



IMPACT OF “TEACH FOR CHANGE” PROGRAM

ON THE FOUNDATION ASSISTED SCHOOLS IN SINDH

PREPARED BY
RESEARCH AND PUBLICATION UNIT (RPU)-SEF



Sindh Education Foundation
Government of Sindh

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ACRONYMS

ADHD	Attention Deficit Hyperactivity Disorder
BoGs	Board of Governors
ECCE	Early Childhood Care and Education
FAS	Foundation Assisted Schools
IBA	Institute of Business Administration
INSTAL	Introducing Smart Teaching and Learning
JDs	Job Descriptions
KPIs	Key Performance Indicators
NGO	Non-Governmental Organization
NOC	No Objection Certificate
PPP	Public-Private-Partnership
PSDU	Program Support Development Unit
RPU	Research and Publication Unit
SEF	Sindh Education Foundation
SLOs	Student Learning Objectives
SMMD	Sequential Mix-Method Design
SOS	Scheme of Studies
SPSS	Statistical Package for the Social Sciences
SP	School Partners
SRP	Sindh Reading Program
TfC	Teach for Change
TSAs	Teaching Support Associates
TU	Training Unit

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Impact of “Teach for Change” Program on Foundation Assisted Schools in Sindh

EXECUTIVE SUMMARY

Sindh Education Foundation (SEF) initiated the “Teach for Change (TfC)”, Program in 2017. The distinct feature of Teach for Change was to induct a cohort of fresh, motivated, and qualified youth in Foundation Assisted Schools (FAS) while encouraging them to work in collaboration on quality parameters at the grassroots level.

The SEF’s Research & Publication Unit undertook small-scale research in 2021 with limited scope. The research focused on assessing the impact of the Teach for Change program on FAS in Sindh. This study selected an Exploratory Sequential Mix- Method Design (SMMD) to capture qualitative and quantitative data to gain a deeper insight into performance indicators. The data was collected from Teaching Support Associates (TSAs), head teachers and teachers.

The Teach for Change program successfully inducted 77 young and qualified Associates in different programs. There were specific motivations for joining the TfC. A majority were driven by bringing change in the education sector in Sindh. The TSAs not only taught the core subjects like English, Math and Science in the classrooms but they also manifested new methods of collaborative structures in the classroom settings. They spent some time as well in observing other teachers to reflect back and inform their teaching practices on daily basis. The experienced teachers contributed to their coaching and mentorship, which resulted in observable positive teaching-learning change that we all wanted to see in the classrooms. Ultimately the idea of inducting fresh minds into the realm of teaching practices and giving them opportunities to influence classrooms, to learn from observations and to enhance capacity building through people-to-people interactions and to step in to mentoring, finally the idea paved way towards having significant impact on the classrooms and schools as whole.

This initiative for Change enhanced direct contribution of TSAs in academics and also improved capacity building of respective teaching personnel, school management and also impacted positively on the relationship between the community and schools. The visible impact was also observed in students learning styles and, in their classroom participation, attendance outlook and in course learning outcomes as now gauged through improved and enhanced assessment tools. It depicts the viable results that were attained through activity- based teaching methods as introduced through Teach for Change program in the classrooms.

The collaborative teaching method was employed and the instant feedback mechanisms were executed through various written and verbal structures which helped teachers alot in improving their teaching skills as much as it helped students in improving their academic performances. The collaborative culture appreciates the idea of ‘sharing is caring’ and this is what we experienced through this program vis a vis TfC. TSAs did their bid to take all stakeholders from bottom to top with them for bringing the ‘Change’ that was anticipated in the schools .This drastically impacted the standards of education, as the data findings proved, as well as helped us gain better insights of the loopholes existing in our current structure of teaching and administration that we dreamt to change for so long.

Note: We have protected the confidentiality and privacy of interviewees therefore, the pseudonyms have been used throughout the research report wherever necessary.

Chapter 1: Introduction

Sindh Education Foundation (SEF), a semi-autonomous organization funded by the Government of Sindh, focuses on building sustainable partnerships with individuals and organizations to strengthen quality education in the province. SEF's ideology is premised on access to quality education and understanding that inclusive education is a constitutional and fundamental right. It believes that promoting access to education without improving the quality of instruction is meaningless and wastes both public and private resources. SEF runs schools in partnership with private entities, i.e., individuals or organizations, under Public- Private Partnership (PPP) model. This model provides a per-child subsidy to the School Partners (SP); in return, School Partners become responsible for overall operations and micro- management of educational institutions while complying with SEF policies and contractual obligations. From time and again, Foundation has made magnificent efforts to meet quality standards in academic and management practices. Among few are; Introducing Smart Teaching and Learning (INSTAL) initiatives, Sindh Reading Program (SRP), Capacity Building of Headteachers and Subject-Based Teachers; and Early Childhood Care and Education (ECCE). Nonetheless, quality education remained a challenge for both schools and SEF. A new intervention titled 'Teach for Change' (TfC) Program was introduced in 2017 to uplift the quality standards in Foundation Assisted Schools (FAS). Hence, Teach for Change aimed to address the need to improve education standards and bring positive and sustainable change in academic institutions by leveraging the passionate and dedicated young and qualified individuals. The 'Teach for Change' was inspired by the broader agenda of "Teach for Pakistan". The distinct feature of TfC was that the first time in the history of the Foundation, a cohort of fresh, motivated, and qualified youth were inducted into different schools at the same time and it encouraged them to work together in collaborations with the school community, on understanding and implementing quality parameters at a grassroots level. The program began with its first phase by setting and advocating for its objectives of quality education and then went into planning a road show that helps identify some events for qualified individuals from the universities of Sindh, Pakistan. In this connection, TfC program team, in collaboration with regional and district teams, established connections with seven universities of the region.

The phase involved recruiting TSAs through a third-party agency, following a robust and transparent mechanism. Approximately 77 TSAs were hired on based on two years contract and placed in schools considering the school's requirements and objectives. The TSAs served a two-year term in their first assigned school, after which they were reassigned to a second and final school to continue their service. This rotation supported a broader range of schools, students and communities to come together and collaborate in achieving the long-term goals of the Foundation. Hence, the Program well articulates the need of schools to accommodate TSAs and assign their roles and place them in schools with well-defined Job Descriptions (JDs). Before placement in their designated schools, Foundation arranged orientation sessions and on the high-stakes priority basis it provided comprehensive training to all TSAs. Based on their dedication and outcomes, two assessment cycles of schools and their performances that was reviewed twice against preset Key Performance Indicators (KPIs), the SEF's Board of Governors (BoGs) approved the extension of contract of TSAs for the fourth year till 2020-2021.

Chapter 2: Research Study Process

2.1 Research Study Process

The scope of the research is wide and applicable but at the same time it is kept limited naturally since it was done in a very brief period of time and the scope of the data was also limited to within the district level and within that, the Tfc operated schools per se. The Teach for Change program created an opportunity for schools as well, and in a short period of time, schools achieved the educational goals successfully, set by the Foundation up to certain level. As Teach for Change aimed to improve academics in schools, their biggest role in teaching and in the capacity building of teachers was kept in limelight. This research focused on one of these aspects which is to maintain the quality of schools as per the standards. Due to COVID-19 pandemic-related restrictions that were imposed at the time of conducting field-induced research, other pragmatic factors of the program have not been included in the study for simplicity, such as planning, designing, creating framework and rolling out new policy changes, hiring and induction process of Teaching Support Associates involved in the Teach for Change program. Hence, those persons who were directly involved in the school change process such as Teaching Support Associates (TSAs), Hadteachers and teachers, these people were studied thoroughly and were an integral part of the study.

Although this research was proposed in 2020 but it was unfortunate for all of us to not being able to execute it due to the global pandemic situation and the related restrictions which were imposed by the government at that time. Hence, for almost a year, the said research was kept on hold and was resumed once the restrictions were partially lifted and the schools were allowed to open on alternate days and in different shifts and when they started working under limited conditions with limited staff on duty present in batches. Even then, the teaching process and the physical conduction of classes were partially suspended, and it was shifted online, which was the phase when the data was collected, and it is this constraint which is also the part of the study and is discussed throughout in different manners.

2.1.1 Research Objectives

Now let's have a look on what this report aims to present and what were the reasons that motivated the Foundation to carry out the Tfc program and to conduct this research by stationing teachings aids or associates in its local settings.

Following are the three main objectives that insisted upon the Foundation to carry out the research after looking at and analyzing the needs and requirements of the schools, students and the administration-the working body which can't be ignored.

- i. To conduct a comprehensive evaluation of the Teach for Change initiatives holistic impact on Foundation Assisted Schools.
- ii. To propose key recommendations to improve the actions taken as a result of the study so as to achieve the main goals and the set benchmarks under the umbrella of Tfc agenda, specifically it was pressed down to take efforts to bring change for the upcoming second batch of the Teach for Change program, which can be reflected through-out the study.
- iii. To achieve the above two goals, it was also mutually endorsed by the stakeholders to consider this research, its associated results and the report generated so forth, to be seen as the preamble for the upcoming research agendas, similar in nature, affirming the main spirit of the Tfc initiative, in the end, in the long run.

2.1.2 Research Questions

The research methodology is a set of systematic techniques used to understand the root cause of the problem and to find a way to resolve it, as befitted the scope of the study (Lgwenagu, 2016). It is the process by which a researcher describes, explains, and predicts a phenomenon (Rajasekar et al. 2013). The method could comprise of data collection tools that can be qualitative or quantitative, or it could be mix of both viz, a Mix-Method.

Here in this study, an Exploratory Sequential Mix- Method Design (SMMD) was selected for the sole purpose of inquiry and to capture the qualitative and quantitative data through the field work and visiting school where teaching associates employed at various stations (school setups in different districts) and in classes so that a deeper insight can be attained in understanding the indicators reflecting the performance of the schools. At the same time, it gave the researchers an opportunity to view the data in breadth and depth and be able to manipulate it to infer propositions and conclusions helpful for upcoming similar research studies by the Foundation in near future.

This method is characterized by initiating a qualitative phase of data collection at the first instance and the using its analysis, followed by a phase of quantitative data collection and then using its analysis and in the end the study concludes with a final phase involving integrating or linking of data from the two separate strands of data (Berman, 2017).

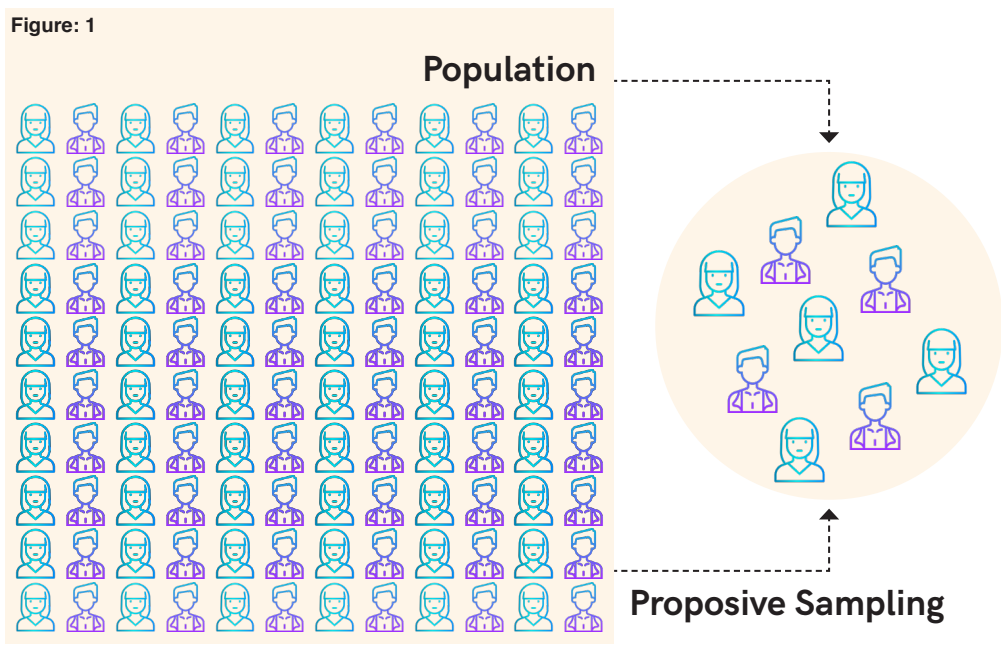
2.1.3 Sample and Sampling Procedure

The Teaching Support Associates were the primary source or agent to bring to us the necessary data that we require and were the main participants for TfC program in the Foundation Assisted Schools. Not just they assisted teachers in day-to-day routines, they also helped gain us the required data by conducting surveying and formulating structured forms required in the later stage for the purpose of data manipulation and handling.

