

Our findings highlight both the strengths and areas for improvement. Based on these insights, we have formulated a set of recommendations, a scale-up strategy, and a roll-out plan. Key recommendations include conducting a comprehensive impact assessment of the pilot, providing ongoing school-based support for teachers, developing a dedicated COT for multigrade classes, enhancing the capacity of the DPD and RPDCs for future implementation and adopting the scale up plan to expand the initiative to cover all MGT schools in the province.

By adopting these recommendations and scaling up the multigrade teaching programme, the province can significantly enhance multigrade teaching practices. This will lead to improved educational outcomes for students, ensuring that the diverse needs of learners in multigrade settings are effectively addressed.

Annexures

Annexure I - Official Notification of KP's Review Workshop



Directorate of Professional Development, Khyber Pakhtunkhwa
Charsadda Road Peshawar.

Phone & Fax No. 091-9224783

Email: directordpdkp@gmail.com

OFFICE ORDER

No. 5426-B /B-TAG/2024 Dated February 22, 2024. This Directorate has been pleased to nominate the following Senior Instructors, Subject Specialist and Instructors to attend two days' workshop for review of material for " **Multigrade Teaching Programme**", arranged in collaboration with B-TAG as per the given schedule.

Date: February 26-27, 2024 at 10AM.

Venue: B-TAG Office , House No: 107, New Shami Road Peshawar

S#	Name	Designation	School/Institution
1.	Irshad Ali	Senior Instructor	DPD Peshawar
2.	Shahid Aziz	Senior Instructor	DPD Peshawar
3.	Nazish Farid	Senior Instructor	DPD Peshawar
4.	Dr Benazira	Subject Specialist	DPD Peshawar
5.	Muhammad Gulzar	Subject Specialist	DPD Peshawar
6.	Sohail Khan	Instructor	DPD Peshawar
7.	Asia Begum	Instructor	DPD Peshawar
8.	Aneesa Bibi	Instructor	DPD Peshawar

DIRECTOR

Endst: Even No and Date:

Copy for information to the:

1. Secretary to the Govt. of KP Elementary and Secondary Education Department Peshawar.
2. Additional Director Admn Local Directorate
3. Incharge Biometric Local Directorate
4. P.S to Director Local Directorate.
5. Project Director B-TAG in reference to his email dated February 22, 2024

Additional Director (Acad)

Annexure II - Official Notification for Training of Lead Master Trainers



Directorate of Professional Development, Khyber Pakhtunkhwa Charsadda Road Peshawar.

Phone & Fax No. 091-9224783

Email: directordpdkp@gmail.com

OFFICE ORDER

No. 5544 /B-TAG/2024 Dated March 26, 2024. This Directorate has been pleased to nominate the following Subject Specialists, Instructors and Teachers (M&F) of DPD, RPDC (M) Mardan and district Nowshera and Swabi to attend three days' Training of Trainers (ToT) on "Multigrade Teaching", organized in collaboration with B-TAG/I-SAPS as per the given schedule.

Date: March 22-24, 2024 (9:00AM to 4:00 PM)

Venue: B-TAG Office, House No: 107, New Shami Road Peshawar

S#	Name	Designation	School/Institution
1.	Munir Ali Shah	Senior Instructor	DPD Peshawar
2.	Dr Eid Akbar	Subject Specialist	DPD Peshawar
3.	Aneesa Bibi	Instructor	DPD Peshawar
4.	Dr Mumtaz Ali	Instructor	RPDC M Mardan
5.	Dr Jamshed	Instructor	RPDC M Mardan
6.	Aftab Hussain	Subject Specialist	GHSS Panj Peer Swabi
7.	Nighat Seema	Headmistress	GGHS Labour Colony Mardan
8.	Nida Ayaz	PST	GGPS Amin Abad Mardan
9.	Iram Naz	TT	GGMS ASC Colony, Nowshera
10.	Faheem Afshan	Principal	GGHSS Dheri Kati Khel, Nowshera
11.	Ali Zaman	HM	GHS Walai Nowshera

NOTE:

1. Director DPD and Additional Directors DPD will supervise the training for guidance and on the spot decisions.
2. TA/DA to the participants of the training will be paid by B-TAG/I-SAPS.
3. All nominees are requested to attend the subject workshop in the light of E&SED Letter No: SO(SM)E&SED/12-1/2019/Misc: Dated Peshawar the October 10, 2019 and Directorate of E&SE Letter No: 4462-4520/PITE-DCTE/B&T/2021-22 Dated 18.05.2022.

