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Evaluation of the New Ukrainian School Project (2017 – 2022)

March 2021

Abbreviations

CLT Communicative Language Technologies

CPD Continuing Professional Development

EFL English as a Foreign Language

NQT Newly Qualified Teachers

NUS New Ukrainian School

TAG Teacher Activity Group

ToC Theory of Change

TPR Total Physical Response

UFE Utilisation Focussed Evaluation

vTAG Virtual Teacher Activity Groups

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Acknowledgments

Executive summary

This evaluation aims to capture the most significant changes made as a result of the British Council New Ukrainian School project. The New Ukrainian School Project is a five-year British Council project (2017-2022) which aims to support the Ministry of Education and Science of Ukraine in implementing the "New Ukrainian School" (NUS) reform in the sector of English language teaching and learning.

The project's overall aim is to bring positive impact on teaching English by providing Continuing Professional Development (CPD) opportunities to teachers and teacher educators aimed at improving their teaching (by applying communicative and learner centred methodology) and as a result students' learning outcomes. The focus of this evaluation is on the impact of the CPD opportunities on primary teaching in grade 1 to 4.

To achieve the desired outcomes the project first trained Change Agents (primary teachers) to implement the training in their own classrooms and then cascade the training across Ukraine. In the cascade, further support was provided through online asynchronous training, resources on the NUS platform and the piloting of communities of practice (Teacher Activity Groups).

The evaluation was designed in partnership with the British Council and had four levels of data collection: a survey of both teachers (5160 respondents) and change agents (140 respondents); online Focus Group Discussions with key stakeholders (15); Teacher Interviews (40) and assistant director interviews (19) and case studies (3). The teacher interviews were focussed on lessons using a specially designed tool to overcome COVID-19 restrictions which meant that lessons could not be observed. To reduce the possibility of selection bias with those with positive experiences keener to report, additional short telephone interviews of 47 teachers who in the survey expressed limitations of the programme were carried out.

The evidence from the evaluation indicates that between 75-90% of teachers who have been trained have moved towards a more communicative approach in teaching. Furthermore 42% of the lesson focused interviews saw the communicative approach being strongly embedded. The areas in which teachers felt most confident using were songs and games and learning aids such as flashcards for teaching vocabulary. The areas in which the biggest positive changes were reported were:

- Increasing opportunities for students to speak in the classroom
- The use of English as the medium of instruction
- The use of pair and group work

Teachers indicated that the areas that they found most difficult were mixed ability teaching; in particular, the inclusion of children with special needs, assessment for learning and managing the group work.

There was strong evidence that pupils are enjoying lessons more because of the new approaches used and communicating more being less afraid of making mistakes. Based on teacher's perceptions, (as no assessment of learning had been carried out by the project or the evaluation) learning outcomes are improving across all the four core skills of English learning (reading, writing, speaking and listening). In addition, teachers identified that the training had

positively impacted their own job satisfaction and had increased their desire to learn more by attending further CPD.

In terms of both teaching and learning, there is strong evidence that changes have occurred across Ukraine with little difference between different geographical regions. The training has impacted teaching and learning in rural areas; however, there remains a gap in both the quality of teaching and learning between rural and urban settings. In terms of the experience of teachers, there appeared to be greater impact on teachers and students who have been taught by teachers who have had more than three years' experience.

Teachers highlighted two areas that made the training successful. One was the quality of the materials (with clear practice embedded in theory) and the second the modelling of activities and opportunities to microteach. Where the former was less strong (for example, in the modelling of good mixed ability teaching), teachers struggled to implement the training. Furthermore the implementation of training and subsequent student learning was enhanced if teachers taught in a supportive school community in which they were strongly encouraged by senior management (Principal or Assistant Principal) and supported by peers; however, this was the case for only 7% of teachers identified in the survey. In addition, there was evidence that those teachers who were in a community of practice (either set up as part of the project or other groups set up by outside agencies) were stronger in implementing a communicative approach. The impact of Teacher Activity Groups was stronger when teachers worked together to come up with solutions to common problems.

The evaluation concludes by making recommendations covering the whole scope of the programme. These are relevant to the range of stakeholders in the programme including the British Council; the Ministry of Education; School Leaders; Change Agents; TAG leaders and teachers themselves.

Enable Ed would like to express thanks to the Ukrainian evaluation team who supported them throughout the evaluation and all stakeholders who gave their time to take part in the evaluation. Most of all a huge thank you to the British Council Ukrainian team who provided continued time, support and expertise in all aspects of the evaluation; in particular, Zhanna Sevastianova, Viktoriia Ivanishcheva and Myroslava Shlapak.

1 Introduction

1.1 Background and Context

The New Ukrainian School Project is a five-year British Council project (2017-2022) which aims to support the Ministry of Education and Science of Ukraine in implementing the "New Ukrainian School" (NUS) reform in the sector of English language teaching and learning. Although the project works with primary and basic secondary teachers (grade 1-9), the focus of this evaluation is the primary element of the project (grade 1-4).

After an initial pilot programme with 100 schools, the project has trained, using a blended approach (face to face and online asynchronous), a national cohort of 185 Change Agents who have gone onto cascade the training to 17,392 grade 1 to 4 primary teachers across Ukraine again using a blended approach of 30 hours face to face training and online asynchronous study of 20 hours on the NUS platform. All teachers received specific face to face training in teaching grade 1-2 and currently an estimated 30% have received further training in teaching grade 3-4. The current geographical scope of the programme is illustrated below:
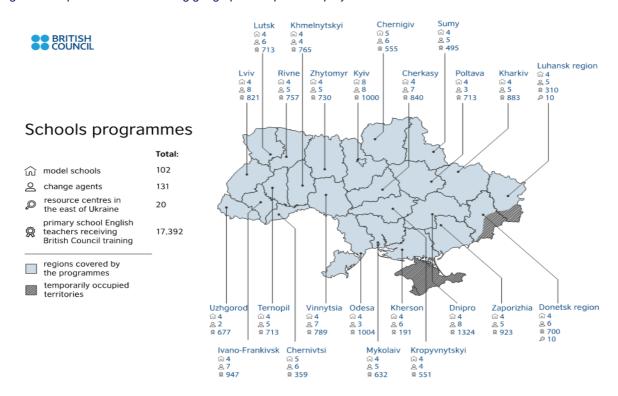
Figure 1: Map of Ukraine illustrating geographic scope of the project

Source: British Council Project Management Plan: New Ukrainian School Project 2020-21 Updated[1]

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[1] This diagram represents the geographical and numerical spread of the project in 2014. The evaluation recognises that this is different now and in future the diagram will be updated.

In the project plan, additional support is planned in the remaining two years of the project through the setting up of Teacher Activity Groups and the training of Teacher Mentors.

The project's overall aim is to bring positive impact on teaching English by providing professional development opportunities to teachers and teacher educators aimed at improving their students' learning outcomes. The expected outcomes are that English as a Foreign Language (EFL) teachers:

- have improved their teaching skills and provide higher quality of English language teaching.

- are more confident in applying communicative and learner-centred approaches in the classroom using methods and techniques to engage school children in learning.

- demonstrate understanding of learners' learning styles and employ methods and techniques appropriate to their age and level of English competency.

The project is focussed on:

Figure 2: NUS project problem, intervention and impact

Problem

Teaching in Ukraine is overly teacher centred, non-collaborative and knowledge based. School children cannot communicate in English.

Intervention

- Support NUS reform by introducing a model of quality teacher training and development
- Teacher development through courses, TAGs and meetings
- Develop a cohort of teacher trainers
- Develop a cohort of teacher mentors

Impact

1. Schools in reform provide quality English language teaching and learning

2. English teaches in NUS demonstrate improved quality of teaching

3. Change Agents effectively support English teachers in school in their CPD

4. Teacher mentor support approach is implemented in schools in Ukraine

1.2 Scope of the Evaluation

The purpose of the commissioned work was to evaluate the NUS project with a focus on the primary school (grades 1-4) English teachers' professional development model and its effects on their teaching practice and students' learning outcomes. The evaluation sought to cover a representative sample across Ukraine but early on the sample was abandoned in favour or reaching out to all Grade 1-4 English teachers in Ukraine.

Due to COVID-19 and travel restrictions, the whole consultancy was delivered online. The British Council provided technical support through weekly team meetings and through a group of enumerators who will be henceforth known as the evaluation team.

The agreed deliverables of the evaluation were

- Inception Report including detailed evaluation plan

- Evaluation data collection tools/instruments and guidance.

- Online workshop for local enumerators

- Discussion on updating the project Theory of Change and Results Framework (NUS M&E Plan[2] provided by British Council in the Project Plan folder)

- Evaluation Report (Including a shorter summarised version for translation)

- Online presentation of the evaluation findings and Theory of Change updates

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[2] We are keen to get confirmation that the document accompanying this report is the results framework that has been referenced in discussions and documentation – please see actions at end of this report.

1.3 Evaluation Approach

This is a formative evaluation as the British Council sought to understand mid- way through the NUS project what teachers' perceptions are on the relevance, usefulness and value of the training they received is, not only on their practice but also in supporting students to learn English better.

This formative evaluation is rooted in the principles of Appreciative Inquiry. The methodology asks questions the answers to which will strengthen the British Council's capacity to develop a roadmap for future interventions and heighten positive potential. Underlying this approach is the assumption that momentum for positive change is created when organisations engage continually in remembering and analysing circumstances when they were at their best. This does not mean that issues are overlooked and circumstances where results could be improved are ignored, rather it is rooted in practicality and seeks to use understanding for future growth. At the teacher and individual level, this allows for rich data collection to support decision making at the British Council level.

Not only is there the desire to evaluate the NUS programme, but also one to investigate the Theory of Change and to seek answers on its relevance, value and longevity for future interventions. Throughout the formative evaluation we used the steps outlined in Utilisation-Focussed Evaluation (UFE), a methodology which is based on the principle that an evaluation should be judged on its usefulness to its intended users. Using this participatory methodology means that the evaluation team worked in close collaboration with the British Council team, Change Agents, Master Trainers, Government Officials, Assistant Directors and enumerators. This ensured that the findings and the process itself will help to inform decisions and improve performance. Working in this collaborative manner did not compromise the independence of the evaluation, but it generated useful evidence-based information, recommendations and lessons that organisations and partners found helpful for decision-making processes.

1.3.1 Evaluation Questions

The higher-level evaluation questions that this evaluation will address are:
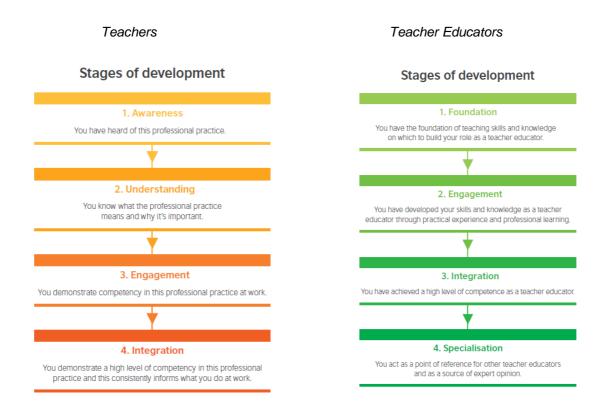
1. What are the key achievements to date of the NUS project?
2. What key recommendations can be drawn from the formative evaluation to support future implementation?
3. To what extent was the teacher's professional development model successful in achieving project objectives, namely improving English teaching practices and mainstreaming communicative approach? (Identify factors that supported or hindered its success.)
4. What effects (if any) have project made on pupils' learning outcomes? (Given lack of quantitative data on learning outcomes the remit of this evaluation question is to explore project results and their impact on teaching English in primary schools, grade 1 – 4.)
5. How sustainable are benefits and results delivered by the programme?
6. How valid, appropriate, relevant and accurate is the existing Theory of Change (programme theory, logic and assumptions and critical review of the results framework)?

1.4 Theoretical underpinning of the Evaluation

The overall approach was agreed in discussions with the British Council and based on the training delivered and the additional context of the British Council CPD framework (CPD framework for teachers_WEB.PDF (teachingenglish.org.uk) .

This framework provides a description of 12 professional practices of state school primary and secondary teachers relevant to all curriculum subjects. It is this which provided the basis for developing the EFL Grade 1-4 specific teacher training programme. In the framework, it contains what it describes as four stages of development through which it is possible to evaluate teacher's progress in these professional practices. Likewise the British Council also produces a CPD framework for Teacher Educators (cpd_framework_for_teacher_educators.pdf (britishcouncil.in)) and similar stages of development through which it is possible to evaluate teacher educators progress in professional practice.

Teachers   *Teacher Educators*

Stages of development

1. Awareness
You have heard of this professional practice.

2. Understanding
You know what the professional practice means and why it's important.

3. Engagement
You demonstrate competency in this professional practice at work.

4. Integration
You demonstrate a high level of competency in this professional practice and this consistently informs what you do at work.

Stages of development

1. Foundation
You have the foundation of teaching skills and knowledge on which to build your role as a teacher educator.

2. Engagement
You have developed your skills and knowledge as a teacher educator through practical experience and professional learning.

3. Integration
You have achieved a high level of competence as a teacher educator.

4. Specialisation
You act as a point of reference for other teacher educators and as a source of expert opinion.

Therefore, an underlying principle of all the tools will be to evaluate whether the practitioner (teacher or change agent - teacher educator) has moved along the relevant stages of development.

However, a generally agreed principle of CPD, which is embedded in the project's overall aim and logical framework, is that it impacts learner outcomes.

Direct Professional Development → Improved Classroom Practice → Improved Pupil Outcomes

Therefore, at all levels the evaluation sought to investigate if this was the case. In the context of EFL, there are four core language skills (Reading, Writing, Speaking and Listening) and an expectation that by the end of Primary School (Grade 4) students should acquire A1+Level (according to the Common European Framework - Ministry of Education and Science of Ukraine Country Report 2010). However, the following factors need to be taken into consideration:

1. There is no national summative assessment in English at the end of primary

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[3] https://www.britishcouncil.in/sites/default/files/cpd_framework_for_teachers.pdf ;
https://www.britishcouncil.in/sites/default/files/cpd_framework_for_teacher_educators.pdf

2. There was no baseline assessment of children's language levels carried out to measure change
3. Only an estimated 30% of teachers have now received training for teachers in grade 3-4

Given the above, the project focussed on learning outcomes in grade 1 & 2 where the focus is on the language skills of teaching and listening and therefore whether teachers have perceived changes in children's speaking and listening.

Finally, any change that is made needs to be sustainable. One possible measure of that is to evaluate if the CPD has resulted in the teachers becoming more reflective practitioners. Biggs (2003)[4] highlighted metaphorically the importance of this:

> *'Learning new techniques for teaching is like a fish that provides a meal for today; reflective practice is the net that provides the meal for the rest of one's life.'*

Brookfield (1995)[5] outlined the advantages of reflective practice for teachers including supporting teachers to take informed actions; adjust and respond to issues; become aware of their underlying beliefs and assumptions about teaching and learning; consciously develop a repertoire of relevant and context specific strategies and techniques and appreciate and react to the many factors that influence student learning.
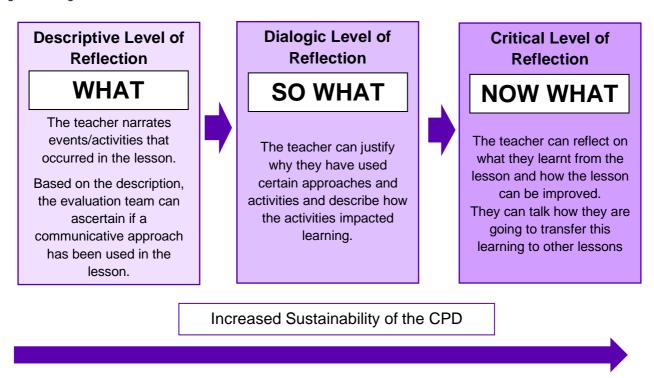
Therefore, the tools were designed to investigate whether the CPD has enabled the teachers to become more reflective. It will do this through the work of Hatton & Smith (1995)[6] who developed a model of different levels of reflective practice.