S.No	District	No. TSAs for Survey	No. TSAs for Interviews
1	Hyderabad	5	3
2	Khairpur	9	3
3	Larkana	3	2
4	Karachi	4	1
5	Shaheed Benazirabad	2	1
6	Sanghar	1	0
7	Shikarpur	2	1
8	Qambar Shahdadkot	2	1
9	Dadu	2	1
10	Sukkur	2	0
Total	10	32	13

Now come to the question; what constitutes our sampling data? In order to assess the impact of TfC, the distribution of how the TSAs constituted the sampling strata is shown in Table 1. For the study, at the first stage, the total population of TSAs was invited to use their experience, and harness their role in academics and management into quantitative

data collection. These 32 TSAs have been located in 10 different districts including Karachi, Shikarpur, Dadu, Larkana, Hyderabad, Khairpur, Sukkur, Shaheed Benazirabad, Sanghar, and Qambar Shahdatkot, as shown in Table 1. The school teachers and the headteachers of the respective target schools, also constitute, together, the sampling strata.



Note: Adapted from Purposive Sampling, August 10, 2023.

In the second stage of the research, these 13 TSAs were selected for qualitative data after applying the ‘Purposive Sampling’ technique (see figure:1) . Purposive sampling was a deliberate choice in selecting the participants due to the qualities possessed by them, as discussed by Etikan (2016) and that their availability was another decisive factor for the research. Also, this method allowed us to consider time management and human resource management as another factor in the study and allowed us to gather the data from the field considering some other constraints like travel distance and travel expenses of the research participants, their (researcher) mobility, daily commutation and their safety.

Purposive sampling which is also known as judgment, selective or subjective sampling, is a sampling technique in which researcher mainly relies on his or her own judgment or discretion when choosing members of population to participate in the study (Purposive Sampling, August 10, 2023).

Purposive sampling is a 'non-probability' based sampling method and it occurs when the "elements" selected for the sample are chosen based on the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money, says Black (2010).

However, there are some disadvantages to it. This method is prone to errors arising due to the judgment used by the researcher. Hence, it involves naturally low level of reliability and high levels of biases. This method is also unable to generalize research findings and hence deductive approach cannot be used.

Furthermore, some consideration was also given to implementing some important points for selecting other research participants. The ratio of TSAs was measured and derived according to the representation of TSAs in a district. For instance, 01 TSA was selected from a district where at least 03 TSAs worked. In some cases, however, this did not happen due to accessibility issues in the field. In that situation, a TSA was selected from another twin district as it may seem plausible in reflecting and mirroring the needs and demands of the study. However, care was taken, and attention was given to minimize this issue.

TSAs	32
Headteachers	11
Teachers	62

For selecting headteachers in order to be the willful participant of the study, they were invited to be a part of the study from where the TSA was presently working and was deposited in the school. Thus, 01 headteacher from each school was selected. However, 01 headteacher was absent on the day of the data collection, so the data was collected from 11 headteachers altogether, as listed in Table 2. As for the teachers are concerned, preference was given to select all the teachers with whom TSAs were working in association at their respective deposited schools. Nonetheless, the COVID-19 situation imposed some restrictions that posed some restraints as it only allowed us to include those who were available in the schools at the time of data collection.

2.1.4 Data Collection Tools

As discussed in the methodology section earlier before, the Exploratory Sequential Mixed Method (ESMM) was applied. It allowed us to initiate the study with the semi-structured

Tools	TSA	Head Teacher	Teacher
Questionnaire (Quantitative)	👍	👍	👍
Semi-Structured Interviews (Qualitative)	👍		

interviews conducted with TSAs. Similarly, a separate survey questionnaire was developed for each category discussed here.

Following is the detail of the tools used in the study:

- i. TSA's Questionnaire:* A set of data was collected through the Questionnaire. As the focus was to assess the impact of TfC, therefore, the main source, i.e. TSA's profile such as gender, age, academic and professional qualification, total experience served in the schools was recorded. The program's success was also measured through their understanding of the program and motivation to join the TfC. What role they assigned, what were their responsibilities, what new practices introduced in the classroom, how performance and practices of other co-teachers transformed, what changes in the management and school culture they notice, which students-based activities introduced were framed based on some predefined rubrics set forth in the KPIs and Evaluation forms beforehand. The closed ended questions framed in a way that suffice the purpose of the research questions. These questions provided different answer options such as multiple choice, Likert scale items, agreement and disagreement statements etc.
- ii. TSA's Interview:* As Teach for Change aimed to improve academic activity in schools, its biggest role in the capacity building of teachers was inquired through a structured guide and hence, it became one of the main components of the study as well, in terms of both qualitative data collection and in expanding the scope of the study per se. The investigation about explaining the impact of teaching on both students of primary/elementary and secondary section, it was made a prime focus to explore and explain the detailed discussion on bringing changes and innovation in teaching practices of colleague teachers and associates themselves, inclusively, and to improve student's participation in the classrooms by incorporating the qualities of team work and collaboration in framing the student learning outcomes which must reflect the new benchmarks set in the revised National Curriculum Policy and as amended in the revised edition of the National Curriculum of 2010. On the other hand, it was also mandated that through TfC program we will be able to reinvigorate the school culture and reshape the strategies to involve parents and community and other stakeholders at the same time in the teaching-learning process through this platform.
- iii. Questionnaire for Headteacher and Teacher:* Similarly, headteachers and teachers worked closely in the teaching-learning process in their schools, and they diligently worked with TSAs in collaboration and administered them in time and space with full devotion and sincerity. Therefore, a similar questionnaire pattern was formed, for both headteachers and teachers, and was used to find out the differences in their opinions on the similar aspects like the impact of Teach for Change program through TSAs, what changes were noted in school performance as a result, how their own performance and practices were informed and improved, what changes were observed in the school culture and, in particular, what were the contributions of TSAs in enhancing the overall academic performance and how did they also effect the other activities within the campus after the Teach for Change Program was launched.

2.1.5 Data Collection

Now let's discuss how the data, from both the quantitative and qualitative measures, is collected before any interpretation can be done in the later stage. This data was collected in two rounds:

- iv. **Round 1:** Four clusters were formed in the first round. Then TSAs were divided into clusters and were invited from different districts of Sindh considering their location or district from where they belong or come from, to constitute the clusters. The TfC team and SEF Regional Heads arranged a data collection activity through their regional offices. The data collector explained the questionnaire or the tool in detail to the research participants and they were taken into confidence so that the basic concepts are cleared, and any chances of ambiguity is eliminated. The ethical considerations were also implemented as per the best practices being followed within the field so that a full comfort level is provided to both the researcher and the audience about the nature of the study and how the data will be manipulated. It took around two hours to fill out the questionnaire from the participants in the field.
- v. **Round 2:** In the second round, the research team interviewed TSAs during their stay at their respective schools in order to further explore their experiences and to find out how they can support in collecting quantitative data. Simultaneously, the headteacher and teachers filled out two separate questionnaires. It was given separately to them, and they were not allowed to sit together while filling out the questionnaire so as to ensure the validity and confidentiality of the data. The research team explained the tools to the participants to control the effect of ambiguity

2.1.6 Data Analysis

This study is based on a Mix-Method of research comprising of both quantitative and qualitative data.

First, the collected interviews from the indigenous people of the respective districts were transcribed and translated simultaneously from Sindhi/Urdu to English. This effort was taken to ease off the locals in understanding the scope of the study. Plus, the questionnaire was decoded to them in earnest so that we pass the minimum Research Ethics requirement and they would also know that what are we actually measuring and expecting from them. The data thus obtained was plentiful and was now easily available to pass on for further data handling procedures like interpretations, coding-decoding process etc.

Secondly, the data was coded under different themes to match up the algorithm requirement, such as motivation factors, factors effecting teaching process and their impact on a school etc, as inferred from qualitative data analysis. These themes are merged into broader categories solely for reporting purposes at the final stage.

For quantitative data, the research team developed a data entry template in Statistical Package for the Social Sciences (SPSS) version-22. The questionnaire which was transcribed in a local sense is coded back to give it a meaning in terms of technical terminologies and other strategic factors associated with this scientific study. The questionnaire data was entered into a computing machine for entry and manipulation purposes. After this process, a frequency was run to check data entry errors. Later, the explored data was descriptively analyzed and read to interpret the opinions of all three research participants. Furthermore, the output was also interpreted in tabulated and graphical form according to the data representation techniques.

This is discussed in detail in the next chapter. The qualitative and quantitative data results were further interpreted and used to check the link between various co-contributing factors and/ or to identify variations in giving meaning to it, pertaining to the real-world scenario.

2.1.7 Ethical Consideration

The research in which human is the main subject cannot be free from ethical issues and considerations. However, there are ways to protect the participants and to ensure their both physical and mental health. It should also be noted that each organization carrying out a research based on human data must consider ways to minimize any possibility of potential harm to their researcher or participants. Therefore, the researchers obtained consent through an official Consent Form from both the participants for data collection purpose and, from the school heads for asking their permission to carry out the research process (or in other words a No Objection Certificate NOC signed by the concerned authority). The program team contacted each TSA for a survey and interview inquiring their willingness to proceed further before officially including them within the net of the research study. Similarly, each school's headteachers and teachers were also contacted for their consent.

Chapter 3: Results and Discussions

The study answers, What is the impact of the 'Teach for Change' program on Foundation Assisted Schools (FAS) in Sindh?. It reached to the conclusion after analyzing the data of a) TSA-based questionnaires b) TSA interview, C) Headteacher-based questionnaires, and D) Teachers- based questionnaire in Foundation Assisted Schools.

This report is further divided into three sections. Sections one and two builds a base on the lines of the narratives of 'Teach for Change' using the human resources of Teaching Support Associates (TSAs) as the source of impact of Teach for Change initiative. Section three demonstrates the findings of teachers, head teachers, and Teaching Support Associates (TSAs) as implied in the drawing the necessary conclusions and a reasoned judgment using the network provided by the Purposive Sampling strategy.

Section one begins with a brief overview describing Teach for Change agents i.e. Teaching Support Associates, their profile, their period of stay at the deployed schools, how they benefit different SEF programs in multifaceted dimensions, and in the end, followed by the subsection elucidating the motivating factors/stimuli that led them join the Teach for Change program. The profile subsection, however, further reflects the various parameters pertaining to TSAs that affected the study and hence, became the backbone of the study. It included information about TSAs, their gender, age, marital status, highest level of academic qualifications and the highest level of their professional qualifications. Some TSAs stayed for a period of two-years while others stayed for less a period of one-year, depending on the environmental and the secondary factors affecting the demands of the program. Furthermore, the study also apprehended some secondary factors and included them in the study like what were the motivating forces that convinced TSAs to take up the job and be the primary agent of the study. These factors included, a) to work as change agents, b) SEF's prominent role in the education sector, c) interest in the teaching field, d) higher package, e) family profession and f) unemployment rate in the country.

The success of every initiative depends upon a dedicated and motivated team. It is reiterated throughout the study that the TfC aims to engage young and educated graduates to demonstrate effective teaching practices at the classroom level and also outside the classroom. Hence, section two elaborates the role of TSAs on their contribution to academics, capacity building of teachers, school management and in developing a healthy relationship between community and the school. The section also talks about the results obtained through 'Direct Intervention' of TSAs in uplifting the quality education so as to achieve the Sustainable Development Goal of SDG -4. It measures the impact on instructional practices in the classroom and further amplifies the ultimate influences on the standard and quality of education in the schools. The classroom observation tool provided by Training Unit (TU) was used significantly by the TSAs to evaluate the level of teachers' satisfaction, their strengths and weaknesses in planning and addressing the needs of students, and in analyzing the reasons for the ineffective delivery of lessons. This section also supports the perspectives held by TSAs, headteachers and co-teachers about teaching-learning process. It was confirmed that capacity-building sessions were arranged in both formal and informal settings and at least once a week. It also emphasized on the need of effective lesson planning in making the whole process of teaching-learning more enriched, besides valuing content-based knowledge that can, in effect, help teacher gain confidence in the classroom. The Teach for Change also created a

window of opportunity to help bridge the gap between school and community services with the help of TSAs. Their efforts have been seen through the interview data where the parents were invited to give their reflections at regular meetings and discuss their ward's academic progress. Not just the discussion on student's academic performance was done, things like common social cultural values were also the part of the larger scheme like for example, how a child should wash their hands, how they should respond to someone who has not been attending the school regularly and other such cultural ethics that are the part and parcel of any society, were also made the part of the discussion platform with the panel taking the prominent stakeholders on board.

We critically reviewed the impact of the Teach for Change program on various dimensions within the schools, such as its impact on students learning and engagement level, the impact on improving teaching and learning environment, the impact on improving student assessments, and the impact on the school's overall culture through the induction of TSAs in schools. This information is presented in section three. The thematic progression is presented through both types of data i.e. quantitative and qualitative using cumulative analysis tools. The results were represented through graphs and charts illustrating the impact on student's academic performance and skills (encompassing Cognitive domain of Bloom's Taxonomy), their motivation level and their behavior (encompassing Affective domain of Bloom's Taxonomy) towards their learning. Hence, both the domains were made the part of the study exclusively. The findings support that TSAs and teachers were able to engage students in classroom activities through stuff like project work, debate competition, arts related activities, math Olympiad, group tasks, presentations and through inter-school competitions. Some Associates explained how they have helped students to overcome their learning difficulties. Teach for Change also enables the TSAs to work persistently and help improve student attendance ratio, however, they being rare issues in FAS. The teaching faculty was confident that better assessment results were obtained by the students this time than before. Another salient feature of the study was to gauge impact of Teach for Change program on teaching practices of other teachers at the school level. These features were visible in the classroom observation tools, feedback forms and during mutual lesson planning sessions and in formal meetings which ultimately helped the administration in recruiting competent teachers. Almost all TSAs were engaged in various endeavors to bring change in the teaching and learning environment at the school level. The last element of this section sheds some light on the impact of Teach for Change program on the school culture. The response of 95% of the teachers and 90% of the headteachers depicted that they now believe in a collaborative culture with more parental engagement and also incorporating elements of change as taken from the community and other social norms inclusively.