DIRECTOR

Endst: Even No and Date:

Copy for information to the:

1. Secretary to the Govt. of Khyber Pakhtunkhwa Elementary and Secondary Education Department Peshawar.
2. Principal RPDC (M) Mardan.
3. DEOs (M&F) Nowshera, DEO (M) Swabi, DEO (F) Mardan with the request to release the nominated teachers to attend the subject training.
4. Additional Director Admn Local Directorate
5. P.S to Director Local Directorate.
6. Project Director B-TAG in reference to his email dated March 14, 2024

Annexure III – Teacher Evaluation Form

Dimensions	Categories	Rating Scale				
Academic Activities	Active Instruction	Ineffective	Moderately Effective	Effective	Highly Effective	Observers' Recommendations
	Introduction / Reading / brainstorming					
	Instructing / Explaining					
	Discussion					
	Drill / Practice					
	Passive Instruction					
	Monitoring / Facilitating the students in independent work					
	Monitoring / Facilitating the students while completing assignments					
	Monitoring / Facilitating the students while copying from the board					
	Monitoring / Facilitating the students while doing activities					
Managing & organising	Managing & organising					
	Discipline					
	Following classroom management rules and procedures (Asking for permission to leave the class, raising hands to answer a question, sitting in their seats, being quiet when the teacher says so)					
	Passive Assignment Reviewing previously assigned work (past test results or homework)					

	Punctuality and Time Management					
	Active Assignment (Checking work assigned in the class quiz/test, presentation or classwork)					
Classroom Environment	Classroom Environment					
	Uses the classroom space to facilitate various forms of seating arrangements for different activities of pupils such as Whole class, by grades, by level of task difficulty, groupings according to some criteria: e.g. by ability, interest, pupil's choice, etc. <i>(Observer may draw the classroom layout when necessary)</i>					
	Organises the room so that learning materials and resources are readily available and accessible to pupils					
Pedagogical Skills	Pedagogical Skills					
	Instructional Strategies					
	Lesson Preparation and Discourse					
	Student group size Involvement and Engagement in the Lesson					
	Use of resources in the classroom					
	Support for Diverse Learners					
	Paces the lessons appropriately to meet specific needs					

		and difficulties of the learners					
		Adjusts oral or written questions for students with different needs					
		Utilises activities that are relevant to the pupil's level and background					
		Addresses the needs of both boys and girls in different grade levels					
		Shifts classes, when necessary to cater to the needs of the other class (e.g., road mapping)					
		Provides appropriate support (remediation/enrichment) during class that addresses varying ability levels, interests and experiences					
		Utilises differentiated tasks and activities for varied grade levels through Flexible grouping					
Off Time	Task	Off Task Time					
		Social Interaction					
		Student Involved/Uninvolved					
		Teacher Involved/Uninvolved					
Assessment		Learning Assessment					
		Provides appropriate formative assessment that are aligned to the learning objectives for each grade level					
		Encourages learners by giving general feedback (e.g., Very Good!) and giving specific					

	feedback (e.g., Good job for following directions.)					
	Provides specific and useful feedback for an incorrect, incomplete, or non-response (e.g., You need to review the verb you used.)					
	Elicits a pupil-stated generalisation (learning insight) at the end of the Lesson					
	Uses assessment strategies provided in the documents, developed for Science, Math and English					
Attitude	Attitude					
	Teachers attitude towards teaching					
	Students attitude towards learning					



ملٹی گریڈ ٹیچنگ ٹیچر ٹریننگ پوسٹ اسیسمنٹ

(پوسٹ ٹیسٹ)

نام: _____ سکول _____ کا نام:

صوبہ: _____ ضلع: _____

ملٹی گریڈ ٹیچنگ کا تجربہ :