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[4] Biggs, J. (2003) Teaching for Quality Learning at University: What the Student Does (2nd ed.) Berkshire: SRHE & Open University Press

[5] Brookfield, S. 1995 Becoming a Critically Reflective Teacher San Francisco: Jossey-Bass

[6] Hatton, N., Smith, D. (1995). Reflection in Teacher Education: Towards Definition and Implementation. The University of Sydney: School of Teaching and Curriculum Studies.
http://www2.edfac.usyd.edu.au/LocalResource/Study1/hattonart.html

Figure 4: Progression in Reflection

Descriptive Level of Reflection	Dialogic Level of Reflection	Critical Level of Reflection
WHAT	**SO WHAT**	**NOW WHAT**
The teacher narrates events/activities that occurred in the lesson. Based on the description, the evaluation team can ascertain if a communicative approach has been used in the lesson.	The teacher can justify why they have used certain approaches and activities and describe how the activities impacted learning.	The teacher can reflect on what they learnt from the lesson and how the lesson can be improved. They can talk how they are going to transfer this learning to other lessons

Increased Sustainability of the CPD

2 Literature Review

It is well-evidenced that continuous professional development (CPD) can have a strong impact on student learning outcomes, particularly for the lowest achieving students.[7] However, CPD effectiveness depends on the quality, relevance, delivery model and content of the approach.

2.1 Organisation and delivery

The evidence suggests that prolonged, school based CPD programs, which build in sufficient follow up and support to teachers in the classroom, are more effective than shorter, one-off trainings[8]. A sustained program that includes structured and collaborative activities at the school level is more likely to lead to lasting changes and allow teachers to embed approaches.[9] On the other hand, centralised training may be problematic when the training is cascaded from Master Trainers to trainers and then down to teachers. During this process both the content and pedagogical approach may become diluted as a Master Trainer trains a trainer, and so forth. Trainers may lack the confidence, or lack the sufficient understanding and knowledge, to manage the training process or there may be a risk that those delivering the training do not

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[7] Cordingley, P., Greany, T., Crisp, B., Seleznyov, S., Bradbury, M., Perry, T. (2018) Developing great subject teaching: Rapid evidence review of subject-specific continuing professional development in the UK.
Darling-Hammond, L., Hyler, M.E., Garner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute
Timperley, H., Wilson, A., Barrar, H. & Fung, I. (2007) Teacher professional learning and development. Best evidence synthesis iteration (BES). Wellington, New Zealand: Ministry of Education
[8] Béteille, Tara, and David Evans. 2019. 'Successful Teachers, Successful Students: Recruiting and Supporting Society's Most Crucial Profession'. World bank policy approach to teachers. World Bank Group.
[9] DfE (2016) Standard for teacher professional development.
Popova, A. Evans, D. & Arancibia, V. (2016) Training teachers on the job: What works and how to measure it. World Bank

have a full understanding of the approach and that meaning gets lost between the different levels of training [10].

One of the reasons school-based approaches work better than a centralised training can be explained by Guskey's model of teacher change (See figure X)[11]. This model acknowledges that teachers change their behaviours, attitudes, and practice only after trialling new methods and seeing the positive impact on their students' learning outcomes. Teachers are motivated to change when the see the positive impact on their students. Thus, a holistic approach to teacher training - which emphasises follow up and classroom support that guides teachers in the process of implementing a new skill – is more likely to lead to lasting change.

Figure 5: Guskey's model of teacher development

Guskey's model of teacher change

Professional Development → Change in Teachers' classroom practices → Change in Student Learning Outcomes → Change in Teachers' Beliefs and Attitude

Guskey's model also illustrates that CPD is more effective when there is a logical thread between the content and approaches of the training and the improvement and evaluation of students' learning.[12] Effective CPD links teaching and learning practices to students' learning needs, and involves ongoing evaluation of how changes in practice are having an impact on students' learning outcomes.[13] This points to the importance of encouraging and enabling teachers to use assessment to capture changes in students' learning so teachers can track the impact of new methods – which in turn leads to changes in teachers' beliefs and attitudes.

Teacher training is not only more effective when it focuses on the needs of students, but also when it focuses on the needs of teachers, when it is connected to teachers' every-day teaching and when it is designed around teachers' needs, experiences and knowledge.[14] This will not be the same for every teacher. Indeed, teacher training works best if it is tailored to different points in the teachers' career and their experience. It is also more effective when it provides differentiation and when it recognises the differences between teachers and their starting points. [15] It can be difficult to tailor a centralised training to individual needs as the modality generally

[10] Engelbrecht, W., Ankiewicz, P. & Swardt, W. (2007). An industry-sponsored, school-focused model for continuing professional development of technology teachers. South African Journal of Education, Volume 27: 579-595.
Popova, Anna, David Evans, Mary E. Breeding, and Violeta Arancibia. (2018) Teacher Professional Development around the World: The Gap between Evidence and Practice'. The World Bank
[11] Guskey, Thomas R. 2002. 'Professional Development and Teacher Change'. *Teachers and Teaching* 8 (3): 381–91. https://doi.org/10.1080/135406002100000512.
[12] Coe, R., Aloisi, C., Higgins, S., Major, L. (2014) What makes great teaching: Review of the underpinning research.
[13] Evans, D. & Popova, A. (2015) What really works to improve learning in developing countries? An analysis of divergent findings in systematic reviews. World Bank Group

DfE (2016) Standard for teacher professional development.

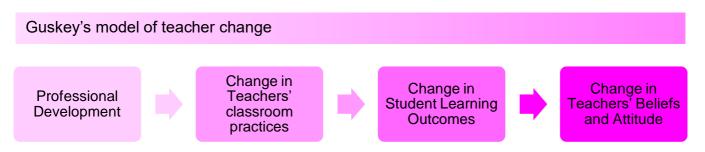[14] Garet, M. Porter, A. Desimone, L. Birman, B (2001) What makes professional development effective?

[15] DfE (2016) Standard for teacher professional development.
Popova, A. Evans, D. & Arancibia, V. (2016) Training teachers on the job: What works and how to measure it. World Bank

necessitates a standardised, one-size-fits-all approach. Thus, on-going professional development involving longer-term teacher mentoring or coaching at the school level are more conducive to enabling an individualised approach.

Teacher professional development should include opportunities for experimentation, reflection, feedback, and evaluation[16].Teachers change their teaching practices by trying out new methodologies with their students. Effective CPD allows for experimentation in the classroom, and engagement in analysis and reflection around the rationale and the impact on students. It is this reflection that is integral to embedding lasting changes in classroom practices[17]. Locating CPD at the school means that teachers can link training to their own practice and reflect on the impact on their students in real time. As teachers become reflective practitioners, they are more likely to take actions that are evidence-based, adjust and respond to issues as they arise, reflect on their own assumptions and beliefs about teaching and learning, develop a repertoire of relevant and context specific strategies and techniques and appreciate and react to the many factors that influence student learning.[18] McRea (2018)[19] outlines some of the common behaviours of expert teaching that have the greatest impact on student learning, and one of these is teachers' ability to analyse, evaluate and iterate their own knowledge.

Not only is it important for CPD to be prolonged to be effective, but the use of this time is also key. Coe *et al* (2014)[20] noted the importance of creating a 'rhythm' of follow up, consolidation and support activities. This not only allows for the reinforcement of key messages and consolidation of knowledge, but also allows teachers to use their acquired knowledge and understanding to continuously reflect on and refine their teaching practise.

2.2 Support mechanisms

Research has shown 80-90% of teachers are likely to implement what they learn if teacher CPD has a support element such as peer coaching, study teams, peer visits, feedback, or reflection. Without continuous support only 10-15% of teachers are likely to implement what they learn.[21] A number of studies have found that sustained, on-site coaching can lead to gains in student learning outcomes and that these gains are larger than short coaching interventions or centralised teacher training workshops.[22] It is often when they are trying out new skills and methods in the realities of their classrooms, that teachers need the greatest support. Examples of support mechanisms that help ensure positive shifts in classroom practices include creating opportunities for teachers to collaborate, and the promotion of a positive CPD culture spearheaded by school leadership.[23]

Coe, R., Aloisi, C., Higgins, S., Major, L. (2014) What makes great teaching: Review of the underpinning research

[16] DfE (2016) Standard for teacher professional development.
[17] Coe, R., Aloisi, C., Higgins, S., Major, L. (2014) What makes great teaching: Review of the underpinning research
[18] Brookfield, S. (1995) Becoming a Critically Reflective Teacher San Francisco: Jossey-Bass
[19] Mccrea, P: (2018) Expert teaching- What is it and how might we develop it? Institute for Teaching
[20] Coe, R., Aloisi, C., Higgins, S., Major, L. (2014) What makes great teaching: Review of the underpinning research.
[21] Joyce, Bruce R., and Beverly Showers (1995) *Student Achievement Through Staff Development: Fundamentals of School Renewal*. Longman.
[22] Bruns, Barbara, Leandro Oliveira Costa, and Nina Menezes Cunha. (2017) 'Through the Looking Glass: Can Classroom Observation and Coaching Improve Teacher Performance in Brazil?' The World Bank
[23] DfE (2016) Standard for teacher professional development.

CPD is more effective when teachers can discuss, practice, and reflect with peers. It's been found that the proportion of training time spent practicing with other teachers is highly correlated with positive learning impacts.[24] Creating opportunities to discuss and reflect with peers on concrete issues that they encounter in their everyday teaching can be instrumental in affecting positive change.[25] An effective use of peer support is to focus on the expected improvements in students' learning outcomes, to build in time for problem solving collaboratively, and to discuss teaching and learning strategies to support groups of students with similar needs.[26]

It also matters who is providing the training and the support. CPD is more impactful when delivered by experienced education practitioners and external expertise can bring new perspectives, raise expectations and challenge existing practices.[27] A more effective approach to CPD is coaching and facilitating rather than prescribing; while prescriptive CPD can change some teaching practice in the short term, it has limited impact in the long term or on student learning outcomes.[28] A coaching or mentoring approach can be particularly effective when it provides modelling and when it makes the professional development journey a partnership where the teacher and coach collaboratively design the support intervention.[29]

To embed effective school based CPD approaches, school leadership must be instrumental in creating a culture in which on-going professional development is valued. Indeed, there is evidence that indicates that teachers who work in supportive contexts improve at faster rates, and stay in the profession for longer.[30] School leaders play a significant role in setting expectations for CPD, in influencing the extent to which it is prioritised, in enabling staff to participate in CPD and - crucially – enabling teachers to implement what they've learn. CPD is most effective when it is spearheaded by school leadership and is part of a wider culture of evidence-informed reflection.[31] Finally, School leaders also have a key role in ensuring resources are available and time is protected in school timetables for CPD.[32]

[24] Popova, A. Evans, D. & Arancibia, V. (2016) Training teachers on the job: What works and how to measure it. World Bank

[25] Coe, R., Aloisi, C., Higgins, S., Major, L. (2014) What makes great teaching: Review of the underpinning research.

[25] Popova, A. Evans, D. & Arancibia, V. (2016) Training teachers on the job: What works and how to measure it. World Bank

[26] DfE (2016) Standard for teacher professional development.

[27] Clay, B (2016) Five principles to help you evaluate your CPD (sec-ed.co.uk)

[28] Timperley, H., Wilson, A., Barrar, H & I. Fung (2007) Teacher Professional Learning and Development: Best Evidence Synthesis Iteration Wellington, New Zealand: Ministry of Education

[20] Papay, J., Kraft, M. (2015) Developing workplaces where teachers stay, improve and succeed. Albert Shanker Institute. Washington Post.

[29] Knight, J. (2007). Instructional Coaching: A Partnership Approach to Improving Instruction. Thousand Oaks, California: Corwin Pres.

[30] Papay, J., Kraft, M. (2015) Developing workplaces where teachers stay, improve and succeed. Albert Shanker Institute. Washington Post.

[31] Cordingley, P., Greany, T., Crisp, B., Seleznyov, S., Bradbury, M., Perry, T. (2018) Developing great subject teaching: Rapid evidence review of subject-specific continuing professional development in the UK.

[32] DfE (2016) Standard for teacher professional development.

2.3 The methodology and content of CPD

Adult education tends to work best with clear applications.[33] Evidence shows that the most effective teacher training programs give a central role to practice.[34] Doug Lemov *et al* (2012)[35] found that teachers who attended training sessions (in which they learned new techniques, watched videos of these in action and discussed them) reported that they had learned new skills and that the training was successful. However, these skills were rarely put into action in the classroom. Lemov therefore advocates for practising new skills in training sessions themselves. In addition, it is important to allow for modelling and discussion.[36] Finally, CPD should focus on a manageable set of practical skills with manageable goals so that teachers (and the trainers) are not overloaded with information or overwhelmed.[37]

While the content of CPD will differ depending on the context and the needs and profile of teachers, there are some lessons that are generally applicable. For example, if a teacher has good subject content knowledge, classroom management and planning skills, they will be better equipped to help students learn. Another lesson centres around the growing body of evidence that shows higher learning gains when CPD focuses on subject-specific pedagogy rather than on general pedagogy.[38] Different subjects require different pedagogies and so equipping teachers with subject-specific pedagogy is likely to make a larger contribution to student learning than focusing on general methodologies.[39]

A pedagogical approach that is student-centred and driven by students themselves can also enhance learning outcomes. For example, project-based learning can help students develop communication and problem-solving skills.[40] Student-centred methodologies can enable classrooms to be more inter-active and can thus have a positive impact on student learning. Some of the methodologies which have proved to be effective include: flexible use of whole class, groups and pair work; frequent and relevant use of learning materials beyond the textbook; open and closed questioning and encouraging students to question also.[41] When training teachers it's almost important to remember that teachers tend to teach based on the methods by which they were taught. Thus, it is important that training sessions mirror the student-centred pedagogical approaches that teachers are being trained on.[42]

For teaching English as a foreign language, the communicative language teaching (CLT) approach is largely seen to be a student-centred approach as in centres on the communicative needs of the students and the utility of language acquisition. Some studies have found that CLT approaches are more difficult to embed in contexts where more traditional teacher-centred

[33] Knowles, M Holton, E. & Swanson, R. (2015) The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development,
[34] Popova, Anna, David Evans, Mary E. Breeding, and Violeta Arancibia. (2018) 'Teacher Professional Development around the World: The Gap between Evidence and Practice'. WPS8572. The World Bank.
[35] Lemov, Doug, Erica Woolway, Katie Yezzi, and Dan Heath. (2012) *Practice Perfect: 42 Rules for Getting Better at Getting Better*. 1 edition. Jossey-Bass.
[36] Piper, B & Mejia, M (2019) Training teachers or robots: Unexpected findings of 7-country teacher professional development study. RTI
[37] Wiliam, D (2016) *Leadership for Teacher Learning* Learner Science Ltd
[38] Coe, R., Aloisi, C., Higgins, S., Major, L. (2014) What makes great teaching: Review of the underpinning research.
[39] Popova, A. Evans, D. & Arancibia, V. (2016) Training teachers on the job: What works and how to measure it. World Bank
[40] Bell, S. (2010) Project-based learning for the 21st Century; skills for the future. The Clearing House, 83(2), 39-43. doi:10.1080
[41] Westbrook, J & Durrani, N (2014) Pedagogy, curriculum, teaching practices and teacher education in developing countries. DfiD

[42] Piper, Benjamin, and Jennifer Spratt. (2017) 'All Children Reading - Cambodia Teacher Professional Development Policy Options Brief'. North Carolina: RTI International.

and/or text-centred practices are commonplace.[43] CLT approaches include: the use of English as the medium of instruction; having students as active participants in their learning and not passive followers of the teacher or the text book; the teacher as facilitator of learning; the use of mistakes as learning opportunities; and the encouragement of students to express themselves via either writing or speaking.[44]

Finally, it is worth noting some lessons from the Teacher Development Trust's synthesis of international reviews on effective professional development.[45] It found that as well as focusing on key building blocks such as: subject-specific pedagogy; student progression; and understanding how pupils learn, CPD should also focus on two other important areas: Alternative pedagogies for pupils with different needs and formative assessment, to allow teachers to see the impact of their learning and work on their students. This again links back to Guskey's model (Figure X) which proposes that positive practices are more likely to be embedded when teachers see the impact on their students' learning outcomes. Wider research has found that training teachers on formative assessment (that is getting them to assess their students' performance, and getting them to adjust their teaching based on their assessments) and individualised and targeted instruction, has a positive impact on learning.[46]

[43] Wei, L. (2011) CLT in EFL Context: Not a Universal Medicine. IDIOM, Vol. 41, No. 2, Summer 2011
[44]Richards, J. C., & Rodgers, T. (2001). Approaches and methods in language teaching (2nd ed.). New York: Cambridge University Press.
[45]Developing great teaching; lessons from the international reviews into effective professional development (2015) Teacher Development Trust
[46] Andersson, A. & palm, P. (2017) The impact of formative assessment on student achievement: A study of the effects of changes to classroom practices after a comprehensive professional development program. Learning and Instruction Journal, Volume 49, Pgs, 92-102

Figure 6: Ensuring effectiveness of CPD

Outcomes:

Teachers are more reflective, implement new practices in their classroom and improve the quality of their teaching.