Finally, the recommendations are drawn from the findings and are presented at the end of the report. Also, the limitations were explicitly highlighted. In nutshell, it can be summarized here for reference purpose that to achieve a strong impact on the overall learning environment within the school, the research recommends that Job Descriptions must be aligned with the natural context of schools. The TSAs helped in providing better consultancy to the schools regarding their way of work and ethics. Those with B.Ed and M.Ed degrees thrive better. The feature of clauses relating to accountability mechanisms and assessment systems must be rationalized and strengthened further for new TSAs, not just TSAs, it must be expanded to other stakeholders within the structure as well who must be kept in the loop from time and again. The impact of low attendance and dropout ratio of students on assessment tools must be discussed in depth and breadth with TSAs and school partners. Strong relations between school partners, headteachers, TSAs, Training Unit (TU), and respective Regional Offices



shall be fostered, and every stakeholder must be transparent in their roles and responsibility. Teaching load must be revised and be reduced to tackle performance-based issues. The TSAs should be trained in “Action Research” with clear objectives in mind. The Training Unit and Research Unit may work in collaboration in this regard. To identify the retention among TSAs and the accompanying staff, further research studies must be undertaken to ensure their sustainability within the school climate.

The study, however, has faced a delay precisely due to the COVID-19 pandemic. The schools remained closed for extended periods which posed a challenge for us to collect data from the field in 2020. This activity was planned again in 2021. For safety measures, schools initially avoided having crowds but later on whoever was present in the school, participated in the activity enthusiastically. It must be noted here that even though at that time the learning process was suspended. Hence, we could not observe classroom engagement and co-curricular activities in school during the data collection period. We also tried to observe co-curricular activities because they were limited by the uncertainty under the prevalent conditions. We also intend to talk and interact with students; however, school closure and other SOPs affected the nature of the situation, therefore we didn't able to record the responses as we desired.

SECTION 1

Chapter 4 Brief Overview of Role of Teaching Support Associates

4.1 Brief Overview of Teach for Change Program

The 'Teach for Change' (TfC) Program was introduced in 2017 to uplift the quality of standards in Foundation Assisted Schools (FAS) and to address the need to improve education standards and bring positive and sustainable change in academic institutions by deploying passionate and dedicated young and qualified individuals in the different districts. The "Teach for Change" was largely inspired by the broader prospect of "Teach for Pakistan" initiative. It was the first time in the history of the Foundation, a cohort study was made using fresh, motivated, and qualified youth who were inducted into different schools at the same time and it encouraged them to work together in collaborations with the foundation, help Foundation-assisted schools keeping administrations in loop, to implement some quality checks on the schools currently running under the Foundation. The study started in 2020 but faced a serious blow due to worldwide imposed lock downs by the governments. Although, data collection became laborious and hard to collect, yet we ended up getting sufficient statistics successfully needed to progress the study. Various interviews were conducted and questionnaires were constructed as a tool to gather information from TSAs regarding their performance at school and regarding the facilities provided by the school itself as well, ranging from a clerical staff to the bosses sitting in the administration. Hence, it is common to also include teachers, co-teachers and the headmasters as our participants of study.

The data collection process is already discussed in the previous chapter and the analysis of the results thus obtained have already been covered in its respective section. Software description has also been discussed in detail in the earlier chapters. Here we are going to give an overview of our tools that we employed on our Teaching Support Associates (TSAs), teachers and headmasters. We will then use them to do interpretations and in graphically representing them so that the deductions can be made easily using the facts and figures thus extracted. However, different preset parameters have been used to measure and give meaning to the data that we collected from the field and then these parameters are used to represent the whole scheme of study scientifically so as to match up the theme of the study, also discussed in detail here in this chapter.

4.2 Profile of Teaching Support Associates

The profile of Teaching Support Associates is tabulated below showing the parameters that helped us understand them in the field as per their expertise and the requirements posed by the study altogether.

TABLE 4: *Profile of Teaching Support Associate*

Variable	Category	N	%
Gender	Male	21	65.6
	Female	11	34.4
Age	25-29	21	81.3
	30-34	6	18.8
Marital Status	Married	18	56.3
	Single	14	43.8
Highest level of academic Qualification	M.Phil	14	43.8
	M.A/M.Sc/M.Com/MBA	15	46.9
	B.A/B.Sc/B.Com	2	6.3
	Intermediate	1	3.1
Highest level of professional qualification	M.Ed	2	6.3
	B.Ed	18	56.3
	CT*	1	3.1
	Professional qualification	11	34.4

Note: *Certificate in Teaching

Table 4.1 presents the profile details of TSA who participated in the study. Their gender, age group, marital status, highest level of academic achievement and professional training done so far are presented here.

Data shows that the ratio of male TSAs is higher (65.6%) than female TSAs (34.4%). Both genders belong to the same age group of 25 to 29, making it a total (81.3%) of the sample, and the remaining (18.8%) belong to the 30-34 age group bracket. Likewise, 56.3% of participants were married, and (43.8%) were single.

The data regarding the highest academic and professional education of TSAs indicated that the majority are highly qualified. Almost 43.8% have obtained M. Phil Degree, whereas 46.9% have gained 16 years of educations. Very few (6.3%) have obtained Bachelor's Degrees (B.A/B.Sc./B.Com). Only one TSA has acquired A-Levels and then later he/she pursued a B. Ed degree.

Furthermore, the professional qualification data depicts that 6.3% holds a Master of Education (M. Ed) degree and the majority, i. e., 56.3%, have a Bachelor of Education (B. Ed) as qualification. However, some (34.4%) did not gain any professional qualification.

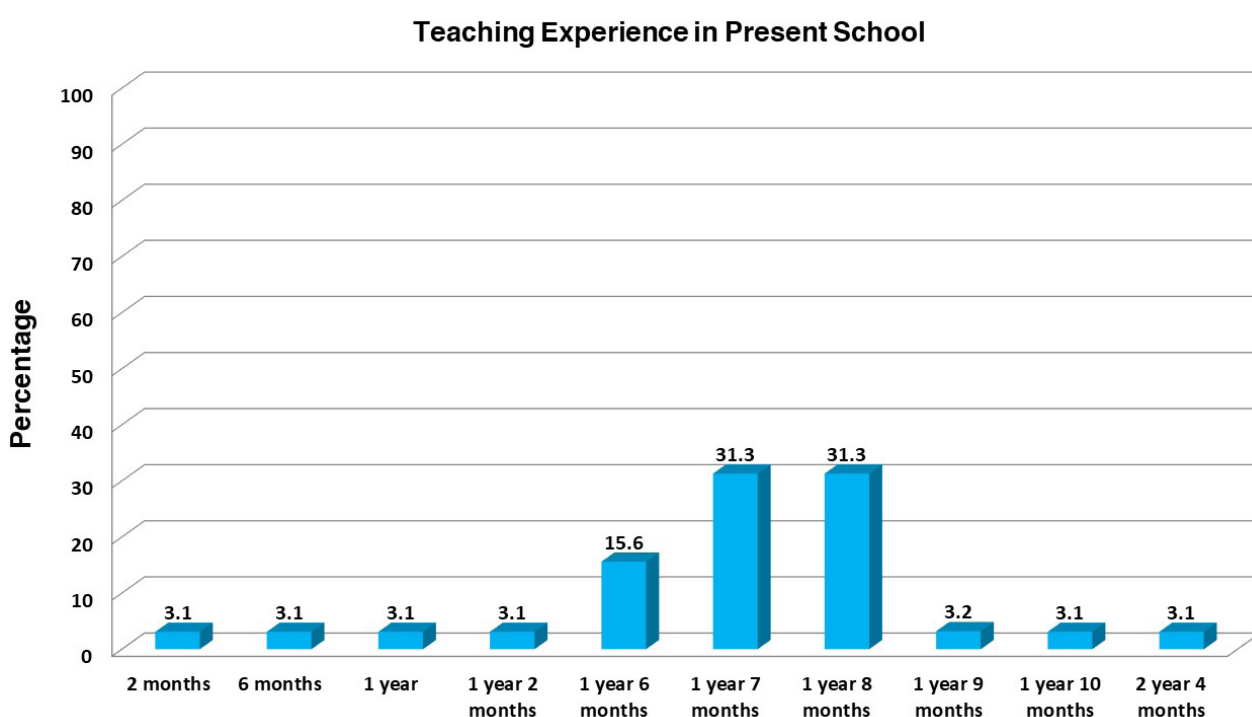
This data was also tabulated and recorded so as to discuss which TSA is selected from which educational institutes based on their competency and talent. The data showed that these 32 samples of TSAs graduated from 07 different universities. Further break-up of data also tells that from among them 08 received qualifications from Sukkur IBA and the University of Sindh. Whereas 07 TSAs graduated from Shah Abdul Latif University, accompanied by 05 TSAs from Shaheed Zulifqar Ali Bhutto Institute of Science and Technology (SZABIST). Similarly, 02 TSAs received Engineering degrees from Mehran University of Engineering and Technology, 01 earned a degree from Quaid-e-Azam University, and 01 from the University of Karachi (UoK).

To discuss the gender diversity, the male gender ratio was higher than females whereas both lie in the same age bracket of 25 to 29 years old. The majority have earned 16 years of educational qualification and M.Phil in other cases. In addition, many of them had obtained

B.Ed, and some have held M.Ed degree, whereas some did not gain any professional qualification. In effect, more TSAs have been found in dominating figures specially those who graduated from Sukkur IBA and the University of Sindh.

4.3 Period Served by TSAs in Different Schools

Chart 4. 1: *Period served in present school*



Almost all of the TSAs have served a period of approximately two years in their previous placements or schools.

As far as present schools is concerned, the chart 4.1 shows that about 31.3% of the total candidates appeared as TSAs for almost a year and some 8 months beyond, in their second placements. However, some sort of variance in period is observed which is mostly perceived as the reasons stemming from the TSAs or present placement need, and preferences was observed, or they may attach with the other stream of schools running under the Foundation.

This sample taken out of the larger population, however, suffice it to say that was enough to meet the needs and objectives of the study, or at least was able to fulfill the minimalist requirements set forth to achieve the study-related goals successfully.

4.4 Placement in SEF Programs

Teach for Change was initiated before re-structuring the SEF programs. Hence, these programs are called here by their original names before they were merged into Foundation Assisted Schools (FAS).

The pie chart below presents Teach for Change’s contribution in various schools under different programs. The beneficiaries are also listed in the chart 4.2.¹

¹ ESSP: Existing School Support Program

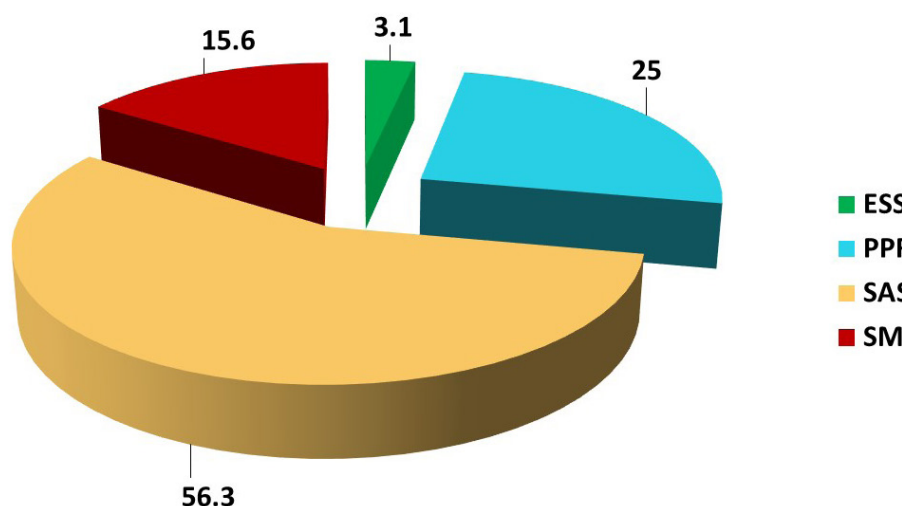
PPRS: Promoting Private Schools in Rural Sindh