تاریخ: _____

یہ جائزہ آپ کے کردار اور ذمہ داریوں کے بارے میں آپ کی موجودہ سمجھ کا اندازہ ہے۔ بیانات کو غور سے پڑھیں اور 1 سے 5 کے Likert پیمانے پر اپنی سمجھ اور فہم کے مطابق درست عدد کا انتخاب کریں ، جس میں 1 سب سے کم اور 5 بہترین سمجھ کی نشاندہی کرتا ہے۔

سیریل نمبر	بیانات	اوسط سے نیچے	اوسط	اچھا	بہتری
		1	2	3	4
1.	مونو گریڈ اور ملٹی گریڈ میں فرق				
2.	ملٹی گریڈ کی ضرورت				
3.	ملٹی گریڈ ٹیچنگ میں گریڈز یکجا کرنے کے لیے معیارات				
4.	ملٹی گریڈ ٹیچنگ کے مسائل اور تجاویز				

					سیکھنے کے مختلف طریقہ کار اور مختلف ذہانتیں/قابلیتیں	5.
					ملٹی گریڈ ٹیچنگ میں سیکھنے کا ماحول بنانے کے لیے کمرہ جماعت کی طبعی تنظیم سازی	6.
					ملٹی گریڈ کلاس میں استاد کا کردار	7.
					ملٹی گریڈ تدریس کے لیے ایکشن پلان بنانا	8.
					ملٹی گریڈ تدریس کے بنیادی اصول	9.
					ملٹی گریڈ کلاس میں طلبہ کی شمولیت بڑھانے کے طریقے	10.
					ملٹی گریڈ تدریس کے لیے تعلیمی کیلنڈر بنانا	11.
					ملٹی گریڈز تدریس میں تعلیمی کیلنڈر تیار کرنے کے بنیادی اصول	12.
					منصوبہ سازی کی اہمیت، روز مرہ کے معمولات اور منصوبہ بندی	13.
					گروپ ورک کا تعارف اور اقسام	14.
					ملٹی گریڈ سبق کی منصوبہ بندی کے اجزاء اور حکمت عملیاں	15.
					جائزہ/اسیسمنٹ اور اس کی اقسام	16.
					دورانِ تدریس جائزہ کی حکمت عملیاں	17.
					فیڈ بیک اور تدریسی عمل کو فیڈ بیک کی روشنی میں بہتر کرنا	18.

Annexure V – Multigrade Teacher Training Pilot Programme -Training Evaluation Form

Training Evaluation Form

Name _____

Gender _____

School Name _____

EMIS code _____

District _____

School Type (Urban/Rural) _____

1. The training met my expectations.

1	2	3	4
Completely disagree	Disagree	Agree	Completely agree

2. The content of the workshop was relevant and easy to understand.

1	2	3	4
Completely disagree	Disagree	Agree	Completely agree

3. The activities were interactive and engaging.

1	2	3	4
Completely disagree	Disagree	Agree	Completely agree

4. The pace of the activities was appropriate.

1	2	3	4
Completely disagree	Disagree	Agree	Completely agree

5. The venue location of the training was comfortable.

1	2	3	4
Completely disagree	Disagree	Agree	Completely agree

6. All the necessary resources were readily available.

1	2	3	4
---	---	---	---

Completely disagree	Disagree	Agree	Completely agree
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7. I had the opportunity to collaborate with fellow team members during the training.

1	2	3	4
Completely disagree	Disagree	Agree	Completely agree

8. Facilitator provided contextual examples of how to put the training material into practice.

1	2	3	4
Completely disagree	Disagree	Agree	Completely agree

9. Facilitator provided clear instructions throughout the training.

1	2	3	4
Completely disagree	Disagree	Agree	Completely agree

10. The facilitator actively engaged participants and demonstrated supportiveness.

1	2	3	4
Completely disagree	Disagree	Agree	Completely agree

11. Feedback was provided by the facilitator, both individually and in groups.

1	2	3	4
Completely disagree	Disagree	Agree	Completely agree

12. Rate the overall quality of this training session.

1	2	3	4
Completely disagree	Disagree	Agree	Completely agree

13. What do you wish the training would have explored more?

14. Do you have any suggestions to help us improve the learning experience or environment for future training workshops?

Annexure VI - MGT Feedback Survey

Data Collection Tool for Multigrade Teaching Training Programme

Instructions for participants:

Exploring perceptions of teachers on the implementation of Multigrade Teaching (MGT) Training Programme in Khyber Pakhtunkhwa

We would like to invite you to participate in a research project commissioned by Bridging Technical Assistance to the Government of Khyber Pakhtunkhwa with the support of the DPD and the DCTE. The research study aims to explore teachers' perceptions about the implementation of the MGT training pilot programme launched in the first week of April, 2024.

What will I be asked to do?

You will be asked to complete a short survey which will ask you about your experiences regarding the MGT training in the province. The survey will last approximately 10 minutes. The first part of the survey will ask for some information about you. The main part of the survey will ask about your knowledge and practices about MGT and feedback on the training delivered.

Do I have to take part?

Participation in this study is entirely voluntary. If you do decide to take part and later change your mind, you can withdraw at any time during data collection. You do not have to give a reason. Should you withdraw, any information that you have provided up until that point will be deleted.

What will happen to the information that I provide?

All data provided by participants will be anonymised and any quotes from the data will not be attributed to specific individuals.

The researcher can be contacted at the email address listed below should you have any further questions:

Rabia Aslam (raslam@i-saps.org)

Personal data will be stored securely and will only be available only to the researchers.

Before beginning the survey, please confirm that:

- I have read and understood the information provided about the research
- I understand that my participation is voluntary and that I am free to withdraw from the research at any time and without giving reason
- I understand that my anonymity will be protected within this research
- I agree to participate in this research

Section 1: Personal Information

Name: _____

Gender

- ☐ Male
- ☐ Female

School Name: _____

School EMIS code: _____

School Region

- ☐ Urban
- ☐ Rural

School Type

- ☐ Male
- ☐ Female

District

- ☐ Nowshera
- ☐ Mardan
- ☐ Swabi

Section 2: Knowledge of MGT

1. Which of the following is a characteristic of multigrade teaching?

- ☐ Each grade level follows an entirely separate curriculum with no overlap.
- ☐ Teachers instruct students from multiple grade levels in the same classroom.
- ☐ Students in different grades have separate classrooms for each subject
- ☐ Teachers only teach one subject to students of the same grade level.

2. Which factor is important to consider for maintaining a conducive classroom environment during multigrade teaching?

- ☐ The classroom should have fixed seating arrangements for all students.
- ☐ The classroom should only allow individual learning activities.
- ☐ The classroom should support group activities and physical movement.
- ☐ The classroom should have a strict, silent environment at all times.

3. Keeping in mind different learning styles of student, which method should be used for students who learn by doing?

- ☐ Visual aids and diagrams
- ☐ Lectures and discussions
- ☐ Hands-on activities and movement

- Reading and writing assignments

4. How does the jigsaw reading method work in a multigrade classroom? (Choose all that applies)

- Each group reads and explains a different paragraph at the same time.
- All members of a group explain the same paragraph to the other groups.
- The teacher explains the content by breaking it into segments.
- Only one group reads while others listen and take notes.

5. What is the recommended approach for assessing students in a multigrade classroom?

- Using a single standardised test for all students.
- Employing various assessment methods to suit different learning needs.
- Ignoring assessment to reduce stress.
- Only assessing students at the end of the term.

Section 3: MGT Practices

6. Which grade combination do you teach?

- KG - Grade 1
- KG – Grade 2
- KG – Grade 3
- KG – Grade 4
- KG – Grade 5
- Grade 1 - Grade 2
- Grade 1 - Grade 3
- Grade 1 - Grade 4
- Grade 1 - Grade 5
- Grade 2 - Grade 3
- Grade 2 - Grade 4
- Grade 2 - Grade 5
- Grade 3 - Grade 4
- Grade 3 - Grade 5
- Grade 4 - Grade 5
- KG – Grade 1 – Grade 2
- KG – Grade 1 – Grade 3
- KG – Grade 1 – Grade 4
- KG – Grade 1 – Grade 5
- KG – Grade 2 – Grade 3
- KG – Grade 2 – Grade 4
- KG – Grade 2 – Grade 5
- KG – Grade 3 – Grade 4
- KG – Grade 3 – Grade 5
- KG – Grade 4 – Grade 5
- Grade 1 – Grade 2 – Grade 3
- Grade 1 – Grade 2 – Grade 4
- Grade 1 – Grade 2 – Grade 5
- Grade 1 – Grade 3 – Grade 4