Students have improved learning outcomes.

Subject Knowledge and subject specific pedagogy

Learner-centred approaches/methodologies to promote active participation

Use of assessment and feedback.

Inclusive education approaches

Classroom management and lesson planning.

Further Development of core teaching competencies

Change in Teachers' classroom practices

Change in Student Learning Outcomes

Change in Teachers' Beliefs and Attitude

Development of the Reflective Teacher (Based on Guskey's model of teacher change)

Sustained, Quality CPD at the School Level that Facilitates Reflection

Sustained professional development

ORGANISATION AND DELIVERY OF CPD

- School-based CPD programs, which build in the classroom, and more effective than shorter, one-off trainings
- Teacher professional development should include opportunities for experimentation, reflection, feedback, and evaluation

SUPPORT MECHANISMS

- Sustained, on-site coaching can lead to gains in student learning outcomes
- CPD is more effective when teachers have the opportunity to discuss, practice and reflect with peers.

METHODOLOGY AND CONTENT

- The most effective teacher training programs given a central to practice, discussion and modelling.
- There are higher learning gains when CPD focuses on subject-specific pedagogy rather than on general pedagogy

ENGAGED SCHOOL LEADERSHIP AND CULTURE OF SUPPORT

- School leadership and support is essential to the success of any PD program.
- Having a culture of support in schools and involvement and oversight of CPD helps to ensure that it is implemented at the school level, and ensures quality oversight

Figure 6 summarises some of the key factors to consider when ensuring CPD models are effective and impacting on positive classroom practices and ultimately learning outcomes based on most recent evidence. In short, if the organisation, support mechanisms, methodology and content are robust and evidence-based, there will firstly be improvements in teachers' core competences, and secondly teachers' reflective practice that links to student learning will be enabled. This will ultimately lead to improvements in the quality of teaching and improvements in student learning outcomes.

3 Methodology

3.1 Data collection and sampling

Discussions with the British Council demonstrated a need and a desire for random methods of sampling in the initial survey stratified by geographical areas and then further, more purposeful and self- selecting respondents to investigate in further depth the impact of the NUS project training on teachers and students. The diagram below represents the methodology of data collection and the levels at which sampling took place and the considerations that were made.

Figure 7: Data collection levels
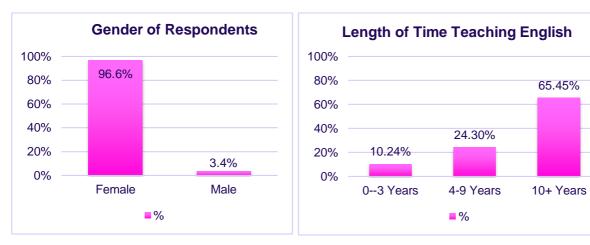
Level 1 – Teacher survey

Key points:
Survey was developed using survey monkey and sent to the Ministry of Education who devised a strategy to send to all Primary level 1 – 4 English teachers in Ukraine (17,392 teachers).
Purpose was to understand:
- background characteristics of teachers
- impact of training on practice, student learning
  and on teacher motivation
Results were disaggregated by geographical region, experience and qualifications

Level 2 – Focus Group Discussions

Key points:
At least 1 group in each geographical area dependent on respondent type. Included teachers, Government Officials, Change Agents and Master trainers.
FGDs were designed to explore the results of the survey and generate in depth analysis of impact, the affordances and constraints of the model and training with suggestions for future programming. In addition the BC were keen to understand how they are situated in the CPD market and to discuss how fit for purpose the ToC and results framework are for future programming. FGDs were run by enumerators and the Enable-Ed team. The purpose was to understand: what has changed, why is changed and the magnitude of change.

Level 3 –Interviews

Key points:
Interviews were carried out with Teachers and Assistant Directors to dive into the individual experience of training, implementation and impact of the NUS programme. These were lesson focused interviews. It became apparent that there was some selection bias in that those with positive experiences were more keen to report. Hence the survey data was re-examined to find teachers and CAs that expressed limitations with the programme to ensure balance.

Level 4 – Case Studies

Key points:
The collection of case studies was to provide an in depth, rich data collection tool on the impact of training and implementation on a variety of individual levels. It was also to support the recommendations for future programming in terms of training and roll out.

Sample decreasing in size

3.2 The survey sample

In total, there were **5,079** survey respondents. Demographically the majority of respondents were female which the British Council felt reflected the gender mix of the actual primary school English teaching profession and nearly two thirds of the respondents were very experienced teachers having been teaching for over ten years (see figure 8 and 9).
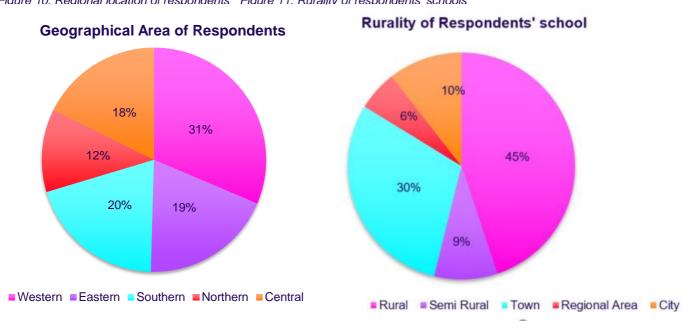
Figure 8: Gender of respondents in survey sample   *Figure 9: Experience of respondents in survey sample*

Gender of Respondents

Female: 96.6%
Male: 3.4%
■ %

Length of Time Teaching English

0--3 Years: 10.24%
4-9 Years: 24.30%
10+ Years: 65.45%
■ %

The survey respondents approximately reflect the regions in Ukraine. The Western area, making up **31%** of the respondents, encapsulates eight regions (Lutsk, Rivne, Lviv, Ternopil, Zakarpattya, Chernivtsi, Ivano-Frankivsk, Khmelnitskiy) whilst the smallest number of respondents came from the Northern area which covers only 3 regions (Sumy, Poltava, Chernigiv). The other 3 areas have four or five regions in them. The rurality of the school also reflects the demographics of schooling in Ukraine with **57%** of all teachers (**54%** of respondents) working in a rural or semi-rural location.

Figure 10: Regional location of respondents   Figure 11: Rurality of respondents' schools

Geographical Area of Respondents

- Western: 31%
- Eastern: 19%
- Southern: 20%
- Northern: 12%
- Central: 18%

■ Western ■ Eastern ■ Southern ■ Northern ■ Central

Rurality of Respondents' school

- Rural: 45%
- Semi Rural: 9%
- Town: 30%
- Regional Area: 6%
- City: 10%

■ Rural ■ Semi Rural ■ Town ■ Regional Area ■ City

The varying number of respondents from each of the geographical areas reflects the geographical size of the area. The Western area, making up 31% of the respondents, encapsulates eight regions (Lutsk, Rivne, Lviv, Ternopil, Zakarpattya, Chernivtsi, Ivano-Frankivsk, Khmelnitskiy) whilst the smallest number of respondents came from the Northern area which covers only 3 regions (Sumy, Poltava, Chernigiv). The other 3 areas had four or five regions in them. The rurality of the school also reflects the demographics of schooling in Ukraine with 57% of all teachers (54% of respondents) working in a rural or semi-rural location.[47]

3.2.1 Tools

Tool	Number	Number of Stakeholders who took part
Survey	1 Pilot 1 Teachers Survey 1 Change Agent Survey	81 5079 140
Focus Group Discussion of Teachers	1 Pilot 5 (1 per region) 2 (Teachers in Rural Areas)	4 18 8
Focus Group Discussion of INSETTs	1	11
Focus Group Discussion of Change Agents	4	31
Focus Group Discussion of Teacher Activity Group Facilitators	2	6
Lesson Focused Interviews with Teachers	10 Pilots (1 per Evaluation Team) 30	10 30
Interviews with Assistant Directors	19	19
Telephone interviews with Teachers who expressed limitations with the programme	47	47
Case Studies	3 (One TAG leader, one teacher, one Change Agent)	3
FGD with BC/Enumerators for ToC & Results Framework	1	6

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[47] https://www.researchgate.net/publication/326356916_Ukrainian_Teachers_and_the_Learning_Environment

3.3 Assumptions, limitations and risks

Several assumptions were made in the design of this evaluation and in relation to the data collection and sampling.

- The assumption of reliability of data was carefully examined due to the nature of perception surveys and the results were triangulated to demonstrate the strength of evidence found. This was successfully done, and it is worth noting that in the key finding the colour coding relates to strength of evidence,

- The assumptions around the initial planning of the sample was that the stratification of respondents along geographical lines held. This evaluation split the data into 5 regional areas:
  - Western (Lutsk, Rivne, Lviv, Ternopil, Zakarpattya, Chernivtsi, Ivano-Frankivsk, Khmelnitskiy)
  - Eastern (Kharkiv, Donetsk, Luhansk, Dnipro)
  - Southern (Kherson, Mykolaiv, Zaporizhzhya, Odesa, Kirovograd)
  - Northern (Sumy, Poltava, Chernigiv)
  - Central (Kyiv city, Kyiv region, Vinnytsya, Cherkassy, Zhytomir)

  The data collected in the survey and through FGDs was representative of these regions (see background characteristics of sample).

- The assumptions around the survey sample size were tested throughout the initial phase of the evaluation. The evaluators had calculated what sample was needed in the 5 areas to have a random selection that would generate a sample size big enough to ensure reliability and representation of the population but the Ministry of Education decided to extend the survey to all grade 1-4 English teachers in Ukraine. They also determined how the survey would reach these teachers so Enable-Ed (and to a lesser extent the British Council) had no control over the sample. Of the 17,000+ teachers, 5,079 were reached.

- Another consideration that was important to the British Council was whether the programme had reached rural areas. To support this, 50% of the teacher interviews were with teachers working in rural or semi-rural areas and two focus group discussions with teachers in rural areas. The survey data reflected the rurality of the population. [48]

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[48] Gresham,James; Ambasz,Diego.2019.*Ukraine - Resume Flagship Report (Vol. 2) : Review of the Education Sector in Ukraine : Moving toward Effectiveness, Equity and Efficiency (RESUME3) (English).* Washington, D.C. : World Bank Group. http://documents.worldbank.org/curated/en/884261568662566134/Review-of-the-Education-Sector-in-Ukraine-Moving-toward-Effectiveness-Equity-and-Efficiency-RESUME3

Figure 12: Rural schools in Ukraine

> **Why have a focus on rural schools?**
>
> In urban areas, the net enrolment rate for children ages 3–5 is 85% percent on average nationwide, compared to 58% in rural areas. The average rural class size in Ukraine today is about 13 students, but there are quite a few classes that have fewer than 5 students which suggests that such inequities are persistent over time. In 2018 the Ukrainian Centre for Education Quality Assessment (UCEQA) conducted a monitoring survey of primary school graduates (grade 4 students) to establish a baseline for learning according to the New Ukrainian School curriculum. Based on the results of this assessment for mathematics less than 40% of students in rural areas met the average threshold compared to over 60% in city areas. More specifically, in the 2018 EIT results for Ukrainian language and literature, students from selective elite schools had a mean score of 68 out of 104, compared to a mean score in urban regular schools of 60, and approximately 43 in rural schools. At the same time, the average class size of all rural schools is 13.2 students, compared to 23.8 students in urban schools.

- The team assumed that despite the selection bias nature of the survey, teachers would respond. Mitigation plans were put in place to ensure that saturation point was reached with the qualitative data collection and this was revisited throughout the evaluation. A key challenge throughout the survey has been attendance of the teachers for both interviews and FGDs. The Ukrainian evaluation team reported that teachers did not often come at the required time and interviews had to be rearranged. For FGDs with teachers a total of 94 teachers agreed to come to FGDs at the various times but only 30 arrived.

The key limitations of this evaluation include, but are not limited to:

1. Reliability: In surveys that seek to ascertain teachers' perceptions there are inherent biases, e.g. 'social desirability bias's or a desire to confirm the perceived success of an intervention.
2. Perception surveys measure perceptions: This means the results cannot be used in place of facts and quantifiable data. However, this does not mean that the findings can be dismissed due to preconceived notions that surveys are unreliable. The key here is in how the British Council will use the evaluation and as it is formative then due care needs to be employed and triangulation of sources is critical.
3. Learning outcomes: the lack of data on students' learning outcomes at Primary means that comments in this area are based on qualitative data.
4. Tight timeframe in which to collect field data: The original scope of the evaluation was given 6 months for completion this has reduced to 3 months so there is no room for slippage which may compromise process and results.
5. COVD-19 and/or safeguarding may mean that enumerators may find it challenging to speak to teachers, Change Agents and assistant directors.

Limitation	Mitigation
Reliability: In surveys that seek to ascertain teachers' perceptions there are inherent biases, e.g. 'social desirability bias' or a desire to confirm the perceived success of an intervention.	We found that more teachers and change agents with positive experiences were willing to talk. Therefore, we purposefully targeted respondents that had expressed limitations of the programme for follow up calls.
Data collection uses perception surveys without objective quantitative data analysis.	The lack of baseline and tracked M+E data determined the type of tools that were available for the evaluation. Of key importance is the triangulation of data sources in the data collection to ascertain a measure of strength.
Lack of data on learning outcomes both within the BC and nationally.	Enable-Ed and the BC team agreed that perceptions on moving learning on could be gained from an interview on the reflective capacity of teachers (see theory section)
Tight timeframe in which to collect field data: The original scope of the evaluation was given 6 months for completion this has reduced to 3 months so there is no room for slippage which may compromise process and results.	Enable-Ed were able to respond flexibly to the evaluation demands by shifting timelines within the agreed time frame. This was made possible through regular and consistent feedback session with the BC team.
COVID-19/safeguarding issues affecting data collection with children.	Early on conversations with the BC team and MoE resulted in dropping he desire for child level data collection. Enable-Ed focused questions in the FGDs and interviews around perceptions on children's learning.
A key challenge throughout the survey has been attendance of the teachers for both interviews and FGDs.	The Ukrainian evaluation team reported that teachers often did not come at the required time and interviews had to be rearranged. For FGDs with teachers a total of 94 teachers agreed to come to FGDs at the various times but only 30 arrived. Enable-Ed were as flexible as possible but there was a time frame limit.