SAS: SEF Assisted Schools

SMHSP: SEF Middle/ High Schools

Chart 4. 2

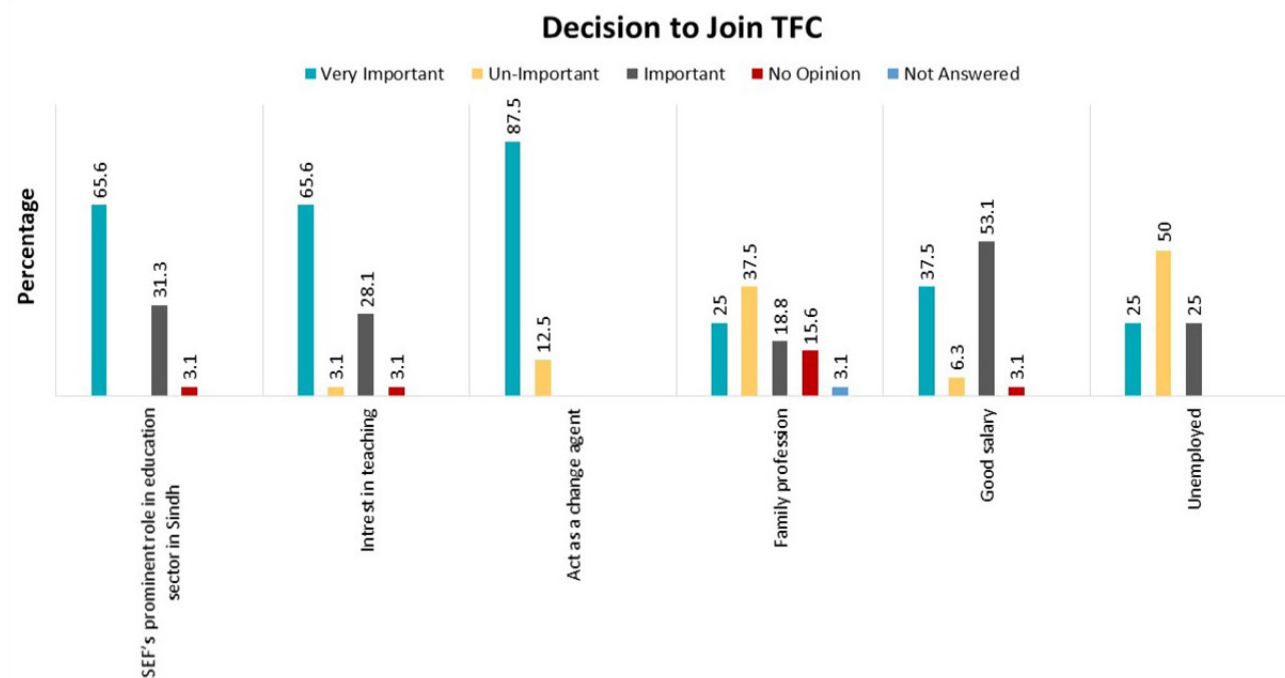
Status of different SEF Program



Here, the data shows that SEF Assisted Schools (SAS) were the most benefited institutes in terms of induction of TSAs (56.3%) of TSAs were placed in SEF Assisted Schools (SAS). Whereas, Promoting Private Schools in Rural Sindh (PPRS) benefited by 25% of TSAs inductions and about 15.6% of TSAs 'presence contributed in SEF Middle and High School Program (SMHSP) schools.

4.5 Motivating Factors/ Decisions for Joining Teach for Change Program

Figure 2: Motivating factors/ Decisions for joining Join Teach for Change



The Teach for Change program aimed at bringing a change by taking young, motivated, and highly qualified graduates on board, at the academic front and bringing a wind of change in improving the management side of the schools as well. This whole process of revolutionizing the academic sector under the umbrella of Teach for Change initiative demands commitment, dedication and hard work from these individuals; therefore, to understand the level of attention and hard work that this project required, the research articulates it well by setting its objectives

very clear in the very beginning and also transmitted those agendas to the masses at large via its report as seen through its narratives and actions taken. The TSAs were given the options to tick the most relevant indicator in their context and choose motivating factor that best describes their scenario, starting with the extremes from being ‘very important’ to ‘not important’. The motivating factors listed in the questionnaire were as follows; a) showing willingness to work as change agents, b) enticing role of SEF in the education sector, c) personal interest in the teaching field, d) attraction towards higher package, e) family profession or preferences, f) unemployment or availability of no other alternatives. In addition, these findings further supported with anecdotes from the interview² data.

These motivating factors and the associated Figure 2 illustrated above is discussed in detail in the following paragraphs.

a) Showing Willingness to Work as Change Agents:

The analysis of the Figure 2 shows that a higher percentage (87.5%) of the TSAs showed aspirations to bring change in the schools, hence they preferred acting as a change agent. This motivation was triggered when they found out that the Teach for Change program has its roots in the very concept of ‘bringing change in the society through education’. Their attitude towards services delivery in education sector is reflected through the narratives held by each TSA. Many of them already had a passion since childhood and some say they developed it with the passage of time. One of the interviewees shared that he has served the community in the education sector through a Non-Government Organization (NGO) platform since he was an intermediate class student. He said, “When SEF made an advertisement for Teach for Change program and conducted a Road Show about this Program in Sukkur IBA, I was excited about it and also attended it”. He got motivation from that seminar in which they explained very well the objectives and aims of the Teach for Change program and hence inspired many young professionals. Students got their motivation through that platform and were encouraged when they heard they would work as change agents, challenging the conventional status quo. One TSA reported that he was mesmerized when he got to know that he would get a chance to work in remote areas and would be able to make a difference in the schools and the fact that the indigenous community needs strong and passionate teachers. At that very moment, he decided to work with Teach for Change program as TSA (IKP).

A female TSA shared her exciting story about how she achieved her goals. She always wanted to contribute to society through her services in education. When she read about the TfC program on social media, she felt it was her destiny. The twist came in when she took the test and was worrying about the results of the interview and one fine day, a call was made by the TfC office and she was invited to the Program via email. She told (with tears) that she did not give up and made contacts on frequent basis with the concerned department of SEF about the status of her application. Eventually she succeeded! She was permitted to appear in the test scheduled in another district. She delightfully shared in the interview that, by the Grace of God, she cleared everything and got her dream job (QTM).

One of the TSAs shared his experience that he refused to choose a scholarship from a foreign university and preferred to accept the TfC offer instead. He explained that though he knew what are the prospects of studying abroad in a reputed foreign university on scholarship, he changed his mind the moment he learned about the TfC program. He believed it was time to pay back to the community by serving it through one of the most prestigious of the Services Delivery Sector, the Education Department.

² The anecdotes have been given codes, where applicable, in order to maintain the confidentiality

b) Enticing role of SEF in the education sector:

Sindh Education Foundation's vital contribution to the marginalized communities in the education sector was a significant factor that inspired about 65.6% of the participants. One of the TSAs was a qualified graduate from SZABIST University and having gained work experience from the British Council in the education field, he still admired SEF's community services and applied to TfC's call for applications. Many similar experiences were reported when the candidates shared that they got inspired by the aura of the persona when they met with the Managing Director-SEF during the final interview. Her charismatic personality and the role that she shares inspired them to improve the quality of education, so they committed themselves to work as a change agent in the long run. They choose TfC over others (YSP).

c) Personal interest in the teaching field:

Those with professional qualifications (B.Ed and M.Ed degrees) were found to be more passionate about teaching. The TfC program provided the opportunity for them to opt for a teaching career. Hence, 65% of candidates showed that they wanted to perform as a teacher in Foundation Assisted Schools. It narrates in the interview script as follows:

... I attended a seminar that Sir Mubashir held at my university. After that, I only thought one thing and that is, I could perform well in this profession. I didn't get any message about the test date or that it is conducting the other day. I was present at the university for some personal work when I got to know accidentally that the test is about to begin. I quickly approached the help desk, and after getting a positive response, I prepared a presentation at that time and presented it during the interview scheduled some time later that day. Finally, I got selected in my preferred field. It was a blessing in disguise after all ... (YLR)

d) Attraction towards higher package:

TfC program offered a decent salary and other benefits as well. Data showed that 53% of participants applied to the Teach for Change program because it offers excellent salary packages for their services. One of the TSAs shared,

"...I applied for this Program because I knew I had to take up a job to earn a decent salary which was my need. Teach for Change was a good platform not just to earn better, but it simultaneously gave the opportunity to its TSAs to satisfy their needs and aspirations after taking up the job"... (SQSK).

e) Family profession or preferences:

The teaching profession is the most common profession in the province. Around 27% of candidates were very comfortable joining the Teach for Change program considering the job description. Females at the same time were also relieved off the worry about the job culture and the working environment. The Program offers highly secured and safer working conditions for its employees, for both the genders and for also its third-party agents involved or associated somehow with the SEF projects, in either case.

Despite this, many of the Associates showed a concern that they chose TfC Program or teaching in specific, just because they had a shared preference from their family or that it is what their parents or grandparents have been doing and this gives them much relief.

f) Unemployment or availability of no other alternatives:

It is a fact that the unemployment rate is higher in rural areas in Sindh. Therefore, around 25% of candidates applied to the TfC program because they were already in the job-hunting process or were left unemployed due to national crisis. Some of them reported that they had



a professional degree in some other field, yet they preferred teaching or doing B. Ed just because they had no other available option for themselves. They thought teaching would suffice their family needs and that they would be able to make their both ends meet. Similar views were shared by those who were married and had a family to support.

To sum up this section, it is found that the key values of TSAs were derived by the need of bringing change in the education sector and in services delivery sector, per se, through serving in Foundation Assisted Schools. Moreover, the road shows of the TfC programs and the workshops held at various varsities were able to stimulate young minds towards teaching and also aspired them to see this profession which is already underrated, through the lens of 'Change Makers' and 'Revolutionizing Agents'. The instance of interaction with SEF- Managing Director also sparked interest in many young souls and it made it easy for them to decide a career path for themselves, seeing a female figure at a leading role. However, it was also reported that finances was the concern for some as they thought that the salary package offered by the program was good enough to convince them to take up the job role as TSA and to become the part of the program in the long run. In the end, some of the candidates shared that they were encouraged to join the program when the program heads showed a considerable promise regarding the safety and security arrangements and that they were gone through some past track history where no other violence cases or any other induced-harm was reported. Hence, we can conclude on this note that the operational mechanism at SEF is stronger and more agile than any other organization in the district.

SECTION 2

Chapter 5: Impact through Direct Interventions

5.1 Introduction

This section highlights the impact based on the direct contribution of TSAs in academics, capacity building of teachers, in school management and in fostering a relationship between community and the school. This section is supported by the perspectives held by TSAs, headteachers and co-teachers as well since we know that the classrooms are the only 3d-environment where they can practice their ideology in a true spirit. That is what Teach for Change initiative all about.

All the TSAs have served a period of around two years with full dedication in their first schools whereas the for other period of time of about less than two years (as mentioned in the previous chapter, please refer back to chart 4.1) they have been deployed in the second school or had their second placement. Moreover, there was a disruption in the learning processes for about a year and a half due to COVID-19 pandemic. Therefore, participants were encouraged to consider the data obtained from the both schools while discussing their contribution towards effective classroom teaching practices and practices pertaining to other activities in both the setups or schools. The headteachers and teachers, however, were only asked about their experiences in the present schools.

The TSAs significantly performed well in their core subjects (as per their Job descriptions subjects that were included were English, Mathematics, Science, and subjects like those ones taking incorporating technology in teaching viz ICT tools). The other ways of intervention were based on building capacity of the teaching faculty through coaching and mentorship. Regular workshops and trainings were held in this regard to uplift the moral of already posted teachers in their respective schools which was made possible through the efforts and coordination of the administrative staff and the operators. The TSAs were also given the mandate to observe and collect data regarding school management and the practices involved in it. They were also expected to bring change in the school management system by proposing some radical suggestions and recommendations based on their research findings, viable at the present context and situation to be adopted in schools. It also aimed to strengthen school-related documentation, and improve coordination with the communities.

In the following paragraphs, the content is dedicated to the efforts put up by TSAs in improving the overall quality and performance of the school system and the academics activity as well. The various nature of impacts imposed by the TSAs are discussed in detail under the next headings.



5.2 Impacts of TSAs on Academics

One of the preeminent goals of Teach for Change was to transform existing teaching practices by placing highly motivated and trained individuals in schools and classrooms to teach and inspire young minds. Students were motivated to participate in the classroom through various activities and the level of participation observable was seen quite improved as compared to what was before. Students were given in-class activities like project work, speech competitions, Arts, and Mathematics Olympiads were held, group tasks, presentations and some inter-school competitions and debates were also held to maximize the level of engagement of each student within the school which ultimately was adopted by the school management openly and it became the part of the school culture later on.