- Grade 1 – Grade 3 – Grade 5
- Grade 1 – Grade 4 – Grade 5
- Grade 2 – Grade 3 – Grade 4
- Grade 2 – Grade 3 – Grade 5
- Grade 2 – Grade 4 – Grade 5
- Grade 3 – Grade 4 – Grade 5

7. Which of the following activities do you incorporate in class while using MGT? (Choose all that applies)

- Revision
- Pair work
- Individual work
- Group work
- Role play
- Presentation
- Project work
- Discussion
- Assessment
- None of the above

8. Do you have designated corners in your classroom for subject-specific activities?

- Yes
- No

9. Do you display students' work on the classroom walls?

- Yes
- No

10. How do you provide need-based support to students? (Choose all that applies)

- I adapt my teaching methods to address individual student needs.
- I offer additional help to students who struggle with specific concepts.
- I use diverse teaching aids to support various learning styles.
- I regularly assess student needs and adjust my teaching accordingly.

11. How do you ensure effective delivery of lessons for multigrade classes?

- By making separate lesson plans for each grade and dividing the time equally between grades within the assigned period.
- By developing and implementing a specialised lesson plan with activities catering to both grade levels.
- By covering two monograde lesson plans within the assigned period.
- By teaching one grade at a time and assigning individual tasks to the other grades.

12. How often do you develop MGT specific academic calendar?

- Daily
- Weekly
- Monthly

- ☐ Never

13. How often do you develop lesson plans for MGT?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Never

14. How often do you use technology to support multigrade teaching?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Never

15. Which aspect of multigrade teaching do you find most challenging?

- ☐ Classroom management
- ☐ Lesson planning
- ☐ Differentiating instruction
- ☐ Assessing student progress
- ☐ Other (please specify)

Section 4: Peer Collaboration

16. Do you discuss challenges you face during multigrade teaching with your fellow teachers?

- ☐ Always
- ☐ Most of the time
- ☐ Rarely
- ☐ Never

17. How supported do you feel by your peers in resolving challenges regarding multigrade teaching?

- ☐ Strongly supported
- ☐ Moderately supported
- ☐ Slightly supported
- ☐ Not supported at all

18. Which medium do you use most often for discussing challenges and getting feedback?

- ☐ WhatsApp
- ☐ Face-to-face Meetings
- ☐ Phone calls
- ☐ Other (please specify) _____

Section 5: Training Feedback

19. Was the multigrade training material relevant to your teaching needs?

- ☐ Yes, extremely relevant
- ☐ Yes, somewhat relevant
- ☐ No, somewhat irrelevant
- ☐ No, extremely irrelevant

20. How would you rate the quality of training material?

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

21. How satisfied were you with the quality of the trainers?

- ☐ Extremely satisfied
- ☐ Somewhat satisfied
- ☐ Somewhat unsatisfied
- ☐ Extremely unsatisfied

Section 6: Impact of the programme

22. How effective do you believe multigrade teaching pilot programme is in improving student learning outcomes?

- ☐ Very effective
- ☐ Somewhat effective
- ☐ Not very effective
- ☐ Not effective at all

23. How has the multigrade teaching pilot programme impacted students' participation in class activities?

- ☐ Significantly increased
- ☐ Moderately increased
- ☐ Slightly increased
- ☐ No change

24. To what extent multigrade teaching pilot programme improved your teaching practices?

- ☐ Significantly improved
- ☐ Moderately improved
- ☐ Slightly improved
- ☐ Not improved at all

Section 7: Open-ended questions

25. What aspects did you like about the multigrade teaching pilot programme?

26. What improvements do you suggest to make multigrade teaching pilot programme more meaningful?