Given the complexities of the project context; the presence of COVID-19, the risks and mitigation strategies include:

Table 1: Risks and mitigations

Risk	Probability	Impact	Mitigation
British Council cannot deliver on time the necessary characteristics and contact details of teachers preventing the sampling strategy to be employed	L	M	Collaboration with British Council team will ensure that information is shared in a timely fashion allowing for alternative methods and provision to be made.
Enable-Ed do not deliver agreed outputs (on time, on budget, as agreed in ToR) due to COVID-19	L	H	Ongoing liaison with British Council and quality assurance of all deliverables in a stepwise fashion.
School visits cannot be carried out because of COVID-19	M	M	In this case enumerators and Enable-Ed will carry out 1:1 teacher interview where teachers are asked to reflect on lesson they have delivered and submit documentation. There is also the option of asking teachers to submit videos of their teaching following Enable-Ed guidelines.
Lack of level 1 surveys being returned reducing the number below sample expectations	M	M	The survey will be rolled out with one geographical area receiving it first to see of the answers are timely and satisfactory (if the survey is hard to fill then this may be discouraging). This will act as a mini-pilot and inform the rest of the roll out. The British Council team and enumerators can follow up. Clear deadlines will also be stated with every contact.
Risk of scope creep and overstretch on project team	L	M	Implement activities with clear, agreed deliverables and timeline broken down to achievable targets; ensure constant dialogue with British Council colleagues.

Evaluation Tools are not collecting the data we need	L	M	There is an initial short pilot for the evaluation tool for each level with details in the workplan.
Problems with internet connectivity prevent online FGDs	L	M	An additional training session will be provided to enumerators to carry out face to face FGDs and reporting format provided.
Problems with Teachers understanding the Evaluation Team Tools because it is not their first language	L	M	All tools will be written bearing in mind levels of English and will adhere to the principles of EFL. Possibility of tools being translated if required (although this is not ideal if responses also need translation) or at least the question being translated. Enumerators to be present in Enable-Ed led FGDs and interviews to support translation.
Key UK evaluation team becoming unavailable or ill (e.g. COVID-19)	**L**	**L**	Additional evaluation team members will be drafted in. Enable-Ed works with a small group of consultants who are all former teachers and educationalists with research/evaluation experience.

3.4 The evaluation team

One of the values that Enable-Ed tries to embody in all work is the value of humility. This is manifest in the desire for participatory evaluations that are open, transparent, relevant and useful. We are aware that we operate in places where we do not speak the language, have not experienced first-hand the systems and will miss a nuanced understanding of the context. In the NUS programme evaluation, this value was enabled by the inclusion of enumerators in the evaluation team, which brought a wealth of experience, expertise and acumen to the evaluation and data collection. As part of the process, the evaluation team were trained to collect data in the way in which the evaluation methodology specified, and they worked closely with Enable-Ed throughout. As part of this Enable-Ed consulted the evaluation team on what they thought of the process.

The feedback collected from 3 members of the team:

- They all felt they had a very good experience of working with Enable-Ed, reporting that is was a positive atmosphere, it was well organised with clear instructions, flexible schedule, responsive master-researchers, supportive environment with timely assistance and most of all a meaningful experience.

- The training received was beneficial and supported the data collection task well. The they also reported that the training had clear outcomes and expectations and was full of fruitful discussions.

- The team reported that the training was beneficial for their work in general and their capacity to collect qualitative data was improved. *'The training has equipped me with new ideas and techniques for data collection, which I am sure, will be useful for me in terms of conducting action research and focus group meetings'.*

In terms of improving the training, the team felt that it was of high quality and they developed their skills and ability to collect data from unknown people. They also recognised that they played a significant role in the evaluation as they were not only enumerators but evaluators (as we have also suggested). One evaluator clearly valued the experience and eloquently reported the following:

Not just enumerators:
'…our work was much broader than just collecting the data, to some extent we were not only noting the answers given, but we were analysing, synthetising and summarising them, we were required not only to note the answers, but also to draw conclusions. Moreover, in terms of teachers' interviews we were not using a ready-made set of questions, but we had to modify some of the given questions, as well as, to add new ones in order to lead the teachers to uncovering the required information that we could then compare to the benchmarks and draw conclusions. In fact, we act not as enumerators, but as evaluators and researchers, therefore, it might be fair, if we were named not as enumerators, but as evaluators or local researchers in formal documents…is there an opportunity for us to get any hard evidence of this experience, for us to be able to submit this document as a proof of our experience in case we apply for any other research project?'

- Feedback was sought on the areas that Enable-Ed could change and the following was noted:

  - The timing of the research was tight and that a longer time period to achieve all that was carried out would have been better. Enable-Ed is very pleased though that the quality was not compromised and thanks the evaluation team for such dedication.

  - One evaluator thought that it would have been good to observe an interview simulation with a teacher from the target group. Enable-Ed will take this on board and where time permits will include more examples/simulation.

  - All evaluators reported how happy they were with the experience:

  'Thank you very much for this opportunity to join the research team of this project, I have gained mind-blowing experience and deepen my research skills. Thank you for tolerant and patient treatment, for your openness and for being responsive.'

3.5 Principles and Ethics

Throughout this evaluation Enable-Ed commits to:

- Confidentiality: this will apply to all documentation we receive from the British Council unless agreed that they can be used for wider purposes and/or are necessary for the communication with stakeholders.
- Close collaboration and communication: Enable-Ed recognise that for the success of the evaluation a highly participatory approach is needed. Enable- Ed will ensure close collaboration with the British Council through regular communications via email, and Teams.
- Ethical behaviour: Due to the remote nature of the evaluation, Enable-Ed expects the British Council to ensure that enumerators and British Council staff to ensure appropriate safeguarding measures during data collection and that appropriate permissions are obtained for enumerators to go into schools and interview teachers. The evaluation itself will adhere to the UNEG Norms and Standards and Ethical Guidelines for Evaluation in regarding respectful data gathering and honest reporting.

4 Key findings

4.1 Key achievements of NUS project

Change Agents reported	• **89% -** were highly confident of planning and managing training sessions
Teachers reported	• **86%** - improved job satisfaction • **89%** - increased desire to develop further as teachers • **85%** - teachers' confidence in using English as a medium of instruction had increased • **76%** positive impacts on student learning across all skills (Reading, Writing, Speaking & Listening) • **86%** a positive impact on student speaking skills
Lessons	• **90%** demonstrated evidence of the communicative approach and in 42% it was strongly embedded • **71% used group or pair-work to give more opportunities for learner centered interaction**
Teachers	• **86%** - could reflect successfully to identify areas of where they could improve their lessons

The programme trained **175** teachers as Change Agents to deliver the Cascade training. Essential to this process was giving teachers the time to implement the methodology into their classroom so they themselves could become 'experts' and to give them confidence in the Training they have delivered. This training, the Change Agents reported, significantly improved most of their skills from being a teacher to becoming a Teacher Educator

The programme cascaded (through the Change Agents) the training then to **20,000+** grade 1-2 teachers and just under **18,000** Grade 3-4 teachers. There is strong evidence of this then causing a shift in methodology for a significant proportion of the teachers who received the training and this teachers reporting leading to increased confidence in using English; less fear of making mistakes and in the perception of teachers improved learning outcomes. Crucial to this cascade training was the practical nature in which the training was modelled; the opportunities for trainees to microteach and the intrinsic motivation of a significant proportion of teachers who desired to change

The programme set up **85** Teacher Activity Groups to further support the teaching process. Many of these have been disrupted because of COVID lockdown but participants and TAG leaders reported they supported them to further improve teaching and learning.

4.2 Impact of teacher professional development model

The question investigated was: To what extent was the teacher's professional development model successful in achieving project objectives, namely improving English teaching practices and mainstreaming communicative approach? (Identify factors that supported or hindered its success.)

The communicative approach to language teaching has communicative competence as its main goal and as a result seeks to make meaningful communication and language use the focus of all classroom activities. The specific teaching practices developed in the training which were both a means to improving teaching and mainstream a communicative approach that the survey of teachers sought to look at were:

- Provision of Opportunities for children to speak English
- Use of Teaching Aids (such as flashcards, puppets and picture books)
- The use of English in the delivery of lessons; for example, in giving instructions
- The use of songs, rhymes and games
- Teaching of Vocabulary
- Use of Pair and Group Work
- Improved Questioning Skills
- Inclusive Teaching (In terms of both different learner types and different needs and abilities)
- Understanding the Teaching and Learning Practice (including the role of assessment)
- Lesson Planning (including the setting up of SMART objectives)

4.2.1 Shift in Teaching Methods

When triangulating evidence from all sources, there is significant evidence of teachers shifting to using a more learner centred and communicative approach to teaching.

The survey asked the teachers to rate their own skills, knowledge and understanding of these topics before and after the training on a scale from Zero to Very High (see full table of results from survey in appendix 7.2).

There has been a clear shift in how teachers perceive their level of skills. Before the training 59.3% of respondents rated their own skills as high or very high with 7.8% as very high. This perception increased after the training to 86% as high or more with 23.3% as very high. This was also clearly reflected in the Teacher Interviews. Of the 40 lessons discussed 90% were judged by both the Ukrainian evaluation team and Enable Ed as attempting to use a communicative approach (to what extent is discussed later). It was recognised by the evaluators that the selection of the teacher observed may result in a bias in the sample. The teachers were selected from those who completed the survey and there is always a possibility of non-response

bias in a survey: those who do not respond are perhaps more likely to be ambivalent or negative towards the programme. To try and compensate for this the evaluation team sought to interview those who specifically responded less positively in the survey and probed in FGDs with all stakeholders as to what proportion of teachers stakeholders estimated were using a more learner centred/communicative methodology. Teachers who worked in larger schools (and therefore could comment on their peers) were particularly valuable in this and a common estimate was approximately 75% of teachers had shifted to using a more learner centred/communicative approach.

It was important to ask follow-up questions regarding the perceived change in methods and the following areas were explored:

- To what extent is this a change in methodology (i.e. what elements are new and what elements were already happening before the programme)?

- To what extent was the British Council Programme responsible for this change or was it other external factors?

- How effectively are the teachers using this new methodology?

- How equitable is this shift in methodology between different groups of teachers (e.g. experience, location, rurality)?

- What elements of the programme have supported the change?

- Are there any common characteristics of those teachers who appeared not to make the change or made less of a change?

- Have there been any unintended outcomes of the change?

To what extent is this a change in methodology (i.e. what elements are new and what elements were already happening before the programme)?

The project did not carry out a baseline on the quality of teaching and learning so there is no accurate quantitative measure of change. However, the evaluation team did use stakeholder's perceptions as to the change. The table below shows the Individual skills ranked from highest to least by percentage of respondents who rated the skills as high or more after the training and then by biggest % point change from before to after.

Table 2: Change in methodology

	% of Respondents who Rated their Skills as High or Very High BEFORE the training	% of Respondents who Rated Skills High or Very High AFTER the training	% Point Change	Ranking in terms of change
Using songs, rhymes and games	63.5%	89%	25.5% points	10
Using Teaching Aids such as flashcards, puppets and picture books	56.4%	86.4%	30% points	7
Teaching of Vocabulary	59.2%	85.9%	26.7% points	9
Lesson Planning	55.7%	84.8%	29.1% points	8
Understanding the Teaching and Learning Process	50.4%	81.3%	30.9% points	6
Using English more in the delivery of lessons	37.5%	78.1%	40.5% points	2
Providing Opportunities for Students to Speak English	30.8%	76.8%	46.1% points	1
Using Pair and Group Work	37.7%	76.8%	39.1% points	3
Using Questioning Skills	34.4%	70.9%	36.5% points	5
Inclusive Teaching	19.3%	57.5%	38.2% points	4

There is a clear, significant change across all the skills. The skill which the teachers feel most comfortable in using is the use of songs, rhyme and games. However, this did have the lowest percentage point change as they already felt strong in this area (63.5% of respondents rated their skills as high or very high before the training). Interestingly though, FGDs revealed that teachers felt the training course made them see both songs and games as an educational tool in the context of the subject of the lesson or to revise previous material, rather than a 'break' or as 'something to entertain the children' as previously thought.

The skills which saw the greatest change according the survey were:

- providing opportunities for students to speak English and

- teachers themselves using English more in the delivery of the lesson, for example in giving instructions and the use of pair and group work.

The use of English as a medium of instruction was also highlighted in the survey with 85% of respondents saying their confidence in using English in the class had increased because of and since the course.

In FGDs, teachers were asked to identify changes that had occurred because of the programme and place them on a continuum measuring the extent of the change. Figure 13 combines the results of this tool.[49] It was clear from the FGDs that:

Most significant changes were:

- around increased interaction
- learner centred pedagogy
- a more communicative approach

Medium changes were:

- use of songs and games (but some teachers highlighted again that games were used more effectively after the programme)
- flashcards (but again some teachers highlighted that the bigger change was that flashcards were now used in activities not just to introduce key vocabulary)
- improved lesson planning but three teachers pointed out that the greater change was around the introduction of SMART objectives
- use of Total Physical Response (TPR)
- use of project work with one teacher talking about the introduction of portfolio work.
- an area of particular interest was around assessment - teachers spoke about how they were no longer giving marks and *using oral feedback,* but a number mentioned dissatisfaction with this as they said they struggled to record student progress
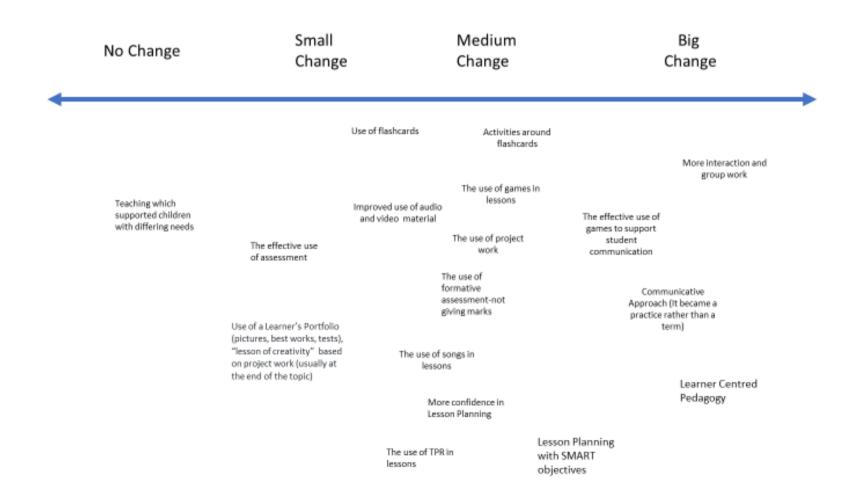
Little or no changes were:

- around teaching children with special needs (both assessment and inclusion are discussed in more detail later)

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[49] When different groups placed the changes in different places the average was used which is represented in figure 13

![British Council logo]

Figure 13: Degree of methodological change

No Change   Small   Medium   Big
                   Change   Change   Change

Use of flashcards   Activities around
                           flashcards

                                                        More interaction and
                                                        group work

                           The use of games in
                           lessons

Teaching which   Improved use of audio
supported children and video material   The effective use of
with differing needs   games to support
                           The use of project   student
The effective use   work   communication
of assessment

                           The use of
                           formative   Communicative
                           assessment-not   Approach (It became a
                           giving marks   practice rather than a
                                                term)
Use of a Learner's Portfolio
(pictures, best works, tests),
"lesson of creativity" based
on project work (usually at   The use of songs in
the end of the topic)   lessons
                                                Learner Centred
                                                Pedagogy
                           More confidence in
                           Lesson Planning

                                        Lesson Planning
The use of TPR in   with SMART
lessons   objectives

Teachers were also asked as part of their lesson interview how would they have delivered the same lesson before they had received training and 90% spoke of significant differences. Quote and examples from teachers include:

Blindly following the textbook, without catering for learners' learning preferences or needs, no flashcards would have been used.