Most of the individuals recruited as TSAs were having high academic and professional qualification and they were specialized in their core subjects (like Mathematics, Science & English). Since they were assigned their core subjects to teach so the Subject Specialists were introduced in the classrooms and the students were given full liberty to express their concern regarding their curricular activities for they now have subject experts and so they were seen more comfortable and satisfied having received their teachers expert in the specific fields. Some TSAs however, taught some subjects other than their specialized subjects, considering the need of the school at that time and also recognizing the fact that some more subjects were required to teach. The TSAs, headteachers or the school partners decided which subjects should be assigned to which TSA after consultation and mutual agreement. For every decision, there was a motive behind and which was to improve the 'educational outcomes' and to make the teaching-learning process more inclusive. The findings, however, support that how the TSAs engaged with each student and what were the teaching methods employed in the classrooms, realizing the fact that modern teaching techniques and tools must be materialized within the classrooms. For instance, a TSA gave exemplifications of the content when he taught fractions. He used paper, straws and bunch of cards to show fractions in shapes. Others shared that if a teacher is going to teach a topic called 'Bytes' related to computers, he has to show the physical presence of the computer and demonstrate it with the help of showing some files in the computer occupying some space in Bytes and etc., whenever possible. In this way a child becomes more active and shows 100% efficiency

in the class (YLR). Teaching, using activity-based teaching technique, serves a dual purpose. First, it would help a student achieve learning outcomes successfully and second, it will allow the teachers to explore applications of interactive teaching methods or structures to enrich their classroom sessions. An anecdote from the interview of Associate, teaching Mathematics is given here:

When I entered the classroom and asked the students, 'do you like Mathematics?', only two out of twenty replied that they do. Children usually think that the subject is hard, boring and dry so they don't usually like it. I told them that the subject is not that difficult as they used to perceive it neither is it much different from any other subject that involves scientific process, logic, reasoning and that provokes critical thinking. There is no memorization or learning by heart involved in it. It harnesses the upper level of cognition in Bloom's Taxonomy that involves understanding, recalling, applying, emulating and synthesizing. I said to them, 'you only need to understand the formula and basics then all you have to do is practice and then implement your learning on similar other mathematical problems'. That is the application or emulating part. It is not that complicated either. So, I motivated them and changed their mindset and brought them back on the right track. I told them to take one example which is supposed to be the easiest one and with that same example, follow the concepts and rules gained from it and then take it further and apply it to other more complex scenarios. This is called 'Deductive Approach', which sounds pretty good to me. I also tried to do things differently so that I can capture maximum attention and grab as much interest as possible from my students and then help them elevate their confidence. Gradually I observed that their level of understanding was increased, and this made me a proud teacher... (QKP).

5.3 Impacts of TSAs on Classroom Observation Effecting the Quality of Learning

Another radical feature of deploying Associates under the Teach for Change program was to conduct proper and regular checks on the teaching-learning process and gather the data through classroom observations using as a yardstick set forth by the program to measure the quality of the teaching process. The classroom observation tool provided by Training Unit (TU) was appraised significantly by the TSAs, and they used it on regular basis to evaluate the efficiency of teachers, to gauge their strengths and weaknesses and to help them reach a satisfactory level in planning a lesson, and also while being there present in the classrooms, to seek means to address the needs of students as well as teachers. The yardstick so developed was also used to analyze the reasons that rendered the lesson delivery ineffective and futile in other cases. The experience was shared by one of the TSAs as:

... content and pedagogy' are the two main ingredients of the observations that we made. Nevertheless, the teacher's voice quality like pitch and loudness were also noted. Time management and class management skills were also the parameters set to scale the teaching-learning process. Then we sat with that teacher and headteacher together and we discussed our findings in detail. I have always believed in giving constructive feedback and so I disregarded whining about the negative things that existed within the system and instead talked about some positive outcomes of our findings even though those were based on some structural flaws that have existed within the system or it was about the malpractices which were adopted by the teachers. Hence, we talked about our analysis and took a positive approach and struck a new deal... (JKH).

After taking observations and feedbacks from other teachers and investing time and energy, we found out that many of the TSAs really enjoyed this activity and they thought that bringing a positive change is not just necessary in their classroom teaching strategies but it must be

applied in other school-related affairs as well. They enjoyed discussions and suggestions that were made out of it at the recess time or whenever they got a spare time, they used to talk about it a lot. One of the interview anecdotes showed us that:

... it demands continuous observation exercise; it is not like I leave it after one or two observations, I have to keep the tempo running. First, I have observed the teaching styles and methodologies from my fellow teachers, and then I also observed what were the needs of the students. I used to sit with the students during break time, asking questions about what they learned during the lesson, what were the things that bothered them a lot and questions like which concepts were not clear to them. I used to give the feedback to the subject teacher very frankly and casually as if two friends were talking... (SKP).

It shows that TSAs provided feedback not just on the lesson planning but also on topic that was taught, and they have observed it during the class. They also provided the feedback during the sessions, in writing or in some form of informal conversations. They maintained a collaborative culture within the school environment so that none of the teachers felt an inferiority complex or a feeling being left out in the dark. Everyone was taken on board inclusively, accepting the diversity and their contributions were praised and taken into account. That is how the teachers were able to inform their teaching and to reflect upon the practices prevalent in their context.

Classroom observation was widely applied and utilized in classrooms for multiple purposes. It helped TSAs gauge the capacity and competency of co-teachers and help them frame better learning structures.

5.4 Impacts on Capacity Building Measures and Monitoring of Other Colleagues

Another aim of Teach for Change was to help teachers in capacity building and monitoring them in this regard. This was widely supported across all SEF schools. It was a great achievement for the Teach for Change initiative that TSAs, very soon, developed a positive and progressive culture of mutual exchanges among teachers, school partners, and headteachers and this resulted in strengthening the competency and skills of teachers. It was agreed upon that capacity-building sessions were arranged in both formal and informal settings. The sessions were mainly conducted once a week. Most of the time, these sessions were held need basis or whenever it was felt that the frequency of sessions must be increased to meet the official requirements. It is found that there was no particular area assigned to any of the TSAs for the sessions, rather these sessions were held on the agenda fulfilling the need of the study and also depending upon the local needs within that district or school. One of the TSAs shared his recollection process: "...I focused on capacity-building sessions in schools where I was deployed after every two days. I arranged the sessions in collaboration with them" (YSP). One of the TSAs shared his first school memory on how he progressed. In his words:

Madam Naheed prepared us to how start the work and we began it from the scratch. I understood what she meant to say when I saw the school building. Then I started to plan capacity-building sessions for teachers. I conducted interviews with them to know their qualifications and training experiences. So they told me they have done intermediate or completed their B.Sc degree which they have done some 5 to 8 years ago. And since then, they have been teaching at various schools. So, I shared my thoughts on them getting further education and that they need to create opportunities for themselves if they wish to excel in this field. I supported them in academics, and I also supported them in their personal grooming...(NSB)

a) The impact of lesson planning on the efficacy of the study-related goals

The lesson planning is a covert part of any syllabus. Data so collected has informed us that the lesson plan was not kept mandatory in any school before the Teach for Change program. It is validated through the quantitative data collected that since then TSAs have diligently developed lesson plans and ensured that they implement them in the classrooms realizing its importance and need. It narrates that if a teacher enters in a class without a clear understanding of the objectives that he wish to obtain ; he ignores his conduct and does not consider what objectives are meant to be achieved by the end of the lesson, the outcomes mentioned in the national document of the Curriculum are neglected even though he or she knows the whole book, he is still seen as grappling with the effective teaching methodology. Having said that, the majority of TSAs confirmed that teachers have now started to prepare their lesson plans before going to the classroom. They also shared difficulties faced by them with the TSAs and eventually the next step of the study was to help them flourish further (YLR).

Later on, a One-go Plan was prescribed by the Training Unit. Regarding this feature of one-go lesson plan, a participant shared:

...One-go Plan is basically used to set Student Learning Outcomes (SLOs) for the whole month's Scheme of Study (SOS). Then it defines the weekly SLOs which we have to cover. And then, we develop daily dairies based on one-go plan. Daily dairies have a detailed lesson plans describing how to introduce today's topic, its SLOs mentioned explicitly including Brainstorming and lesson Development Activities and Assessment Tools. When I go for daily observation, I take a look at the whole lesson plan, observes how the teacher writes on the blackboard, for example, the topic, the date and the SLOs, etc. Then I observe his or her teaching techniques vis-a-vis how the SLOs are covered etc. And I match everything with the One-go Plan, and I analyze whether the teacher is working according to SOS or not...

To conclude, it is important for a teacher to get the skills to develop a lesson plan, acquire those skills and then ensure that these techniques are then implemented in the classrooms. Now as for the question is concerned on how we know that we have been successful in doing what we aim to, in that case we can use students feedback forms, TSAs feedback forms and classroom observation tools to measure the level of our achievements and of the program-Teach for Change per se. It is expected that not all teachers have to use it religiously as a mandatory binding on them or as widely for now, but at least we can hope that major subjects were given a chance to flourish under the new scheme of study. Hence, we can take the credit of the culture of lesson plans that has been introduced in schools through the program.

b) Impact of Content Enhancement Plans on the Conference level of Teachers

It is a required that teachers should be equipped with the philosophical and theoretical concepts of education. In this area, TSAs have taken various activities and have a lot of hard work in furthering the culture of improving content knowledge of teachers alongside of the philosophical ideology that they believe in. Many TSAs opined that some teachers had a partial understanding about reading skills and how to inculcate this habit among students. One of the respondents or teachers soon initiated the activity of reading exercises, book review tasks and vocabulary enhancement sessions etc. They agreed upon with us that a quality of a good teacher is shown when he takes up the measures even though he has to do it from the scratch just for his students, just for his school (IKP). After these interactive sessions, TSAs monitored the same teacher over the next couple of days in order to check that the implementation is carried out. Another TSA has arranged some sessions on Bloom's Taxonomy. In her words:



... in conducting content-related sessions and on hot topics of the education psychology viz Bloom's Taxonomy, Meta Cognition, Affective Domains, Psycho-motor Domain and on topics pertaining to wide horizon and dimensions of Knowledge, Factual and Conceptual segregation, many of the teachers found it interesting to know and soon they showed their willingness to comply. Some questions were raised about the philosophy of education that they believe in. And we were surprised to know the depths of the diversity hidden in the responses that we received. After such sessions, I taught them phonemic transcription and showed them ways on how they can get the pronunciation of a word through the dictionary... (NKP).

Concluding this on the remarks that some TSAs have successfully tried to improve the content knowledge of the teachers through their collaborative work on the lines of some formal patterns or by just kicking a start with some basic foundation in a casual manner. Most TSAs reported that they were now satisfied with the content knowledge of the teachers and the skills they both learned in this journey.

5.5 Impacts of Induction of Quality Teachers in Schools

The Teach for Change program transformed the existing system of the schools and revolutionized the ways in which a teacher used to work and at the same time it necessitates it to the School Partners to bring quality teachers from the market to the limelight. It was reported that hiring of teachers is the responsibility of the school partner who are under the contractual bound to hire, retain, and develop the teachers at their respective schools. It is reported that when school partners realized that quality of teachers must be maintained and retained, they permitted TSAs to replace the existing teachers. Besides, they recruited subject specialists to fill the vacant positions and offered them better salaries and fringe benefits. (YLR, QTM, SQSK, IKP).

A TSA proudly said that:

“... he got the best school partner who supported him in hiring a competent teacher and was willing to offer a better salary package to qualified teachers...” (NSP).



5.6 Impact on Building the Bridge between School and Community

The Teach for Change program created an opportunity to bridge the gap between school and community with the help of TSAs. Their efforts have been seen in the interview data that we obtained. The parents were invited to regular meetings—the child’s academic progress was deliberated up in these meetings. According to one TSA:

...We arrange these meetings to involve parents and communities. We share the results of monthly tests of their wards in these meetings and discuss their child’s performance. Many parents come to these meetings on regular basis. Some parents hesitated, but when they saw us discussing their child’s performance in those meetings, they found it fruitful to attend.

Another finding of this study was to minimize the gap between the two main stakeholder: school and the community. For that our TSAs visited the parents from door-to-door. The TSAs intend to motivate parents on attending these meetings regularly and to encourage them to have a check on their child’s academic progress (YSP). Reaching and approaching influential people in the village was the best strategy. Like many TSAs described that there is a famous shrine and a Madrassa in the village where his school is situated. He further described it in the following words which we would like to quote here:

...poor punctuality of students created hurdles in their learning process, especially in remote areas. The root cause found was that more students were already attending Madrassah and that is the reason why students get late for school. So, I invited few teachers with me, and we reached out to Imam of the mosque. At first, he resisted and overlooked our request and opined saying, ‘you people want to distract our students away from Quran’. Eventually on our repetitive attempts to restore our relations with the Imam, he finally started seeing it through. The school started sending the names of Madrassah-going students to the parents as well, especially those who were not present in the school at all. Parents admitted that they had no knowledge of this before but soon more parents agreed upon to keep a check on their child and that their attendance at school is not scarified. (NSP)

SECTION 3

Chapter 6: Cumulative Impact of Teach for Change on Foundation Assisted Schools

6.1 Introduction

The main objective of the research was to measure the effectiveness of Teach for Change program on Foundation Assisted Schools (FAS). Hence, this section exclusively discusses the impact of Teach for Change program on various dimensions such as impact on learning behavior of the students, their attendance, their assessment results, on teachers and school culture. The thematic progression is presented here through analyzing both types of data i.e. quantitative and qualitative. The results of the data collection and the interpretation done afterwards are also briefly discussed in the upcoming subsections under various heads.

