



TIP: The Paradigm Shift

The Teacher Induction Programme (TIP), which replaced the previous requirement of pre-service qualification as an application criterion, is a pioneering initiative of the Khyber Pakhtunkhwa Education Sector Programme (KESP) and represents a paradigm shift towards using teaching quality as a primary performance determinant. The TIP was created with the recognition that improving pedagogical skills is a critical step towards improving the quality of public sector education in KP.

TIP is a nine-month programme that enables teachers to develop content knowledge and pedagogical ability through training. It uses a highly customisable training programme to allow primary and elementary school teachers to improve and build upon their pedagogical skills and remain abreast with content knowledge in key subjects such as Mathematics, English, and Science. Secondary school teachers also receive individual physics, chemistry, and biology courses. TIP employs self-learning through digital content communicated through a tablet and supplemented with a healthy amount of face-to-face interaction (F2F) as secondary support. TIP has demonstrated that teachers who go through the programme benefit from having their skillsets as teachers enhanced, with the resultant professional growth also enabling them for important careers in public service. Regarding numbers, TIP witnessed 25,943 teachers participating in the programme, with almost 94% of the participants benefitting from the F2F sessions. The willingness of 3,749 teachers to register for the 3rd phase of the training despite having to pay 50 per cent of the cost of the tablet under the Tablet Allowance Policy is evidence of their keen interest in the programme. "I had to get a loan of PKR 10,000 from my brother to pay for the tablet, but I did not even think twice about it," says Habibullah Khan of Mansehra district. He continues, "If I were to get this training from a private institute, it would have costed me a lot more, and besides, this is a

prudent future investment; the cost is worth it." Further evidence of the programme's success is the results of a pre and post-test assessment conducted in 2017-2018 by the Directorate of Curriculum and Teacher Education (DCTE)—assisted in assessment design by the KESP team—which sought to gauge the impact of TIP. The results were extraordinary, with a 17% and 19% increase in the overall scores of primary and secondary teachers, respectively. A similar test during the second phase in 2018-19 translated into a 5% increase in overall performance. Even though TIP has gained widespread acceptance and the programme's utility is well established with ESED, its continuation after the KESP TA is susceptible to challenges, the most significant being the lack of technical capacity at the DPD to revise and revamp the LMS system and content in accordance with evolving departmental needs. Because the programme is inherently technologically dependent, the ESED's fiscal and technical ability to deal with technological challenges could be critical for its future. However, the allocation of PKR 400 million (2018-19), PKR 280 million (2019-20), and PKR 511 million (2020-21) by E&SED for the three TIP rounds thus far, including an incentivising honoraria programme worth 2000-3000/day as a performance incentive for the trainers, reflects the department's acceptance of the programme as well as their desire for it to be sustainable in the long-term.

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