Would avoid playing games (a lot of noise, need to change the layout) and used any songs as a physical activity instead of educational one) would have used Ukrainian for giving instruction in the 1st grade.

Would have done only the activities in the coursebook step by step without understanding the purpose. Would not have used the "attention getters" and tools for splitting learners into groups.

Would have not used the learning stations and a game-based approach. It would have been challenging to manage the lesson and select appropriate activities to achieve learning outcomes.

Would have taught this lesson without setting the learning outcomes. Would have followed the sequence of the tasks in the coursebook and asked learners to do their tasks in the workbooks. The lesson would have not been so interesting for the students because of a lack of creative and collaborative activities and games.

Would have paid limited attention to learners' learning preferences.

Games, songs, TPR activities and storytelling would be a rare guest at my lessons.

Before the British Council Training, the lesson would have been more teacher-centred; the main mode of interaction would be Teacher-to-Learners, pair work was in general used less frequently, and there was no group work at all.

Less games and kinaesthetic oriented activities, more complex tasks, dull, no songs, strict textbook following. Now the activities are chosen taking into consideration the learners' language abilities.

Before the project the textbook was strictly followed. This was compiled for advanced learners and that left many learners behind.

These changes were also reflected in the interviews with Assistant Directors. Of the 19 interviews with assistant directors only one identified that there was no significant change saying that teachers were using the methods before but *now they feel more justified to use them.* Assistant directors also reported additional changes that they had witnessed through observations:

The process of teaching and learning has become completely different from what it was before. Students learn while playing games, singing songs, working in pairs or groups

The teacher is now a facilitator and friend rather than a conventional teacher.

A communicative approach dominates. There is more pair work and teachers paced the lesson to the learners' needs

There is now an ample variety of activities during the lesson to suit different levels and abilities.

Teachers now tailor lessons to Learners' language abilities and types of learning.

Teachers using English as means of instruction more.

Activities are aimed at increasing learners' talking time (12).

To what extent was the British Council Programme responsible for this change or was it other external factors?

Teachers in FGDs spoke of three additional factors that had supported them to improve their teaching. The first was a wide range of other CPD that was available to attend. In the survey 69% of respondents said they had attended CPD around the teaching of English other than the British Council. However, in FGDs, teachers highlighted that attending the British Council Course had motivated them to attend more CPD (this is developed later when the impact on the teacher as an individual is investigated). They also highlighted that this additional CPD was often in the form of webinars or short courses often run by publishers and the British Council Course was the only extended (multi-day) course that they attended. As part of the survey respondents were asked to rate the British Council Course in comparison to other courses that they had attended. The results are shown in figure X below with 89.9% rating it as better and 57.5% as much better.

Figure 14: Satisfaction with British Council CPD compared to other providers

How would you compare the British Council Training with other training you have received?

Response	%
Much Worse	0.7%
A liitle worse	1.9%
No Difference	12.5%
A Little Better	27.4%
Much Better	57.5%

The particular strengths of the training highlighted in FGDs were the wide coverage, the practical nature with a clear link between theory and practice in the majority of the areas taught and the microteaching element that enabled the teachers to practise the new methods.

As part of the evaluation, the Ukrainian team were specifically asked to contact teachers who had rated the training as weaker than other CPD to ask for reasons why. The range of responses included:

- Five respondents commented on the online nature of the training. They had either only received online training (due to COVID and lockdown) or received at least 50% of their training online. Key issues raised included that they had found the training too intensive with not enough time to digest the material and to process and understand new things. The online component and pace did not enable respondents to obtain clarity around some issues and ask follow-up questions during the training. There was need when online for greater collaboration between practicing teachers and more link to current practice.

- Three respondents highlighted the importance of contextualising the training and enable teachers to work together more to apply the theory to their context; for example, for those teachers who taught smaller classes. They said it would be good for example for colleagues teaching the same grade to have the opportunity to specifically work together to design a particular task or lesson to try out

- Three respondents highlighted the face to face training was too theoretical and not practical enough. When the Ukrainian evaluation team probed further what appeared to be the case was that the Change Agents had appeared to have not delivered the

training in the same way as they had received the training.   This appeared though only to be in a small number of cases

- Three respondents (and this was also raised in FGDs) talked that there was too much in the training and it resulted in them feeling overwhelmed and unsure which parts to implement. They would have preferred the course to have been broken down into smaller parts and then they were given the opportunity to try out each component.

- Two respondents spoke about the need for improved coverage around teaching children with needs. Examples provided included '*dyslexia*'; '*demotivated children from rural areas'; 'slow learners' and 'gifted learners who already spoke really good English.'*

- One respondent commented there was nothing particularly new on the course.

The contribution of their pre-service university training was also asked elicited from teachers in FGDs but the overwhelming response that this was highly theoretical and did not support them significantly in practical classroom teaching.

A second factor that teachers highlighted had supported improved teaching was improved resources; for example, textbooks with good audio materials and accompanying teacher books. However, what was significant in the 40 lessons discussed, in 36 of them (90%) of the teachers made additions to activities in either the teacher or the student's book by introducing elements from the training. Where this was most effective, it included ice breaking communicative games to revise previous learning; additional activities to provide greater opportunities for communication and the use of group work.

Case Study 1: Lesson One (chosen on the grounds it was a lesson that used very different pedagogy that was in the Teachers' Book).

Grade Four lesson on the topic of animal with outcomes that students were able to speak about animals, their babies, and their food.

1) Warm up using an onion ring and hot chair activity to revise previous vocabulary.
2) Playing a song from the resource book which was used to elicit the topic from the students.
3) Matching Activity using flashcards to introduce key language structures from the course book
4) The vocabulary and key language were then drilled with the students
5) The song Walking in the Jungle was used as an energiser.
6) Students went into 4 groups and visited 4 centres with four different tasks (puzzle centre: a riddle; an acting centre (flashcards with animals to act out), a matching centre (2 flashcards to match), 4th group – a Code centre – a puzzle with codes which learners had to work out)
7) As a plenary, students wrote independently 4-5 sentences

When asked how the lesson would have been different before the training, the teacher highlighted that it would be without group/ pair work with no reading and the use of centres: just reading and translating and learners would be afraid of mistaking mistakes

A third contributing factor to improved teaching the teachers highlighted was the availability of the internet. This they said was particularly valuable in terms of either providing improved resources for teaching (a common view was that the British Council site was actually the best site from which to access these materials) and also to watch videos of actual lessons and activities to get new ideas or to clarify existing ideas. A common point that was raised in FGDs as what could be better about the British Council support was more videos, of a Ukrainian context, of teachers modelling activities with their students.

All though these additional factors have undoubtedly contributed, the key factor contributing to the shift towards a more communicative/learner centred approach, in the opinion of the evaluation team, was the British Council Training.

How effectively are the teachers using this new methodology?

Teachers were asked in the survey to rank how easy they found it to implement various elements of the methodology covered in the training into their everyday teaching and Change Agents were asked a similar question around their perceptions of how easy teachers would find implementing it.

Table 3: Implementation of methodology

	View of Teachers			View of Change Agents		
	% Easy	% Okay	% Difficult	% Easy	% Okay	% Difficult
Using songs, rhymes, and games	62%	35.7%	2.3%	82.2%	16.1%	1.69%
Using Teaching Aids such as flashcards, puppets, and picture books	54.8%	43.5%	1.7%	71.2%	26.3%	5%
Teaching of Vocabulary	43.3%	53.7%	3.0%	61%	36.4%	2.5%
Lesson Planning	38%	59.6%	2.3%	45.3%	51.3%	3.4%
Understanding the Teaching and Learning Process	29.7%	67.9%	2.5%	38.5%	57.3%	4.3%
Using English more in the delivery of lessons	27.6%	66.7%	5.7%	41.5%	53.4%	5%
Providing Opportunities for Students to Speak English	15.1%	75.4%	9.5%	24.6%	68.6%	6.8%
Using Pair and Group Work	28.3%	61.8%	9.9%	45.8%	49.2%	5%
Using Questioning Skills	19.7%	70.4%	9.9%	22%	67.8%	10.2%
Inclusive Teaching	12.2%	65.5%	22.4%	12.7%	66.1%	22.2%
Average (across all areas)	33.1%	60%	6.9%	44.5%	49.3%	6.6%

Looking at the table, Change Agents slightly overestimated the ease in which teachers would implement all the various aspects of the training. The five areas which teachers reported were most easy to implement (Songs/Games, Teaching Aids, Lesson Planning, Teaching of Vocabulary and Understanding the Teaching and Learning Process) exactly correlated with the

five areas which they regarded as having high skills in before the training. Those which they did not find easy were unpicked further in FGDs and include:

- Providing opportunities for students to speak English: Issues highlighted by teachers included the difficulty of effective speaking activities in a mixed ability class; the classroom management of speaking activities with pupils slipping into first language/misbehaving; teachers not seeing progress ("*The problem is that it is difficult to break the language barrier: Children do not start speaking overnight)* in speaking and as a result giving up.

- Use of Pair and Groupwork: Given this is so central to learner centred pedagogy and increased opportunities for communication, the Ukrainian evaluation team specifically contacted teachers to find out reasons why they found difficult. Key findings were

- The issue of group/pair work in a small rural class. Teachers highlighted that this was not covered in training and as a result did not try to implement

  – Classroom management and group work (this was significantly the most common issue raised) and how in some teacher's eyes it was harder to manage and encouraged poor behaviour. Some participants felt this needed emphasis in training.

  – Large classes and again the management of it took time and some teachers felt they did not have this time given the importance of curriculum coverage.

  – The challenge of group/pair work in a mixed ability class and teachers finding that either more able learners were dominating or not wanting to work with less able learners.

  – Low levels of English in particularly for younger learners meant that some teachers felt that learners could not use English in their group/pair activities and as a result slipped into first language.

  – Learners not seeing the value of group and pair work.

  – One teacher reported that they did not know how to assess the work of children in groups and this deterred her from using it.

- Using English more in the classroom: Two teachers felt that learners do not understand the English but the biggest barrier teachers from rural areas reported was their own level of English. Some teachers reported that English was not being taught by subject specialists and the issue in rural areas highlighted was the lack of opportunities for teachers to develop their own English. When discussing TAG groups (which will be developed later in the report), teachers highlighted a key advantage which was that they are used to practise and develop their own English. However, isolated teachers in rural areas were far less likely to access such groups.

- Using Questioning skills: Teachers reported that some of the areas in this training such as the use of Bloom's Taxonomy and the greater use of open questions were impractical to implement for children with low levels of English. Teachers highlighted

the need for more practical examples of how such activities worked or the opportunity/space to do this with peers.

- Teaching Inclusively: Teachers spoke how they were confident in the main in supporting learners who were different learner types and the best teachers could reflect in their planning how they had designed activities which specifically focused on auditory, visual and kinaesthetic learners. However, when it came to learners with different abilities and specific learning or behaviour needs, they highlighted that the training was theoretical and there was not enough on putting it into practice. Change Agents also reported struggling with this area. Two spoke about one way in which this can work - differentiation by task (different learners get different tasks appropriate to their own abilities) but they said this took too much time to do in every lesson so they rarely did it. This issue was highlighted as not being unique to English teachers but common across all subject areas. Another challenge was the issue of diagnosis and the teacher's understanding of what special needs is. Many teachers referred to it as children with severe needs and nothing beyond that identifying there were no children with special needs in their class. Given that estimates of numbers of children with Special Needs varies from a minimum of 10.5% (UNICEF) to 15% (UK data) there is clearly an issue of under identification.

Assistant Directors also highlighted the significant challenge in supporting children with specific learning needs (e.g. dyslexia) and the challenge of mixed ability classes:

'In mixed-ability classes, lower learners might feel demotivated and intimated by higher level learners' and 'if the learner falls behind the group, he/she may not pay attention to what is happening during the lesson.'

The lesson discussions carried out by the Ukrainian team were crucial in evaluating the effectiveness teachers were using the newer methodology. As stated earlier, the lessons for the Teacher Interviews clearly reflected the increased use of a Communicative Approach with, in the opinion of both the Ukrainian evaluation team and Enable Ed, 90% (36/40) being judged as attempting to use a communicative approach. The most common features were the use of flashcards to develop, activate and revise vocabulary. For example, in one lesson the teacher:

added games with flashcards (look at the picture and say the word, matching pictures to words, filling in missing letters on the flashcards and spelling the words). All of which, the teacher reflected, ignited the students' curiosity, and created associations with the words.

Another common feature was the use of pair work to rehearse the language, for example:

In pairs students discussed 'What was in your fridge?' Asking and answering questions using target language. Some teachers used real world contexts including after the lesson, when moving to the canteen, the children having to name places at school in English and in a remote lesson children having to find and read instructions English in their home.

However, there were clear differences in the extent to which a communicative approach was being used by teachers. Again, as judged by the evaluation team 42% of the lessons a communicative approach was strongly embedded in the lessons and in 48% of the lessons

there were some elements of a communicative approach used. A comparison of two very similar lessons reflects subtle but typical differences.

Lesson One	Lesson Two
Fourteen students in year one learning English with a lesson focusing on learning the colours and asking and answering questions about them. Activities 1) Whole class warm up activity to see how many learners knew the colours 2) Present and drill the target vocabulary using flashcards 3) Song (from the teacher book) 4) Game played as a class "The sun shines on those who are wearing red/blue/green/yellow" 5) Teacher asks the question 'what colour is it?' using the flashcards and children chorus their responses. 6) Strong learners came to the front and took turns at being teacher and children chorused responses back	*Grade Four with Lesson Objectives being that by the end of the lesson students will be able to use various adjectives to describe furniture.* Activities 1) The teacher asked some standard questions at the beginning of the lesson – How are you? What's the weather like today? 2) The teacher checked the homework asking some questions about the tasks to individuals 3) After that, the topic and the learning outcomes of the lesson were shared with the students 4) The teacher presented new vocabulary using flashcards 5) The first task in the coursebook was carried using the audio recording with students listening to the words, repeated them, and pointing at the pictures in the book. 6) Flashcards were then used for playing games to practice new vocabulary using drilling techniques from the British Council course. 7) Students listened to the dialogue and worked in pairs reading them. 8) Students in pairs were asked to make their own dialogues with similar syntax/structures but using the target vocabulary and then presented them 9) As a plenary, the teacher asked questions to make sure learners had remembered the target language. Students answer in pairs

Both lessons have clearly used elements of the British Council Training and have a communicative focus. Although lesson one was strong with strong evidence of the training (flashcards, songs, games), it was not judged by the evaluation as having a communicative approach fully embedded. This was because it remained very teacher centred and all children were never given the opportunity to independently practise the target language (practice is in the form of drilling and chorus answers with only strong learners being given the chance to independently speak in activity six). The second lesson was judged as having a more

embedded communication focus as all students were given the opportunity to work in pairs and use the language by first reading the dialogues (activity six), then developing their own independent dialogues following a similar structure and then answering questions in pairs.