6.2 Impact on Learning and Engagement level of Students

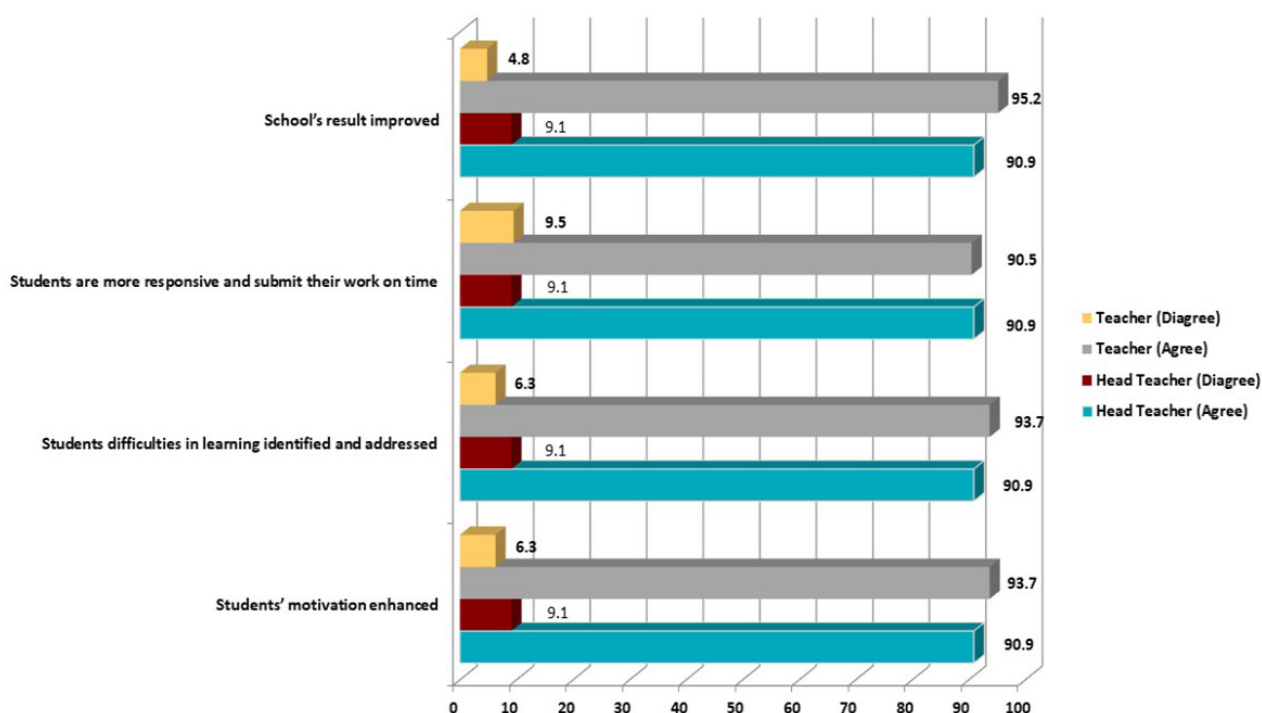
Students of today live in a digital world and are exposed to different social media platforms and other interactive mediums that are shaping their perspective and are giving them words for opinion.

One of the advanced teaching methods like participatory learning is now creeping in our educational setups with a sole objective to bring more outputs from the students into the classrooms by engaging them in various classroom-held activities. To cope-up with the current demand and needs, students need motivation, supportive instructional environments, engaging content, and the opportunity to learn in settings that support collaboration with peers, teachers, and the larger world-the community. The learning in the classrooms must be related to the natural context as well viz. We as a teacher need to refocus the content back to relating it with our daily lives. Moreover, teachers must have the acquired knowledge and skills to enrich their classrooms with both better cognitive skills as well as affective skills. The Teach for Change initiative has a great potential to contribute to improved educational outcomes of students. The TSAs brought fresh perspectives, innovative teaching methods, and had a strong commitment towards students. They helped students develop essential academic skills, critical thinking abilities, and induced in them a yearning for love of learning.

The below graph 6.1 illustrates the impact on student's academic skills, their motivation level and behavior towards their learning. Sufficient responses from the teaching and administrative staff demonstrates that about 90.9% of headteachers and 93% of teachers stated that the motivation level among students was enhanced. The findings supported that TSAs and teachers engaged the students in classrooms through various tasks like project work, speech

competition, Arts and Mathematics Olympiad, group tasks, group presentations, inter-school competitions and sports. The extra learning support classes were also arranged in the evening for those who missed the chance in the morning so that they would be able to be at par with their other classmates (SQSK). More such learning support classes were arranged to engage more students especially in senior grades. It was also noticed that along providing interactive and activity-based learning environment to the students, other factors pertaining to teachers are also very important. Factors like classroom management skills, behavioral grooming, and building up of optimistic attitude among teachers through the steps taken towards confidence building measures (CBMs) have reportedly brought radical changes among students. Students were motivated to participate in the classroom discussions and soon they developed many skills including presentation skills, communication skills and collaborative learning skills.

Chart 6. 1: Impact on Students' Learning



Generally, students' learning difficulties are ignored to make the study simple and easy. However, in our context, the data depicts the full picture successfully and around 93% of headteachers and 90.9 teachers say that students' learning difficulties were not just identified but were addressed as well. Some TSAs explained how they have helped students to overcome their learning difficulties.

Since TSAs were placed for a period of over a year, they got a pretty good chance to mingle with students and to get to know their strengths and weaknesses so that all these parameters could be considered for the study. These frequent interactions allowed the children to come forward in the class and confidently come to the blackboard to share their responses (JKH). Some of the TSAs spent two years in a school and so they built a better bond with the students and teachers in that period and more subtle changes were observed in the behavior of the students. Class participation was increased above 60 %, now more students feel it comfortable to voice their opinions in the learning process and they were seen more interested in asking their queries from teachers. Hence the classroom environment was drastically shifted from a monotonic learning pattern towards multi-partners in learning. For example, the perceptions of the students about Mathematics have been quite improved and their knowledge-base was expanded beyond bookish knowledge.

Fear of teachers among students is deep rooted for centuries and it has been one of the factors that always hindered the path towards collaborative learning scheme. Fortunately, we were able to consider it in this study and so it is addressed here and ways were discovered to eliminate this fear from students. It is narrated in one of the interviews that whenever SEF team visited, they became confused and upset initially but as the interactions were increased the fear was curtailed and students welcomed the guests with warmth and passion.

In addition, some 90% of headteachers and teachers equally acknowledged that a responsible attitude of students was observed and they were now more responsive towards submission of work done on time than before. It is also shown in one of the TSAs data as quoted:

“...their attitude and behavior also drastically changed. They generally not used to participate in class that much and most of them usually remained quiet. But as students gained their confidence back and became more comfortable in sharing with the whole class, they come forward now...” (QTA).

One TSA even has established a library in his school so that interest of students in learning is maintained and ensured. Library classes were held once a week. He also arranged dictionaries in the library and some novels like Alchemist, an older adult in Sea etc. (IKP). In order to motivate students towards taking responsible roles within the class and outside as well and to prepare them for taking important roles in the society, some of the students were made Head Boy and Head Girl and prefects, totally new concept to them. These students were awarded a badge and were given specific responsibilities. This inspired many other students and so increase in class attendance and a raise in participation level were seen. One of the reflections from a TSA is discussed here as:

“... We do practical experiments in Science class which I think is important to establish interest in students. Children now do realize and hope that ‘when we go to school, we will get to learn something new’. There is an experimental and practical approach to teaching-learning experience now. You know that kids nowadays admire things like these, and their interest increases when such things are incorporated...” (SQS).

Now talking about the impact of Teach for Change program on the assessment results of the students, about 90% of headteachers and 95 % of teachers witnessed positive response. The rationale is given in an interview excerpt of TSA as:

...If I improved the assessment result of school, it was not possible just by the efforts of the single person or by just going through one single step, I had to look after all the matters and take all the concerned personnel within the net. It is not fair to say that we changed the entire school; there was in essence a change in teaching strategies that led to it. We then converted the previous methodology into new methods and formed something interesting... (JKH)

Few interview descriptions showed us that achievements were made by students in securing the scholarship in The Narayan Jagannath Vaidya Government Higher Secondary School (NJV) and Sukkur IBA Community Schools & Colleges.

It can be stated that changing academics-related policy even on the small-scale helped us a lot in achieving the study-related objectives because the school partner and teachers also wished to bring the new classroom methods out of these conventional methods to have a mix of modern education. These changes brought positive outcomes through the Teach for Change initiatives.

6.3 Impact on Improving the Student's Attendance

Teach for Change also gave leverage to TSAs towards working persistently in improving student attendance. Data exhibit that attendance and dropout ratio are acute issues in almost all SEF schools, specially the remote ones. However, there were some internal and external factors contributing to this issue. It suggested that the environment, teachers, and availability of facilities are the factors that usually attract children and when the school fails to provide these facilities; generally, students tend to remain absent from school or they just simply drop out. Moreover, some other harsh realities in these areas also caused low attendance resulting in an empty-classrooms. The ever-changing crop season was worsening the school attendance ratio. Girls especially tend to stay at home and would prefer to contribute to domestic income through labor work in the fields or at home. In these communities, parents do not care whether the children are going to school or not. (NKP). When there are rigid-culture based or poverty-ridden communities, students' attendance and participation in learning are typically low and that makes that school a typical school (SQSK) One of the prominent features of Teach for Change program was to induct and deploy TSAs in their nearest vicinity. Hence, their familiarity with local customs, cultural values and relationship with the indigenous people helped them to tackle the typical issues in a befitted manner. A participant narrated one of the reasons of a very low enrollment ratio of girls in the schools was due to the prevalent male-dominant or patriarchal culture. With the support and permission of the school partner, the administration hired 40% female staff through school partners at their own risk just because that was a village school. He had hired these female teachers residing some 30 km away from the school so that the enrollment ratio and the attendance ratio of girls can be improved. When the parents would see that their own female resident is teaching at their local school, they would feel motivated and comfortable. (IKP). One particular problem was shared by a TSA who was teaching higher grades. She said that among 29 students in grade 9, only 5 to 8 students, and among 19 students in grade 10, only 3 to 5 students used to attend the class. As these are the crucial years of their academic years for they have to appear in the Board Exams, she realized that it was a significant loss for them. She identified disinterest and distrust of parents as one of the factors also. So, when she joined, she tried to handle absenteeism from many different angles. She applied interactive teaching methods, built fellow capacity, and forced the school partner to hire community mobilisers (NKP)

The TSA understands that how the attendance effects Annual Assessment. He explained that assessment has a particular format and SEF requires that for a student to appear in their Annual Assessment they have to fulfill a minimum criterion of attendance expressed in some percentage. He said 'whatever you do at the classroom level, the result is affected if a child is absent'. He further added that almost 150 of my students used to be absent. It was because they had fake admissions or just they lack proper documentation. So, they did not attend the school at all; only eight students got clearance for the Annual Assessment'. At this point he has also used negotiation skills with his School Partner (SO). He explained to him its adverse effect on assessment results and counseled the headteacher as well. So, after one and a half years, the results were shocking. The attendance ratio was increased and students' percentage rose and around 150 students have passed the exams. According to him, it was a big achievement for the whole school.

6.4 Impact on Improving Assessment Results

The Teach for Change program roll out in the academic year of 2017. During the year, SEF conducted two Annual Assessment cycles at that time. Most TSAs claimed that they have done a remarkable job in improving students' assessment results. The teaching faculty was also confident about it and had claimed to have built a better interpersonal skill with the

TSA. Few of the TSAs were very friendly with students, teachers, and headteachers. Their communication skills and enthusiasm encouraged many students to work hard with dedication. Gradually they have been successful in capturing interest of the students towards learning and as a result of which the school now shares its success when its students performed well in the Annual Assessment.

One of the TSAs shared with us;

...If you compare the assessment result before and after Teach for Change program, you will find a considerable difference. When I joined the school, the assessment result was 19 per cent. Then in my first year, I took it to an average of 45 per cent which some of you take this as 150%. Madam Naheed was astonished when she found this and she opined that we usually see 100%, but this 150% figure is unbelievable. So, when I left the school, the assessment results reached 82 per cent... (JKH)

Another TSA raised the assessment result percentage gradually by 29 per cent to 60 per cent. Because of this that school removed out of the 'failure status' list (ND).

A TSA was pleased about the school result. He said:

"...in my school, the overall percentage of the result was lying around 6%, and when I was there for three years, the result reached to 27% per cent..." (NSP).

All TSAs shared the same energy. It was shared that the internal mock assessments were taken continuously and this was the key to improving assessment results. One of the TSAs discussed her school's story. She first trained the headteacher and discussed several assessment papers based on the standard marking criteria as set by, usually the Board exams, in higher grades and after that she started to take inputs from the headteacher as well. Initially, the result was near to minimum, but soon the result gets improved and gradually in the last assessment, the school got a 38% of improvement in the Annual Assessments (NKP).

6.5 Impact on Other Teachers of the Schools

Teach for Change program also impacted on teaching practices of other teachers at the school level. The TSAs have continued their conscious and deliberate efforts and have also included the teachers posted there already in reshaping the teaching-learning experience. These inputs were visible in classroom observations, feedback mechanisms, mutual lesson planning tasks, formal meetings, recruiting competent teachers, and in ongoing discussions and motivational talks held with the teachers. Almost all TSAs were engaged in various endeavors in bringing the element of change in teaching- learning environment at the school level.

