

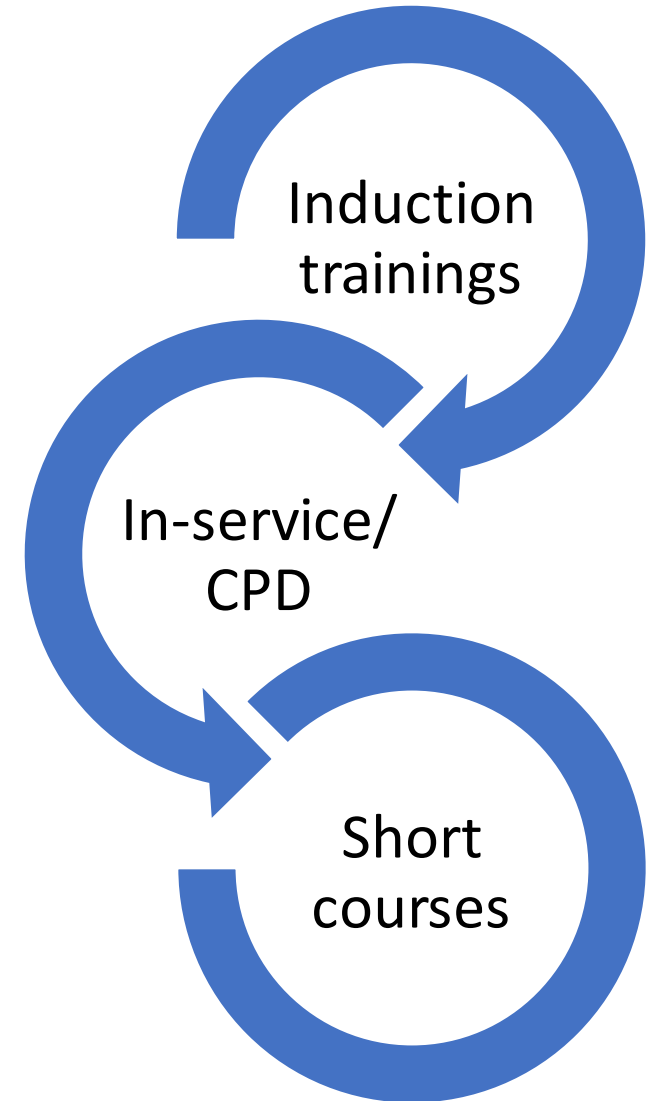
Existing opportunities for professional development that literacy educators & plans for contextualization and implementation of the GEC-GAL training on the digital competencies of literacy educators

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Existing opportunities for professional development  
that literacy educators have in Pakistan

# Existing opportunities for PD for literacy educators

- Directorates/ departments responsible for Non-Formal Education (NFE) (Literacy & NFBE) have devised professional development systems for literacy teachers/ educators
- Key features of the professional development system include:
  1. Mandatory induction trainings
  2. In-service continuous professional development
  3. Training courses for NFE/ literacy education by education institutes



# Mandatory Induction Trainings

- Mandatory induction trainings for literacy education are designed for master trainers / trainers to create a pool of trainers at provincial level who serve as resource trainers to build professional capacity of literacy educators.
- Training of trainers (TOTs) is designed by the provincial training authority (provincial institute for teacher education) and curricula bureaus (directorate of curriculum, assessment and research) jointly with development organizations such as UNICEF and JICA.
- TOTs result in creating a pool of master trainers/ trainers
- Modules of training of educators are derived from TOT modules
- Teacher educators' training is organized (at least 4-day) by master trainers and are organized by directorates/ ALP unit, PITE and DCTE.

# In-Service Continuous Professional Development (CPD)

In-service/ CPD involves following capacity building options for NFE Facilitators:

1. PD (professional development) events / days
2. Refresher courses
3. Pedagogical supervision/ support and follow up support (mentoring)
4. Exposure visits
5. Meetings with seniors/ subject specialists
6. Use of information technology (IT) in capacity building of literacy educators

# Existing Options for online professional development

- After COVID, various organizations have designed online professional development / learning models/ options for literacy educators. Following are a few of these:
  1. eNFE applications (offers contents around curricula, teaching & learning materials/ textbooks, training modules etc.) all learning materials are available online for learning
  2. Knowledge platform
  3. Muallam platform (by ALIGHT organization)
  4. AIOU based online learning platform for literacy educators

# Training courses for NFE/ literacy education by education institutes

- Allama Iqbal Open University (AIOU) has designed a short course (certificate course) for literacy educators. The course is 6-months long and offers subjects (NFE/ literacy concepts, pedagogical skills, assessment, etc.).
- AIOU offers this course on subsidized fee for literacy educators as an online delivery strategy
- Successful candidates/ literacy educators are awarded a certificate upon completion of the course
- Now, AIOU is planning to update the said course by introducing new subjects and some new contents
- AIOU is also intending to upgrade the said course as diploma course for one-year with some additional subjects / contents

What are your concrete plans for contextualization and implementation of the GEC-GAL training on the digital competencies of literacy educators?



# Option:1 (improving existing practices)

- Updating existing contents for TOTs and training of literacy educators by including modern learning techniques and aligning the same with National Curriculum (NC)
- Connecting existing PD model with formal education CPD model so as literacy educators have additional learning support
- Inculcating a habit of self-driven learning and encouraging and supporting teachers for short courses/ diploma course

# Option:2 (online/ interactive digital option)

- Digitizing training system by making available all the materials/ training modules online/offline
- Offering online training models as interactive so as the literacy educators could interact with trainers who remain available through online platforms (central hub)
- Creating a system where scheme of studies is digitized, and daily interactive instructions are supplied online before initiating the classroom activities
- Online supervision and mentoring support where experts' mentors provide online support/ coaching and academic support online based on the results of the teaching & learning process (system generated results)

# Option: 3 (synching assessment with PD)

- Promoting formative assessment and building professional capacity of literacy educators on formative assessment, documenting the same and using formative assessment for adapting teaching & learning
- Digitizing formative assessment practices by equipping teachers with android/ iOS applications