Other key observations from the lesson discussions were as follows.

- **Most teachers had a good understanding of VAK learner types and were using that information to engage their learners in the lesson.** Over half of the lessons had teachers which had investigated their class to see If there were different types of learners in it. When describing the class, 31% did not talk about learner types, 14% mentioned the possibility of different learner types but could not talk in any further detail and 56% spoke with confidence around this. In the lessons itself, 20% of lessons targeted only one learner type, 24% had pedagogy and presentation methods which supported 2 of the learner types and 56% of the lessons had different elements to support different learner types but when for example vocabulary was taught only 25% of the lessons used all three of auditory (e.g. listening), visual (e.g. flashcards) and kinaesthetic e.g. TPR) to teach or revise the words.

- **Some teachers could talk confidently about the learners in terms of their different abilities** but very few adapted their lesson to support different learners, especially those learners with a special need. In the interview, when probed, 50% of teachers did not reflect on their class as being mixed ability, 20% talked about the class as mixed ability but could not talk with confidence around the differing abilities and 30% spoke with confidence around students of different abilities. However, in only 17% of lessons did the teacher take into consideration the differing needs in the class. In all but two cases, this was through differentiation by support and using stronger learners to support weaker learners in pairs. There was one case of differentiation by outcome where the teacher had different expectations for different learners and there was one case of differentiation by task where the lower-ability learners had a scaffolded down task than the rest of the class.

- **Most teachers either used pair or groupwork in their lessons.** 71% of lessons had one or the other and 37% had both. In nearly half of the lessons where groupwork had been used, the teacher in the reflective part of the interview reflected that they need to improve management of the groups. Pair work was effectively used for practising target language and sometimes as a method of differentiation where stronger learners supported weaker learners. No teacher reflected that in pair work there was a difficulty in managing the class. One common model of pedagogy is based on Vygotsky: *'What a child can do in co-operation today, they can do independently tomorrow'* (The I can-Teacher models; we can-Children do collaboratively; you can-Children do independently). In only 15% of the lessons did the collaborative work lead to independent work. This, the evaluation team speculates, may indicate that in some lessons the collaborative work is seen by teachers as an end itself rather than to an end: improving children's language.

- Although most teachers have some reflective skills, only a small number appear to be able to use it to significantly impact learning. As part of the interview process, the evaluation team assessed the level of reflection of the teachers. The range starts at descriptive reflection where the teacher narrates the events/activities of the lesson (the what) moving to the second level of dialogic reflection (the so what) where a teacher can reflect on areas of the lesson that can be improved or areas which had a particular impact on learning. The next level is strong dialogic reflection where ways of making changes that will impact learning are suggests, moving to the last strong critical level of reflection (the now what) discussion where teachers talk about how they are going to transfer this learning to other lessons. 100% of the teachers could descriptively reflect successfully narrating the activities that occurred in the lesson. 86% could then evidence basic dialogic reflection identifying areas which could be improved in the lesson. However only 25% could then talk about what they would do better directly linking to the areas of improvement (strong dialogic reflection) and only 14% could directly link that to improved learning or talk about the changes in future lessons. Table 4 are examples from the teacher interviews, teacher comments are in green with evaluator comments in red.

Table 4: Examples from teacher interviews

	Descriptive level of reflection	Weak Dialogic Level of Reflection	Strong Dialogic Level of Reflection	Critical Level of Reflection
What went well and what didn't go well? (+probes)	*The students were excited, it was easier for Learners. It was fun and relaxing.* *The teacher even when probed cannot talk about learning*	*. Cooperative work worked well, while the stage of analysing didn't work so well, because some of the students were stuck with justifications why for example football is their favourite kind of sport* The teacher has successfully identified what well and areas which didn't go so well and why when probed. When asked how they knew the co-operative work went well they could not respond.	*Ss liked to talk and show what they can and what they can't as well as ask and answer the questions, describing pictures* *Some ss were not confident, they couldn't use some words and they needed help, they needed more time* *The teacher has reflected on what went well in terms of learning though **not in terms of the learning objectives**. They have identified areas which didn't go well in terms of learning.,*	*The lesson was a success as the LOs were achieved – students collected information about the class favourite sport and made up micro dialogues.* *Mingling activity increased STT creating opportunities for everyone to be involved and practice the question.* *Listening activity with the task to fill in the table was quite challenging – it took quite a lot of time to give and explain the instructions, so the teacher switched to L1.* *The teacher has* both reflected on the overall impact of the lesson in terms of learning outcomes and looked at individual strands always

				justifying their reflection with evidence
What would you have done differently in the lesson? What are your reasons behind this change?	I would not have changed anything. No attempt at dialogic reflection even when probing on weak areas of lesson	I would pay more attention to a story as this would develop their listening skills. What the teacher reflects is unrelated to the area of weakness they had identified in the lesson despite probing.	*Provided ss with new pairs to practice the activity one more time to build on their confidence* *The teacher would add one more activity after group work with cards to encourage ss to describe a set of cards to each other in small groups to encourage attempting longer utterances.* *The teacher tried adding this activity with another group and it went well and ss started using the chunks more confidently* *The teacher has reflected on areas of change which both links to the weaknesses identified in the lesson. They have tried their solution to other areas and identified the change as successful*	*The teacher suggests the following changes:* *To model the listening task to overcome the problem of understanding* *To make the table (likes/dislikes) simpler – less columns and lines to support weaker learners* *To split the students into groups and let them compare their results* *The teacher has reflected on areas of change which both links to the weaknesses identified in the lesson and are linked to improve learning **and inclusion for all.***

The evaluation team believe that the stronger levels of reflection shown by the teachers are vital particularly in the context of the project. This is primarily for two reasons:

1. The overall aim of any programme is to improve student's learning. Key to this is for teachers to identify what students are not on track accurately (answering the 'how do you know?' question) then be able to identify what to do to close that gap and bring them back on track both over a period of time and in individual lessons. This requires strong dialogic reflection

2. In the programme, after the training there is no integrated support mechanism for the teachers (for example, mentoring or in-school support). Where this is not the case, the teacher must self-improve independently. For this to happen, they must be a strong reflective practitioner.

How equitable is this shift in methodology between different groups of teachers (e.g. experience, location, rurality)?

The evaluation team disaggregated the results of the survey by different teacher characteristics to examine the impact on equity.

Location

The project had significant impact across all regions of Ukraine, and this was by and large equitable. However, in terms of teacher's perception of changes in their own skills it had slightly greater impact in the Central region and less so in the Southern region. The survey asked the teachers to rate their own skills, knowledge and understanding of the training topics before and after the training on a scale from Zero to Very High. The table below shows the average of these across all the different topics.

Table 5: Relationship between impact and geographical location

	All Regions		Central		Eastern		Northern		Southern		Western	
	Av Before	Av After	Av Before	Av After	Av Before	Av After	Av Before	Av After	Av Before	Av After	Av Before	Av After
Very High %	5%	19%	5%	21%	5%	17%	4%	19%	7%	18%	5%	19%
High %	39%	60%	38%	60%	37%	60%	41%	61%	39%	58%	40%	60%
Medium %	47%	20%	48%	18%	48%	21%	46%	19%	46%	21%	47%	20%
Low %	8%	1%	9%	1%	9%	1%	8%	1%	7%	2%	7%	1%
Zero %	1%	0%	1%	0%	1%	0%	1%	0%	1%	0%	1%	0%

There is very little difference between different regions both in terms of teacher's perceptions of their skills before and after. In terms of percentage point change in teachers rating their skills as high or very high the range is low with Central region reporting a 38% point change, Eastern/Northern regions reporting a 35% point change, Northern region reporting a 34% point change and the Southern region reporting a 30% point change.

Teacher Experience

The programme impacted all teachers regardless of experience level. However, the impact on the least experienced teachers (0-3 years' experience) appeared to be slightly less than other teachers. Similar analysis as above was done with regard to teacher experience comparing those teachers with 0-3 years, 4-9 years and 10+ years looking at the average of how teachers rate their own skills, knowledge and understanding of the training topics before and after the training on a scale from Zero to Very High.

Table 6: Relationship between impact and experience of teacher

	All Teachers		O-3 Years Exp		4-9 Years Exp		10+ Years Exp	
	Av Before	Av After	Av Before	Av After	Av Before	Av After	Av Before	Av After
Very High %	5.5%	19.0%	4.9%	15.6%	4.9%	16.3%	5.7%	19.9%
High %	39.0%	59.8%	33.6%	54.3%	36.8%	59.8%	39.9%	59.8%
Medium %	47.0%	19.8%	47.2%	26.9%	48.7%	22.1%	46.4%	19.0%
Low %	7.8%	1.2%	12.7%	2.8%	8.9%	1.3%	7.3%	1.2%
Zero %	0.7%	0.2%	1.6%	0.3%	0.7%	0.4%	0.7%	0.2%

More experienced teachers rated their skills higher both before and after the training. However, in terms of percentage point change in teachers rating their skills as high or very high the degree of change was similar:

> 10+ years - 34.5%-point change
>
> 4-9 years - 34.4%-point change
>
> 0-3 years - 31.4%-point change

Given that the least experience teachers started at a lower point, it could be argued that the programme has widened the gap in teaching skills between recently qualified teachers and more experienced teachers.

Rurality

The survey results indicate that the programme has succeeded in closing the gap between the skills of teachers in rural areas and teachers in more urban areas. However, a gap between the perceived skills of teachers in rural areas and those in urban areas remains and the project will need to do further focused work to close this.

Table 7: Relationship between impact and rurality

	All Teachers		Rural		Semi-Rural		Town		Region		City	
	Av Before	Av After	Av Before	Av After	Av Before	Av After	Av Before	Av After	Av Before	Av After	Av Before	Av After
Very High %	5%	19%	4%	15%	4%	18%	7%	22%	6%	23%	9%	27%
High %	39%	60%	34%	60%	38%	58%	44%	61%	40%	59%	47%	57%
Medium %	47%	20%	51%	23%	49%	22%	43%	16%	47%	17%	38%	15%
Low %	8%	1%	10%	1%	8%	2%	6%	1%	6%	1%	6%	1%
Zero %	1%	0%	1%	0%	0%	0%	1%	0%	0%	0%	1%	0%

In terms of teacher's own perception of their skills, the training has slightly closed the gap between teachers in rural schools and teachers in urban schools; however, a gap remains.

The percentage point change in teachers in rural schools who rated their average skills across all the training areas as high or very high was 37% points (38% before the training to 75% after the training) compared to 35% points across all schools. However, a difference remains; for example, 24% of teachers in an urban (Town, Region or City) setting rate their teaching skills now as very high compared to 16.5% of teachers in more rural (rural and semi-rural) settings.

The evaluation team ensured that 50% of the lessons that they spoke to teachers about came from rural or non-rural areas. Their observations were:

- Rural teachers were very enthusiastic to talk about their practice and there were fewer barriers in contacting them

- In both rural and urban areas there was both a mix of strong and weak teaching. However, the very weak teaching was more likely to be in a rural area. 75% of the teachers whose lessons were judged as not using a communicative approach and 80% of the teachers who could only carry out basic descriptive reflection taught in a rural or semi-rural area.

In the two FGDs of teachers in rural areas the challenges they believed they faced were:

- In some cases, there was only one English teacher in the school so no opportunity to share ideas.

- Having to adapt the training to a small class context which they said was challenging.

- Their own levels of English which one teacher highlighted that they felt was a barrier to leading a lesson using English as a medium of instruction.

- Less motivated children who did not see the value of English.

- Fewer resources, for example students with coursebooks.

What has supported the change?

There are specific elements of the programme which have supported the shift in methodology and then additional factors which both the survey and teacher interviews have identified have added value to any change.

Teachers consistently spoke about the quality of the face to face training and identified it as a catalyst for change. They were asked in the survey how they would rate the British Council training in comparison to other training they received (see table 15). 85.0% of respondents who had attended other CPD regarded it as better with 57.5% rating it as much better.

Figure 15: Comparison between British Council training and others

How would you rate the British Council Training in comparison with other training you have received?

Elements which were highlighted in FGDs as particularly valuable as a catalyst for change in practice were:

- The strong link between theory and practice. Other courses, stakeholders commented, often had one or the other whereas the British Council course introduced the theory and then modelled how it could be put into practice in the classroom. Many teachers highlighted that this clear modelling (teachers described it positively as that *'they were being treated as students'*) as vital in practically seeing how it could be done in the classroom and in turn giving them the confidence to implement it in their own classroom. One teacher spoke how *'the modelling of pair and groupwork during the session helped them to understand the meaning of positive group dynamic and as a result has successfully introduced them in the classroom'* whilst another highlighted that *'during British Council Training, while communicating with the trainers and peers they understood that the more exposure to L2 their learners have, the better and the faster their results are and as a result is using English now 95% of the time as a medium of instruction'*. A third said that *'her most significant change in her teaching because of the training was the importance of getting and sharing good lesson objectives. She gained this understanding during the trainings where her trainers started and finished the sessions with LOs. At that time this gave her the opportunity to 'experience' the sense of achievement learners get when they achieve the objectives.'* This is also reflected in areas that teacher found hard to implement. Teachers highlighted that in the area of inclusive education for mixed abilities this clear pattern of theory into practice was not present and teachers observed that they therefore could not see what it might look like in a classroom context and therefore could not implement it themselves.

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- The opportunity to take part in microteaching sessions. Teachers said this was both of value in terms of having the opportunity to try themselves in what they described as a *'safe environment'* but also simply allowing participation. One teacher who described themselves as not self-confident observed that *'in particular observing the microteaching of the peers in the group sessions showed her the importance of learner centred methodology and as result she decided to become more learner centred in the classroom.'*

- The ability to meet and share practice with other teachers. Some teachers highlighted that after having attended training they set up social media groups to keep in contact, encourage each other and share practice.

- The opportunity to reflect after each session. Some teachers commented this was their first encounter with *'reflection'* activities and they appreciated the value of it.

The face to face element of the training was much preferred by most of the teachers. Figure 16 shows the results of the survey when teachers were asked their preferences.
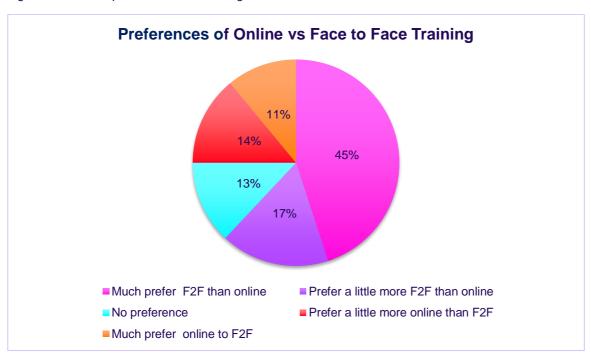
Figure 16: Teacher preferences with training

Preferences of Online vs Face to Face Training

- Much prefer F2F than online
- Prefer a little more F2F than online
- No preference
- Prefer a little more online than F2F
- Much prefer online to F2F

62% of respondents said they preferred face to face to online training with 45% strongly preferring it. The reasons given in interviews are similar to previous findings: the opportunity to share experience, see the practice in action; interact with fellow professionals and the microteaching stage for practising new ideas and activities. Two teachers (one interview and one focus group discussion) also mentioned that the face to face training gave them the opportunity to develop their English (also highlighting this as a challenge due to the lack of everyday practice).