Many TSAs came up to replace those not qualifying for the job of teaching. For instance, when a TSA joined the school, he found that many school teachers could not read the Oxford University Press books (IKP). He discussed this with the School Partner and motivated them to replace the teachers. The School Partner accepted this fact and met the requirements to recruit a better replacement without offending any party of concern.

It is assumed that teachers' motivation level is a driving force to bring change in the classrooms. Some 98.4% of teachers and around 90.9% of headteachers (refer back chart 6.1) agreed on enhancing the spirit of motivation among teachers. One of the TSAs narrated that:

"... I have motivated them. I told them that teaching is a prime-time learning. If you expand your horizons of learning, then you will be able to have a bright future along with your students. You do not need to stay the same your whole life here. If you are trained and you work with sincerity, this will be beneficial for you as well. Soon you will see the fruit of it yourself..."

(IKP).

Teachers have now changed and are more willing to teach as compared to before. They follow now a proper timetable of classes because the schools now have proper timetables and schedule of the daily routine. Initially, teachers liked to sit in the school staff room without bothering going in the classrooms but now they have realized and understood that this system of culture must evade.

Daily or sometimes weekly meetings were held that became a part of the daily routine of schools. This drastically changed the mindset of the teachers and reshaped their beliefs. One of the TSAs further added to this venture as:

...for the purpose of demonstration, I distributed some worksheets to teachers and asked them to solve. When they were facing some kind of difficulty in solving them, I explained to them that the students can face the same situation. If they sit in the exam and they do not know what to do with the piece of paper given to them in the form of questions that need to be answered, they will feel low in self-esteem and their morale will be down-earth low. They would feel there is no use in going to school every day and that it serves no purpose. Contrasting to this, the fact is simply averted. They went to school; they took the classes, but their content and classroom environment was not enriched. This was just a simple failing element in the whole scenario. Now put yourself at your student's level and consider how much your students have to lose. After motivating through these stories, teachers were willing to teach with punctuality and dedication and I felt that if students are learning in a better environment, this is my success story. (NKP)

Referring back to chart 6.1, some 9.1% of headteachers have a view that motivation was missing among the teachers. One of the compelling reasons that might be responsible for this is given in the interview excerpt as:

...I found it to some degree that it was my fault as well. I should have given some more time to the students outside the classroom, yet I had a hard time in doing so. This is also a reality that a TSA is a human being. They cannot execute all the operations of the school and fulfill all the benchmarks set up by the study all alone. Every school must hire excellent and competent teachers because teachers are the people who work together with you (a TSA). If teachers show some kind of reluctance, then how can anyone expect that I am going to achieve the goals and that the study will be successful... (MHD)

Some TSAs found out some interesting solutions to work on teachers' motivation and adoption of these recommendations were seen as responsibility of each and everyone involved. Some TSAs divided the whole class into different sections. He made a Head boy or a Head Girl for that section gave them a responsibility for dealing with the students and all academics related tasks from cleanliness to maintaining class decorum. One of the TSAs went a step further ahead and arranged outside visits to other schools so that teachers would see themselves how other schools are working. Another TSA motivated the school partner to raise teachers' salaries and influenced them to delegate an appropriate workload. He narrated that:

...I asked them (the school partner) if we want to improve the quality of education in school, we need to raise the salary. The salary was expected to increase by about 8000 to 12000 PKR and some good teachers who were trained and skilled were also employed. The remaining teachers have been tasked according to their specialized subjects. And for those who were overburdened, they were provided support from other teachers who would share their load with them. When the school had sufficient teachers, they divided them into primary and secondary grades. After taking all such measures, the school result was visible and too much relief it was satisfying... (SLR)

The consistent efforts adopted by TSAs showed that the confidence in both groups i.e. some 96.8% of teachers and 90.9% of headteachers (refer Chart 6.1) agreed that teachers are now confident in teaching and have adopted modern teaching methods. The other TSA shared how she has convinced a teacher who uses traditional ways like only blackboard in his classrooms into a teacher who is progressive and competent in new methodologies. First, the TSA invited a teacher to observe her classes for few weeks. After the sufficient observations were made, the teacher now learned how to incorporate assistive-teaching methodology having used content-based examples, use of charts, models and other teaching aids to encourage more participation from the student side and to make this teaching-learning process more exciting. (QTA).

...If I found any teacher showing laxity in her classroom, I used to stand with her in the class, which I normally do as well being a TSA; and then I started to teach the students so that they would not feel left alone or unattended. This really helped me build a better relationship with the students as often times we used to talk on some other things as well like how to wash your hands, how to dress at home, how to do things on time, how to bring discipline and maintain cleanliness in all chores of life and we would go on a discussion like what are the cultural values etc. In this way students felt improvement in their learning and in expressing themselves about issues they were facing related to studies or even other than that as well. And I think this is the responsibility of a teacher to run a check on her students and their mental health. Class tests were also arranged on regular basis which brought active participation of the students and brought back those students to the main course of the class who were seem inattentive in the class. Due to these tests, class results was improved as of May 2017... (NKP)

The school focuses now more on students and their learning difficulties as agreed by 93.7% of teachers and 90% of headteachers (refer Chart 6.1) who affirmed that the program took care of all the major dimensions of the learning difficulties faced by the students but still some people do not believe in this. On the contrary, a TSA delightedly told her school partner as quoted here below:

...we started different activities for students. After implementing activities, we observed some improvement and maybe we could have had given more time and energy if there were no restrictions due to COVID-19. We jointly decided that if this year's final assessment is not going to happen then we will start work from the Foundation to overcome the weaknesses in the learning structures. So we designed to hold activities for middle grade classes every Friday by merging two classes together even though the students' strength was not so overwhelming as obvious under the global restrictions. We started from the basics, totally from the basics, to strengthen their foundation. We started to improve their language skills because students were also weak in languages including their mother tongue. Every Tuesday, we held a dictation activity for grades third and fourth. We awarded those students who performed well in the class with minimum spelling errors. Then, we conducted a read-it-loud activity. In this activity children enjoyed it a lot and had a lot of fun. Because of this activity many students participated, and their fluency was improved. With such activities we progressed step by step forward. This also helped us improve attendance of the students by around 5 to 6 per cent. If we keep working in the same direction and by employing similar interesting activities for the students on regular basis then I think we can expect many shining minds standing out in the final results... (NKP)

The description shared here might be a rare case, but most TSA and teachers did not have in-depth plans for the students. But when the supervising teams of the Teach for Change program guided them, they all showed willingness to be that agent of change. The interviews provided several incidents where TSAs have guided teachers to enhance their language skills, teaching styles and to be vigilant enough about the learning difficulties faced by the students and other such problems etc.

The headteachers acknowledged that teaching methodologies must be revised after they have reviewed the observations collected by the TSAs and themselves on the ground. About 90.95 percent of the headteachers favored that with the new skills acquired by the teachers, now more students can perform well during the class and can also submit their work on time, as indicated by the parameters obtained from the observation tools. A TSA elaborates this as:

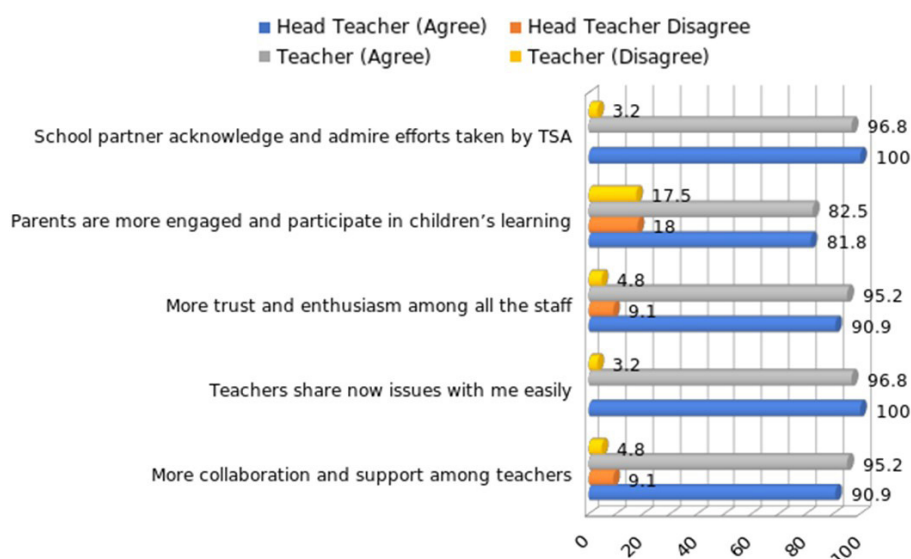
...as I said, we worked on improving teacher's content knowledge. We were more inclined towards working on the pedagogy of the teacher simultaneously. There is a lot of content knowledge for the teachers to go through, so we have actually simplified it for them. For that we referred National Curriculum document, benchmarks, standards, textbooks and reference materials and even exam-related materials so that all the dimensions are covered equitably. But all what matters more is that they needed real help with the pedagogy. So, when we supported them with the pedagogy, the results were applaudable. Its impact on the Annual Assessment was really talk of the town and were happy about it... (SQS)

If there is supportive and encouraging environment, it significantly impacts teaching or instructional practices regardless of which schools you are working with. Therefore, it is primitive to mention here that teaching practices did not change overnight. Moreover, some TSAs were fortunate enough to have achieved major accomplishments while some have made minor differences in teaching practices at their host school, but nonetheless their efforts cannot be ignored. It was also reported that some of the TSAs have withdrawn due to some uncertain reasons. In all, we encourage and admire all our TSAs who have worked diligently in making this project a success.

6.6 Impact on Creating Better School Culture:

The research is also intriguing into the impact of the program on school culture. Some key concepts related to the acceptance level of school management and TSAs were identified. It enables the research to understand the power-sharing culture of the school and the impact of Teach for Change initiatives. Below is the graph of teachers and headteachers on their views describing this phenomenon.

Chart 6.2 : Creating Better School Culture



The responses of about 95% of teachers and 90% of headteachers (refer graph 6.2) depicted that they now believe in a collaborative learning culture. The collaborative and supportive attitude between teachers and TSAs on teaching mattered more. The collaboration expanded beyond the classrooms to training of teachers and planning of lessons as well so that a strong bond of understanding can be reached between the two main actors of the study. Even though the above response indicated that collaborative culture was warmly welcomed, a few percentages of teachers are still hesitant in trusting each other owing to their past disagreements between teachers and headteachers or other co-staff (4.8% of teachers disapprove collaborative culture while around 9.1% of headteachers showed hesitance). The study however suggests that this mistrust can be eliminated by holding ‘ focus group ’ discussions so that a level of acceptance is reached among all.

As far as parents’ engagement and participation in children’s education is considered, it was unanimously agreed by all the stakeholders upon making the school a more conducive learning place. Some 82.5% of teachers and 81.8% of head teachers agreed that parents should be involved more often in the school-related activities other than their just once-a-term-held parents-teacher’s meetings. This will help maintain the confidence among teachers and their parents. In contrast, a good number of teachers of around 17% and headteachers of around 18% have expressed that no participation of parents in children’s education be involved.

Interestingly, the school partners acknowledged fully the role of TSAs. It is visible in the responses of around 100% of headteachers and 96% of teachers who opined that TSAs were the main instigators of the Teach for Change program and without whom we could not have done this on our own. A TSA told his story by saying:

“...School Partner remembers me even at different forums and compliments me saying that this TSA has given remarkable services for my school. Recently a session of partners was organized by Microsoft Teams. He quickly presented my work and activities in that session and thanked me afterwards as well...” (IKP).

Another school partner appreciated their TSAs efforts when the school got rid of the penalty imposed due to poor results. TSAs remained in constant deliberations with their school partner. The school partner realized that the school had failed for the fourth time but now they are hopeful when they have got a bunch of dedicated TSAs. The school partner said that they had to do something to get the school out of this precarious situation. A TSA shared his story about why his school partner appreciated him:

“... the school result just jumped to 52% from 32%. This achievement had a real impact on the attitude of the school partner. I gained the trust of my school partner. She applauded that I did a great job. Similarly, the problem of short of attendance was also resolved and so did the teaching methodology get improved as well...” (SLR).

Hence, it is vital to understand that it requires some time to accept each other and it requires energy. Nonetheless, all stakeholders worked on it diligently and concluded that supportive schooling systems must be introduced for their sustainability. A school which has strong collaborative environment can easily sustain in dwindling times. They also pressed upon the need to develop a helping and supportive culture for each other, be it a staff member or a teacher or the headmaster. Everyone should share their chunk of responsibility with sincerity and should never indulge in any activity that could adversely affect any one of them. It is a rather complicated human nature that people are usually less susceptible to open themselves up to the new environment or openly share their concerns. Hence, it is our responsibility to give

such people a helping hand and help them understand us in a better way. Introduce them with our culture and also get good influences from them as well. However, responsibility sharing issues and seeking help from each other is complicated, especially where power-sharing is an issue. Administrative staff has their own boundaries different from a headmaster. Similarly, the school partners are responsible to manage the human resources well, from recruiting to retaining the staff. Hence, when there is a proper check-and-balance system in any school culture and the power devolved is not abused at any stage, the system tends to survive the greatest odds. Such schools are seen with happy customers viz, teachers are happy from their administration, headmasters are happy with their teachers, students are happy with their teachers and parents are happy with the school management. This is only possible when we value each and every person involved in the process. Nonetheless, TSAs tried hard to take all stakeholders with them so that the schools can sustain any kind of changing winds at any period of time. This is the greatest learning and reading of this study.