Regarding disadvantages, some teachers highlighted *'the travel time',* but the most common issue (and reason why online was preferred) was the intensive learning with lots of new

information and the need to pause and reflect more. This can be triangulated with the main advantages mentioned of the online element of the training that being the flexible pace of learning *'going at your own speed'* and the fact that the teacher is '*no longer overloaded with information.'*

What was interesting in terms of impact of both online and face to face, when teachers were specifically asked what elements of their practice had specifically changed because of the training nobody identified a pedagogical element because of online training. In contrast, teachers were very confident in identifying the changes that had occurred because of the face to face training.   What teachers strongly spoke about as the advantages of the online support was the community of practice and the resources to support learning with many teachers commenting it was *"their go to site."*

Teachers in the survey had received either the grade 1-2 or 3-4 or both training courses. Based on their perceptions, there was evidence that attending both training sessions impacted more on the teaching and learning. Looking at the average of how teachers rated their own skills, knowledge and understanding across all the training topics before and after the training on a scale from Zero to Very High

Table 8: Relationship between course attended and skill development

Which course did you attend?	How strongly teachers rated their skill set	Average across all skills before the course	Average across all skills after the course
Both Courses	Very High %	5.4%	21.4%
	High %	39.1%	60.5%
	Medium %	46.8%	17.0%
	Low %	8.0%	0.9%
	Zero %	0.6%	0.2%
Grade 1-2	Very High %	4.6%	16.1%
	High %	38.7%	59.7%
	Medium %	47.9%	22.5%
	Low %	8.0%	1.5%
	Zero %	0.8%	0.3%
Grade 3-4	Very High %	9.1%	19.3%
	High %	41.5%	57.3%
	Medium %	42.7%	21.6%
	Low %	6.1%	1.4%
	Zero %	0.6%	0.3%

In terms of % point change, there was a 37.5% point change in the proportion of teachers who rated their skills as at least high for teachers who attended both courses compared to a 32.5% point increase for those who attended just grade 1-2 and a 26% point increase for those who attended just the grade 3-4 course. The difference in impact of the grade 1-2 compared to the 3-4 was also highlighted by teachers in FGDs with teachers commenting that grade 1-2 had a stronger practical element and therefore was easier to implement in the classroom.

In terms of individual skills, the two areas where attendance of both courses most impacted was the ability to provide opportunities for children to speak in English and the use of teaching aids both of which were over 10% points more in terms of the percentage of teachers who rated their skills as at least high after the course.

The other highly significant factor in the impact of the training on teaching was what happened when the teachers returned to school and what, if any, support they received. The teachers

were asked first if they received follow up support to implement the training when they returned to school.

Table 9: Relationship between teacher support and skill development

Support to implement the practice when they returned to school	How strongly teachers rated their skill set	Average across all skills before the course	Average across all skills after the course
Supported	Very High %	6.0%	21.8%
	High %	40.5%	60.2%
	Medium %	45.8%	17.0%
	Low %	7.1%	0.9%
	Zero %	0.5%	0.1%
Not Supported	Very High %	5.7%	15.9%
	High %	37.6%	57.5%
	Medium %	46.6%	23.7%
	Low %	8.9%	2.1%
	Zero %	1.2%	0.7%
Support from Fellow Teacher	Very High %	5.5%	21.1%
	High %	40.5%	61.2%
	Medium %	46.4%	16.8%
	Low %	7.0%	0.8%
	Zero %	0.6%	0.1%
Support from Director	Very High %	6.9%	23.1%
	High %	40.4%	57.3%
	Medium %	44.8%	18.6%
	Low %	7.4%	0.9%
	Zero %	0.6%	0.2%
Support from Assistant director	Very High %	7.9%	25.7%
	High %	42.1%	54.9%
	Medium %	43.0%	18.2%
	Low %	6.6%	1.1%
	Zero %	0.4%	0.0%
Support from both a senior leader and a fellow teacher	Very High %	10.3%	32.9%
	High %	36.6%	57.4%
	Medium %	46.5%	9.6%
	Low %	5.9%	0.0%
	Zero %	0.7%	0.0%

82% of those who were supported after the training self-rated their skills as high or more compared to 73% of those who were not supported. Support from a fellow teacher seemed to have slightly higher impact than a senior leader (82.3% of teachers supported by a fellow teacher rated their skills as high or more compared to 80.4% when supported by a Principal and 80.6% by a Vice Principal). However, when a teacher felt supported by both a teacher and a senior leader it went up to 90.3% with 32.9% rating their skills as very high compared to 73.4% (high+) and 15.9% (very high) for teachers who had received no support. In terms of individual skills, the widest gap was in group/pair work. For teachers who had received support from both a senior leader and a fellow teacher, 97.7% rated their skills in delivering collaborative learning as it least high whereas for a teacher who had not received any support, 71.6% of teachers rated their skills as at least high.

As a proportion of the whole cohort, 68% said they had received support and 33% said they had been supported by a senior leader but **only 7% said they had accessed that ideal combination of support from both a peer and a leader.**

The notion that teachers who have received supported may be a stronger teacher was also supported in the lesson discussions. Of the 25% of teachers who were strong dialogic reflectors and or critical reflectors 85% of them reported that they had been supported by either a peer or senior leader when the findings were triangulated with the survey. The importance of follow up was also reflected in interviews and FGDs. Many teachers spoke how significant working with,

and learning from, peers supported them in developing their practice. Teachers also reported that senior leaders could either be a positive asset:

'I talked through the training with my assistant director and they encouraged me and then asked me to share with other staff'

Or could be a barrier in changing practice: *'Everything I thought was going well…and then the assistant director came to my lesson and told me I had to go back to a traditional way of teaching.*

Both Assistant Directors (in interviews) and Change Agents (in FGDs) felt school leadership needed to have a better understanding of the programme and how to observe lessons as part of the NUS programme.

Are there any common characteristics of those teachers who appeared not to make the change or made less of a change?

As already mentioned, an estimated 25% of teachers are yet to shift to a more learner centred approach. When asked why stakeholders suggested a few reasons:

- Many stakeholders (INSETTs, Ministry of Education, teachers) pointed out that there are teachers who are *'set in their ways'* and do not have the intrinsic motivation to change and without further challenge and support, for example, from School Leadership would not change.

- Newly Qualified Teachers (NQTs) who had not received the training. The project had planned to train NQTs by INSETT providers; however, only two Change Agents said they had carried out any follow up training post the cascade at an INSETT level.

- Teachers who came back from the training and attempted to implement the methodology but *'gave up'*. Three factors were commonly identified by stakeholders as to why this may have happened.

  1. A lack of resilience A significant proportion of the teachers who took part in FGDs spoke how when they had first attempted to introduce the methodology, they had had problems. Common comments were *'there was so much in the course and I tried to implement everything.'* For some teachers, stakeholders reported they had attempted the new methodology but had given up when it was not working.
  2. Negativity about the programme from senior leadership or from peers who taught across other subjects. Around 35% of teachers in FGDs spoke about having a negative lesson observation when first attempting the new methodology with comments including *'too much noise'; 'it is not good for children to be moving around-it can encourage misbehaviour'; 'we need more focus on knowledge'* and *'please teach how you and I were taught English'.*
  3. Being the only English teacher in school Teachers often spoke about the importance of sharing ideas with peers and two teachers spoke how difficult it was when they were the only English teacher in a rural school and had nobody with whom to share ideas and be motivated by.

All of these are revisited in the recommendations section of the report.

Have there been any unintended outcomes of the change in methodology?

An area in which both teachers and assistant directors highlighted was that elements of the training had been cascaded to other subjects. This appears to be most common among Change Agents who were confident of delivering sessions to other teachers and where Change Agents were also assistant directors and therefore organised the CPD. This is discussed further in the Change Agent section of the report. However, 30% of the assistant directors said that teachers who had attended the massive training roll out said that teachers had shared ideas in school meetings, and one spoke how they had invited teachers to observe their lessons. Assistant directors who were change agents could talk confidently how that had impacted the teaching across the school but the assistant directors who were interviewed were less able to do this.

Case Study 2: The following case study was from a change agent who reflected the challenge of first implementing the training in their own school (before going onto train others) when they were trained in 2016.

The training took time to implement and needed reflection. One way that changed how I taught was that I used to try and teach 4 skills in one lesson which was always too much. Now I teach one skill.

A huge challenge was that we came back to school thinking we had to use everything…the first time I tried group work it took me a lesson to organise it and the children learnt nothing. Also, I think we were originally thinking of how to entertain not how to impact the learners. I was disappointed there was no opportunity to share with the trainers about the problems. But what was great as trainees we had Viber, Facebook groups and shared experience together informally. A second challenge was to build positive atmosphere to allow group work when weak learners worked with strong learners. This allowed mixed ability where even the weaker learners were able to speak. To support this, I talked to the learners and explained the value of mixed ability and recognised different strengths of all the learners not just academic ability. For strong learners, I explained the value of 'being a teacher'. It took me a year to build the atmosphere that allowed for collaboration. The key point was that I didn't give up. You need to be resilient…but it's difficult. I also was observed and had to have a difficult conversation with the Director. You must see the small steps. Four years later, I see the learners in grade 6 and I can see how their English has progressed.

Case Study 3: The teacher teaches in a school in Odesa. She has been teaching for nine years and is currently teaching in a school alongside 9-10 other English teachers and says she is fortunate to be teaching class sizes of 12-14. She was asked about the most significant changes in her teaching practice because of the course and she identified the following:

1. A change in the ratio of teacher talk to student talk. She said when she started teaching nine years earlier her lessons had been 90% teacher talk. Over the time this had reduced to around 60-70% teacher talk but since the course she reports it is 30-40% of the lesson. To achieve this, she thought that she had to get the children talking more freely. One distinct change (taken directly from the course) was to stop correcting the children when they made small mistakes and instead modelling the correct response back in the natural conversation. She said that the fact she used to correct them all the time took away their confidence; and now not correcting small mistakes has improved fluency.
2. Improvement in the teaching of grammar. She said she moved from teaching the role to modelling the rules. She reflected her objective has changed when it comes to grammar lessons that knowing the rules isn't the most important, what matters more is whether the children can use the grammar in their communication.
3. The teaching of reading and the use of phonics. Before she said she used to teach the alphabet now she focuses on the letter sounds but she has reflected from assessing the children there is still a place for teaching whole word recognition when words are not easily phonically decodable.
4. The use of flashcards in lessons. She said she used them before the course and simply showed the students the flashcards to introduce the vocabulary and then they were put away. Now she is confident and sees the value of delivering a whole lesson around the flashcards to ensure both the vocabulary is strongly embedded and to use the vocabulary to practice language structures.

The teacher was asked what also helped her in her teaching in addition to the face to face course. She identified the following:

1. The British Council online platform, both the practical resources which she often uses in her lessons and sometimes articles, but she has less time to read these.
2. Other training in particular webinars. She said she often browses the internet for these and probably attends an average of 2-3 a month.
3. Teacher Meetings. She attends an open space group of 40-60 teachers where practice is shared. This happens a couple of times a year but has stopped because of COVID. Also, a couple of online community groups not associated with the British Council

Case Study 3 cont.:

4. Most importantly, she identified was the role of school leadership. Previously she had been in another school where there was no interest in CPD and the feedback from lessons was *'you have a book-just use it.'* She left that school as she felt it was not helping her. In her current school there is real support. The head of English is not only a good teacher who welcomes teachers to observe her lessons and observes lessons herself and always is supportive in her feedback. This has really encouraged her to try out the new ideas. In addition, English teachers meet monthly to share ideas and solve issues. One example given was around the grade 2 textbook which the teachers felt was not helping learning. They discussed it together to build their justification and then presented it to the Director who agreed the change.

The teacher was asked what areas of her teaching she wants to develop more. She said she was a lifelong learner and would never stop getting better. However, the biggest area is the teaching of children who have different needs are at different levels of English. She gave an example of a child with special needs who was currently in her class-she said their behaviour was disruptive to the other students and was affecting their learning. She was looking at ways of improving them.

Finally, the teacher was asked as to what additional support she would like from the British Council. She said the most effective way of learning she now finds is to watch videos of teacher practice to get more ideas when she is stuck on how to improve the students learning.

4.3 Impact on learning outcomes

The question investigated was: What effects (if any) have project made on pupils' learning outcomes? What factors have supported or hindered its success?

Given the lack of quantitative data on learning outcomes the remit of this evaluation question is to explore project results and their impact on teaching English in primary schools, grade 1–4. This means that changes in learning outcomes or student behaviours are based on teacher perceptions.

As part of the survey, teachers were asked to comment on what impact the training had on the language skills of their learners. Table 10 is a summary of what all teachers reported around impact on learning outcomes.

Table 10: Teacher perception of impact on learning outcomes

	Speaking	Listening	Reading	Writing
No Impact	1.0%	1.2%	1.4%	1.6%
Little Impact	13.2%	14.5%	9.3%	22.5%
Some Impact	66.1%	62.3%	58.3%	60.7%
Major Impact	19.6%	22.0%	31.0%	15.2%

At least in terms of teacher perceptions, there is evidence that the shift in pedagogy is having some impact on student learning. What is perhaps most surprising is that based on teacher perception the greatest impact has been on reading skills. Teachers were asked about this in the FGD and two spoke about phonics. One said that they had used phonics before the import of the course '*was to formalise her knowledge.*' The second said, '*I used to teach the alphabet first (before the course)...now I teach phonetically (44 sounds) and not in alphabetical order but according to similar sounds. The British Council online resources have supported. The children really learn the sounds quickly, but they have problems sometimes blending the sounds together to read whole words. When this is the case, I move to whole word reading. But without doubt the children are reading better in my class.*'

As part of the teacher interviews, teachers were asked what were the biggest changes that they had seen in their learners since introducing the methodology and what evidence they had. The following were the most common responses.

Table 11: Teacher's perceptions on greatest impact on learners

Learner change	How they knew and what supported them to make that change
Learners have become more active (mentioned by more than 40% teachers) and have started speaking more.	'*They are willing to be involved in the activities during the lessons and are not afraid to try their hand in something new such as new modes of interaction*'. '*Learners are active learners, ready to answer not because the teacher asks, but because they want. The group and pair work has really helped, and the songs have given them more confidence.*' '*Learners participate in speaking activities willingly and students feel free to speak lots They remember words and language chunks better. What's helped is I add more communicative activities to more lesson giving students an opportunity to use new language.*'
Learners are more motivated in English	'*My learners have sparkling eyes, desire and ready for hard work (though they do not realise that what they*

(mentioned by around 35% of teachers)	*are doing is hard work…they say they learn from each other. I think the reason for this is the games we play.'* *'They use English in their Viber group for communication (it was their initiative). It took time but I created a non-threatening environment for communication.'*
Learners are not afraid of making mistakes. (mentioned by 25% of teachers)	*'They are not afraid because they are not given marks and formative assessment ensures understanding what should be done to achieve better results rather than just show the level of knowledge.'*
Learners are ready to communicate and collaborate (Mentioned by 20% of teachers)	*'Students love working in pairs and groups. They support weaker learners by peer teaching them and don't laugh if anyone makes a mistake. To help this happen, I have established routines and having classroom rules which have been introduced step-by-step.'*
Improved language skills (mentioned by around 15% teachers)	*'Teaching grammar implicitly has turned the learning process into an exciting adventure through guided discovery.'*

Although the vast majority of the above are not explicitly about learning outcomes research would suggest that they would lead to improved learning.