Chapter 7: Conclusion

Educationists use scientific methods in a variety of ways. A researcher interested in the challenges faced by the education sector may wish to find out how the schools under the same district work. Or the researcher may be curious about how the schools under different organizations develop strategies for managing their human and material resources, or simply just how an organization can sabotage a policy he or she may despise. How could these questions be answered? Case studies, survey research, experiments, quasi-experiments, and indirect quantitative analysis are few ways in which scientists or researchers may investigate and answer these questions.

Because our research focuses on a narrowly defined topic, viz Impact of Teach for Change program on SEF Assisted Schools through change agents- the TSAs, the research had a good chance to be thoroughly detailed in bringing to light all kinds of information pertaining to that topic but it was simultaneously constrained by some of the restraints as discussed ahead. It allowed us for in-depth examination of the phenomenon selected. All the TSAs energy, time and creativity were devoted to a single case and this facilitated in uncovering minute and specific facts which might have been overlooked if other approaches of research would have been employed.

The study made use of survey research which is one of the most popular research approaches as researcher can use questionnaires or interviews to gather data. It is the most successful method, in part because the survey questions (closed questions in our case) may be administered to large number of people and the results may be tabulated by means of statistical measurements and can be analyzed by software tools, in our case SPSS. Hence, the surveys allowed us to study larger populations, including teachers, Associates and headteachers in the SEF-Assisted Schools in ten different districts of Sindh. As surveys provided us data that can be measured mathematically, they allowed the researchers to test their findings for 'statistical significance' as well i.e. determining whether a finding is likely to have occurred naturally or randomly by chance (if the finding did not occur by chance then we can say that the finding is statistically significant and this finding is valuable to us).

The quasi-experiments or the field experiments took place in host schools to find out the effect of Teach for Change program. The associated variables were determined and through investigations by comparing responses from the questionnaires and by comparing different groups, 'before' and 'after' effects were noticed. Hence, these experiments that were conducted with new pedagogical methods in the classrooms were the "real world" scenarios in which the laboratory conditions or the perfect isolated conditions did not exist- the data and conditions were unfettered and closer to real conditions. The Data based on these studies helped us frame our own hypothesis regarding the effectiveness of the program in academics and in

administering the schools. For example, it helped us to find out whether the interactive-classroom strategies were helpful in bringing the good annual results from the students and also did it help us to mitigate the issue of poor school attendance. It helped us to compare the results of 'before' and 'after groups' of students. In this way the data based in these studies helped us confirm or falsify the hypotheses concerning the effectiveness of innovative classroom strategies even though no perfect controlled conditions were present.

Direct Quantitative Analysis was used as the data was compiled and collected by the Foundation itself through its TSAs and other accomplices. The study was based on the original survey research, for example it collected the empirical data directly through its internally self-made questionnaires and interviews. It used these tools to extract information from TSAs, teachers, headteachers and other staff about their experiences and expectations from the program to fulfill the research objectives, as discussed in the respective section of the report. It however, tried to escape the possibility to use the data or statistics compiled or polls conducted by any third-party investigators so that the precision and reliability of the research is maintained. Because of this it also allowed us to use uniform standards of collection and measurement of data. This empirically oriented or quantitative scientific approach has been a useful means of interpreting information. Some qualitative data was also collected and the patterns observed were discussed on the grounds how effective was the program in transmitting its goals of continuous provision of education with no compromise in quality in the remote schools or district schools. It simultaneously, from time to time, asked its program agents, the TSAs about the conditions provided to them and if there exists any kind of problem related to commuting, gender biases or other cultural taboos that might have negatively affected them or the program itself. Most of the TSAs were found content with the kind of work they were in and the program acceptability ratio was quite high.

Now let's take an objective look at the study. The case study answers the basic question upon which the whole study stands, 'What is the impact of the 'Teach for Change' Program at Foundation Assisted Schools (FAS) in Sindh. It reached to the conclusions after analyzing the data from a) TSA-based questionnaires b) Headteacher-based questionnaires, and c) Teachers-based questionnaire in Foundation Assisted Schools that the role of TSAs in bringing quality education under the banner of SDG-4 is highly remarkable. They were the main change agents which made this study successful. Various charts and tabulated data have already been supporting our findings and interpretations. Since the TSAs came from a diverse group of background and with esteemed qualifications, the impact on the schools, children and parents was quite anticipated. Comparing the statistical measurements across radically different cultures, genders, communities and academics helped us produce conclusions, some of which were difficult to obtain or analyze while some of them were quite anticipated. However, this data was very dear to us as it precisely reflected our study-related ambitions and aspirations. The services TSAs rendered back to the society in terms of holding sessions, workshops, and seminars for teachers, parents and community members cannot be overlooked. Specially the remote areas or the far-flung areas where access to education is usually perceived as a luxury or a difficult task, these change makers regardless of their gender, offered their services generously. The community mobilizers were appointed as well to facilitate female TSAs in remote areas. These mobilizers helped bridge a gap between school and community through extending cordial relations with the school beyond its boundaries in the form of attending or participating in the village councils or in events and festivities. This helped us reach our study goals and along with that it changed their view of seeing education not as a burden on their finances.

Chapter 8: Recommendations

Cutting it short, let's talk to the recommendations which we thought initially to incorporate in the study but now we have realized that they all together make up another dimension of study, so we have decided to suggest some of the offshoots from this piece of study that we intend to embark in future.

1. To achieve a strong impact on the overall teaching-learning process in the school, the research recommends that Job Descriptions must be aligned with the natural context of schools.
2. Intervention effectiveness and impact depend on the appropriate allocation of TSAs with the consultation of the School Partner,
3. Those with B.Ed and M.Ed degrees thrive better and are more eligible in understanding educational philosophy and theories than many others. The preference has better be given to these graduates; they have a great potential in improving academic activities.
4. To lay better impact of Teach for Change on the incoming TSAs who are coming from a vast diversity, it is suggested that their first orientation session may not be limited to one-month long but must be held more often on regular basis to check on the performances and to build strong communication.
5. The Orientation sessions require a well-designed mechanism, and it is pre-planned activity that takes place before the TSA is departed to their host schools.
6. The Teach for Change has a direct impact on the school culture. It is, therefore, recommended that school partners and headteachers should be part of the orientation session, and sufficient time should be given to them.
7. The feature of clauses relating to accountability mechanisms and assessment systems is recommended to discuss with new TSAs. It must be rationalized and strengthened further. For instance, the impact of low attendance and the dropout ratio of students on the assessment results must be discussed in depth and breadth with TSAs and school partners.
8. Strong interconnections between school partners, headteachers, TSAs, TU, and respective Regional Offices shall be encouraged, and every stakeholder must be transparent in their roles and authority. A collaborative culture among stakeholders must be encouraged rather than a power game.

9. Taking four periods a day may be reduced by incorporating co- or pair- teaching in the class. It has two-fold effects. First, when TSA is co-teaching with another teacher, he or she is directly benefited from the instructional practices of the subject teacher. And vice versa happens. Secondly, the teacher can manage the class appropriately. When TSA calls for a review meeting or for any other task, mutual issues are highlighted and discussed which can be relegated to higher authorities. In this way students will not suffer in the absence of TSA or vice versa.
10. Leadership and management play essential role in establishing the school environment through effective administration and by setting personal examples. It is indicated that headteachers must first improve their management skills to improve their performance. The role of TSAs should be to facilitate them rather than to take the role of the headteacher.
11. Instituting an Action Research may be proposed in settings where TSAs are co-teaching. The TSAs should be trained in “Action Research.” The Training Unit and Research Unit may work in collaboration in this regard.
12. To ensure high retention rate among TSAs, further research studies must be undertaken.
13. The longitudinal study can be proposed to trace the impact of intervention which may serve a purpose of a baseline study. It shall include all program team that will part since the beginning.
14. An evaluation of study is suggested that may measure the sustainability of TSAs in school climate and its aftermaths.

Chapter 9: Limitations of the Study

Following are the limitations faced by the study, listed precisely as they were felt. We feel fortunate enough that even besides some of these limitations, we were able to successfully reach the goals of the study. Some of our tasks, due to time and resources available to us, were manageable and some of them were left out being beyond the scope of the study. Let's have a look at them one by one:

- Let's just remind ourselves that students faced difficulty in coming back from pandemic learning loss. All the teaching-learning activity was suspended for more than a year. Mostly students were taking classes online from home. So much of our remote work and data gathering activity was badly influenced.
- The study faced delay precisely due to the COVID-19 pandemic. The schools remained closed for extended periods which stopped us from collecting the data from the field in 2020; therefore, activity was re-planned and rescheduled again in 2021. Once schools opened for the school staff, the team traveled to different districts. For safety measures, schools avoided having crowds. Hence, whoever was present in the school they participated in the research activity. To note further that at that time the learning process was suspended.
- Moreover, the uncertainty of the situation impacted on research methodology a bit. Hence, we were not able to observe classroom engagement and co-curricular activities in school during the data collection process. However, we intended to observe co-curricular activities that took place under the compromising situations during the stay of the TSAs and made it a part of our study. We also intended to talk and interact with students through TSAs as TSAs directly impacted students. But sometimes the situation led us to miss their views.
- A case study like this is an investigation of a specific phenomenon or entity. Although case studies have a major benefit over other research approaches. They allow in-depth examination of the phenomenon selected. But case studies are not without problems. First, it does not allow for empirically verified generalizations beyond the entity or the subject under study. For example, in our case, we made subtle conclusions on the impact of TfC on SEF Assisted Schools. The findings, however, cannot be translated to other schools within the same district.
- Second, the case study typically examines an entity or the event. In our case the change observed after TfC program protocols were implemented in the SEF-assisted schools, in a given period of time which was between 2020 and 2021.

It does not provide data beyond that time period and hence, this study has time-bound limitation. We cannot make predictions based on the current scenarios presented in the study for the efficiency of the schools later in the year of say 2022 or beyond, when the time and resources would be different.

- Although survey research is invaluable, it is complex. Surveys identify patterns pertaining to large number of individuals and when they identify that patterns they are not necessarily identifying individuals 'organized into groups' or that they hold any kind of 'ideology in unity'. Hence, survey findings are sometimes misread such that the patterns are assumed to be associated to groups, which is not the case. In our case, every interviewee is distinct and holds his own opinion regardless of his association with any other organization or of what another person says. Hence, survey findings may be time bound as well and may reflect and change as the perspectives are made and held among the individuals with the passage of time.
- The responses to the survey questions can be affected by the organization of the questions as well. Both the order of questions and the possible answers to a question can affect how people answer the questions. Talking about the significance of the order of questions, one question can trigger a thought or idea that influences the way someone thinks about another question. For example, consider a question asked from a TSA, 'Who decides what to teach ' and now consider how you might answer the question differently if it is preceded by either of the following questions : 'What challenges do you encounter in applying active-learning or participatory method of learning ' or 'Do you feel workload issue or can you easily manage teaching' , 'How does it impact your overall efficiency '. Moreover, if people are given the option of answering "I don't know" to a question, this can lead to different responses from when they are given only "yes "or "no "option.
- Finally, the survey findings may be compromised by the comfort level of respondents as well. People may not be comfortable in answering a question honestly. They may lie or hide. For example, survey results might have been affected by dishonest answers on more than one occasion in line if they were asked, for example, "What strategies you use to discipline a class? Do you set behavioral guidelines in the class? Do you harass, embarrass or yell at students? If not, what disciplinary strategies do you use? Or on questions like, "What is the state of the relationship between you and your bosses?" "Can you avail casual leaves or a day off easily or you are being harassed?" "How do you manage your finances in the salary package offered to you including commuting facilities? "Have you been harassed on the way coming to school" etc.
- Another important aspect is selecting the population to whom the survey will be administered. If the population is not carefully chosen to participate in the survey, the findings will be unreliable. Random selection requires that each person in the population to be studied must have an equal chance of being chosen to participate in the survey. Because it is difficult and expensive to get a random sample of a very large group, researchers often use a variant of random sampling -either stratified (random samples of demographic subgroups) or cluster sampling (random subgroups of geographic subgroups). Hence, in order to avoid any chances of errors ,the research considered 'Purposive Sampling ' and selected TSAs from a diverse background (demographic and geographic) were included as the participant of the study. Still there are chances of misreading participants of the survey by the researcher who used his judgment in selecting the participants for the study.

- Now the ethical concerns can also impose restrictions on the study as to how the data collected through the surveys, interviews or questionnaires are used. It can be questioned by the research participant as well. In such cases enough authoritative measures are required to satisfy the participants in ensuring the anonymity of the data collected and in hiding of any kind of their personal prejudices which may have risen while the data was collected. Although all the data collection tools were passed through the Ethical Committee for approval prior to their use, it might be possible that some of the values are neglected unintentionally or otherwise. The research is open to incorporate any such measure if when possible, to ensure that the ethical concerns are met.

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