These changes were also correlated by interviews with assistant directors. They have also observed that learner motivation has increased, they are speaking more willingly and are less afraid of making mistakes. One highlighted that *'students are more involved in the learning process (for example by asking for certain games and songs'.* Only two assistant directors explicitly spoke about positive changes in learning outcomes. One suggested that the *'distance between lower and higher ability learners is not as worrying as it used to be'* and the second observed that *'the children are developing their skills more quickly.'* Some assistant directors also said that it was either too soon to see changes in the learners or it is difficult to see the changes in young learners but hopefully will become more evident as they grow older.

The evaluation also directly contacted a small sample of teachers who reported in the survey (13.2% of respondents) little or no impact in the learning (with a focus on speaking, given it is central to a communicative approach). The reasons given for little or no impact include:

- Regarding speaking skills, a strong proportion of teachers highlighted the issue of classroom/behaviour management particularly in group work and as a result of them giving up.

- One teacher highlighted the pandemic and the *'loss in learning'* had taken away any gains.

- Observable changes in children's learning take time.

- An intense curriculum with tight time constraints not being conducive to the development of skills. This was not a view held by most teachers in discussions.

How equitable is this perceived shift in learning improvements between different groups of learners taught by different groups of teachers (e.g. experience, location, rurality)?

The evaluation team disaggregated the results of the survey by different teacher characteristics to look at the equity of the perceived shift. A particularly useful measure of equity is to look at the range between the highest and lowest performing groups.

Location

The following table shows perceived shift by skill and by region.

Table 12: Perceived relationship between skill and region

Region	Level of Perceived impact on Children's Learning	Speaking	Listening	Reading	Writing
All Teachers	No Impact	1.0%	1.2%	1.4%	1.6%
	Little Impact	13.2%	14.5%	9.3%	22.5%
	Some Impact	66.1%	62.3%	58.3%	60.7%
	Major Impact	19.6%	22.0%	31.0%	15.2%
Teachers in Central Area	No Impact	0.6%	1.0%	1.6%	1.9%
	Little Impact	10.9%	12.8%	8.2%	21.4%
	Some Impact	64.2%	58.0%	54.6%	60.7%
	Major Impact	24.3%	28.1%	35.6%	16.0%
Teachers in Eastern Area	No Impact	1.5%	1.0%	1.2%	1.4%
	Little Impact	14.2%	13.4%	8.7%	21.8%
	Some Impact	67.4%	65.8%	62.3%	60.9%
	Major Impact	17.0%	19.8%	27.8%	15.9%
Teachers in Northern Area	No Impact	1.2%	2.0%	2.2%	3.1%
	Little Impact	14.7%	14.5%	11.1%	23.1%
	Some Impact	65.5%	65.6%	60.5%	61.2%
	Major Impact	18.6%	17.9%	26.2%	12.6%
Teachers in Southern Area	No Impact	0.7%	1.1%	1.1%	1.2%
	Little Impact	14.8%	17.3%	10.5%	23.7%
	Some Impact	65.8%	59.5%	57.8%	59.5%
	Major Impact%	18.7%	22.0%	30.6%	15.5%
Teachers in Western Area	No Impact	1.0%	1.2%	1.2%	1.3%
	Little Impact	12.5%	13.9%	8.9%	22.7%
	Some Impact	66.8%	63.2%	57.8%	61.1%
	Major Impact	19.7%	21.6%	32.0%	14.9%

What is important to note is the low range as this reflects a high degree of equity. The table below is the range (the gap between highest and lowest area in terms of teachers who said the project made at least some impact on learning (i.e. some or major impact).

Table 13: Range in perception of impact on learning across regions

	Speaking	Listening	Reading	Writing
% Point Range	4.4%	4.5%	3.5%	3.0%

In speaking, listening, and reading the strongest area was Central and in writing Eastern. The weakest area was the north for speaking, reading, and writing and the south for listening.

Rurality

The table below shows perceived impact on learning by location of school in terms of rural versus urban.

Table 14: Perceived relationship between skill and rurality

Location of School	Level of Perceived impact on Children's Learning	Speaking	Listening	Reading	Writing
All Areas	No Impact	1.0%	1.2%	1.4%	1.6%
	Little Impact	13.2%	14.5%	9.3%	22.5%
	Some Impact	66.1%	62.3%	58.3%	60.7%
	Major Impact	19.6%	22.0%	31.0%	15.2%
Rural	No Impact	1.1%	1.1%	1.0%	1.4%
	Little Impact	16.2%	16.2%	10.2%	26.7%
	Some Impact	64.7%	61.0%	59.0%	57.9%
	Major Impact	18.0%	21.6%	29.8%	14.0%
Semi-Rural	No Impact	3.2%	2.3%	2.5%	2.5%
	Little Impact	12.2%	15.9%	7.7%	24.8%
	Some Impact	66.6%	63.0%	61.4%	59.6%
	Major Impact	18.1%	18.9%	28.4%	13.1%
Town	No Impact	0.4%	1.2%	1.6%	1.8%
	Little Impact	11.0%	12.9%	9.4%	17.7%
	Some Impact	66.6%	63.6%	55.3%	62.8%
	Major Impact	22.0%	22.3%	33.7%	17.7%
Regional City	No Impact	0.4%	1.1%	1.1%	1.1%
	Little Impact	9.9%	14.6%	10.4%	18.9%
	Some Impact	68.8%	63.0%	58.8%	66.1%
	Major Impact	20.9%	21.4%	29.7%	13.9%
Major City	No Impact	0.4%	0.8%	1.6%	1.4%
	Little Impact	9.6%	10.2%	6.1%	19.0%
	Some Impact	69.1%	63.0%	61.2%	63.9%
	Major Impact	20.9%	26.0%	31.1%	15.7%

Table 15: Range in perception of impact on learning in relation to rurality

	Speaking	Listening	Reading	Writing
% Point Range	7.3%	6.3%	4.8%	7.7%

The range in terms of rurality of the school is slightly wider when compared to location implying slightly more inequity. In speaking, listening, and reading the strongest perceived impact was students in cities and in writing towns. The weakest area for perceived impact for speaking, listening, and writing was rural areas and for listening towns (but rural areas were only 0.3% points ahead). Given that national data would suggest that at project outset rural communities have lower learning outcomes, if perceived learning outcomes are accurate the project is widening the inequality gap between rural and non-rural areas. In FGDs with teachers from rural areas, teachers highlighted that they felt students in rural areas had contextual challenges:

- The level of poverty is higher in rural areas and students are less likely to have coursebooks and other resources.

- The impact of COVID related lockdown as students were less likely to have accessed remote learning due to weak internet or a lack of devices was higher in rural areas.

- The perceived level of motivation (and in relation to learning English) being lower in rural areas as learners are less likely to see the value of it.

Experience of Teacher

The table below shows perceived impact on learning by the years of experience of teachers.

Table 16: Perceived relationship between experience and impact on learning

Experience of Teachers	Level of Perceived impact on Children's Learning	Speaking	Listening	Reading	Writing
All Teachers	No Impact	1.0%	1.2%	1.4%	1.6%
	Little Impact	13.2%	14.5%	9.3%	22.5%
	Some Impact	66.1%	62.3%	58.3%	60.7%
	Major Impact	19.6%	22.0%	31.0%	15.2%
Teachers with 0-3 Years' Experience	No Impact	2.4%	2.2%	2.0%	2.4%
	Little Impact	15.6%	19.2%	14.1%	26.1%
	Some Impact	65.0%	56.2%	57.8%	55.6%
	Major Impact	17.0%	22.4%	26.1%	15.8%
Teachers with 4-9 Years' Experience	No Impact	1.4%	1.5%	1.7%	1.9%
	Little Impact	16.2%	14.9%	10.1%	24.1%
	Some Impact	64.6%	62.5%	58.1%	59.2%
	Major Impact	17.8%	21.1%	30.2%	14.8%
Teachers with 10+ Years' Experience	No Impact	0.6%	0.9%	1.2%	1.3%
	Little Impact	11.8%	13.6%	8.3%	21.5%
	Some Impact	66.9%	63.2%	58.5%	61.9%
	Major Impact	20.7%	22.3%	32.0%	15.2%

The range in terms of experience of teachers sits in between the range for rurality and regional location (except in reading when it came out wider). In all skills, teachers with 10+ years' experience came out strongest and teachers with 0-3 years' experience came out weakest. It is widely assumed that teachers with more experience are likely to be stronger and produce greater impact on learning. If this is the case and if perceived learning outcomes are accurate in terms of actual learning outcomes the project could be argued to be widening the inequality gap between students who are taught by inexperienced and experienced teachers.

Table 17: Range in perception of impact on learning in relation to experience

	Speaking	Listening	Reading	Writing
% Point Range	5.6%	6.9%	6.1%	5.6%

What has supported the change?

As with the shift in teacher methodology, there are additional factors which both the survey and teacher interviews have identified that add value to any perceived change in learning outcomes.

The first element that is examined is the perceived impact dependent on the courses attended (see table 18).

Table 18: Perceived relationship between training course attended and impact on learning

What training the teacher received?	Level of Perceived impact on Children's Learning	Speaking	Listening	Reading	Writing
Teachers who attended both courses	No Impact	0.7%	1.1%	1.5%	1.6%
	Little Impact	11.9%	12.4%	8.3%	22.0%
	Some Impact	66.5%	61.2%	57.1%	61.5%
	Major Impact	21.0%	25.2%	33.1%	15.0%
Teachers who attended grade 1-2 course only	No Impact	1.4%	1.0%	1.3%	1.8%
	Little Impact	15.1%	16.8%	11.2%	24.4%
	Some Impact	66.1%	63.5%	59.9%	59.4%
	Major Impact	17.4%	18.7%	27.6%	14.5%
Teachers who attended grade 3-4 course only	No Impact	0.4%	2.2%	1.1%	1.1%
	Little Impact	10.9%	13.8%	6.2%	18.0%
	Some Impact	65.8%	63.2%	56.6%	61.6%
	Major Impact	22.9%	20.8%	36.1%	19.3%

What is surprising is that in terms of perceived impact on learning, it is greatest for teachers who attended the grade 3-4 course only. The possible reasons for this was discussed with the wider evaluation team and the main conclusion was that teachers who are teaching primarily in grade 3-4 upwards (and not one and two) will find it is easier to see perceived changes in older learners who have already developed some English.

It is also possible to disaggregate the results by whether the teacher received support in implementing the training and from where that support came.

Table 19: Perceived relationship between impact on learning and support available

Location of School	Level of Perceived impact on Children's Learning	Speaking	Listening	Reading	Writing
Received Support	No Impact	0.4%	0.8%	0.9%	1.3%
	Little Impact	11.4%	12.0%	7.8%	19.4%
	Some Impact	64.8%	61.9%	56.2%	62.4%
	Major Impact	23.4%	25.4%	35.1%	17.0%
No Support Received	No Impact	2.4%	1.9%	2.4%	2.4%
	Little Impact	18.3%	20.5%	11.1%	27.3%
	Some Impact	63.6%	60.5%	59.5%	57.3%
	Major Impact	15.8%	17.1%	27.1%	13.1%
Support from Fellow Teacher	No Impact	0.6%	1.1%	1.2%	1.2%
	Little Impact	9.7%	13.1%	7.7%	18.4%
	Some Impact	67.2%	60.1%	54.1%	61.2%
	Major Impact	22.5%	25.7%	37.0%	19.1%
Support from Director	No Impact	1.4%	2.2%	2.5%	3.2%
	Little Impact	13.2%	12.5%	13.6%	23.3%
	Some Impact	70.0%	71.0%	59.9%	59.9%
	Major Impact	15.4%	14.3%	24.0%	13.6%
Support from Assistant director	No Impact	1.5%	1.5%	1.9%	2.1%
	Little Impact	15.2%	18.7%	11.1%	32.1%
	Some Impact	71.4%	61.7%	64.5%	55.6%
	Major Impact	11.9%	18.1%	22.5%	10.2%
Support from Senior Leader and Fellow Teacher	No Impact	0.0%	0.0%	0.0%	0.0%
	Little Impact	11.4%	4.5%	6.8%	11.4%
	Some Impact	54.5%	54.5%	61.4%	75.0%
	Major Impact	34.1%	40.9%	31.8%	13.6%

What is clear is that if teachers receive support once back in school, the perceived impact on learning outcomes is greater by on average 8% points across all the skills. Support is most effective if it is from a fellow teacher with the perceived impact on learning outcomes across all skills being 4% points greater than the director and 7% points greater than an assistant director. However, just with methodology, when a teacher receives support from both a senior leader and a fellow teacher there appears to be a significant gain with the average percentage point gain across all four skills being 13% points higher than teachers who received no support.

4.4 Sustainability and impact on individuals

One way to assess impact in terms of sustainability is to examine the impact on:

- individual teachers and their motivation,

- Change Agents,

- and TAGs.

4.4.1 Impact on teachers

There is some evidence that the use of this new methodology has:

- Improved teacher motivation and enjoyment in their job

- Reduced time necessary to prepare lessons

- Increased teacher's desire to develop their own teaching skills by attending additional CPD

There is evidence of a significantly greater change in these elements when a teacher is supported by either a peer and or senior management. If by both, there is evidence of even greater change.

As part of the survey, teachers were asked to comment on what impact the programme had on them as individuals and the three areas outlined above were examined, see table 20.

Table 20: Impact on teachers

How has the training course helped you as a teacher?	Improved motivation/ enjoyment in your Job	Reduced time needed to prepare lessons	Increased desire to learn more
No Impact	2.0%	3.6%	1.5%
Little Impact	12.0%	18.3%	8.7%
Some Impact	53.2%	56.5%	48.5%
Major Impact	32.7%	21.6%	41.3%

There was very little difference between these figures when disaggregated for regional location, rurality, teacher experience and which combination of the courses had been taken. However, where the difference was noticeable was if the teacher had felt supported when returning to school. Table 20 shows the percentage of respondents who identified the training as having a major impact disaggregated by support.

How has the training course helped you as a teacher?	Improved motivation/ enjoyment in your Job	Reduced time needed to prepare lessons	Increased desire to learn more
% Major impact if received support	38.0%	25.5%	47.6%
% Major impact if didn't receive support	23.2%	16.6%	31.4%
% Major impact if supported by a peer and a senior leader	41.8%	29.6%	50.3%

There was a 15% point gap between those who identified as being supported and those who didn't in terms of major impact on motivation/job satisfaction; 8.9% points in terms on reduced time needed to prepare lessons and 16.2% points in terms of increased desire to learn. When supported by both a peer and a senior leader (i.e. they were in a supportive school) that gap rose to 18.6% points; 13% points and 16.9% points.

As part of the teacher interviews, teachers were asked what were the biggest changes that they had seen in themselves and the results very much triangulated with the above with teachers talking of similar changes. Around increased motivation/job satisfaction one teacher commented: *the training has inspired me in my job because I can see the difference in my learners;* for increased desire to learn teachers spoke about *attending more CPD since the programme and reading more methodology articles for my lessons.* Finally, around a reduction in planning two teachers talked about the lesson planning structure taught which *gave a clear structure and a sample template which I now use all the time.* However, the one additional feature which came out really strongly was increased confidence in particular to try new things and make changes in the lesson: *I am no longer afraid to stop and change the flow of the lesson if there is such a necessity; I am now enthusiastic about experimenting in the classroom; I am no longer afraid of trying new things in her classroom, it helps me to make the learning process more engaging and motivating; I am not afraid to change the plan suggested in the teacher's book and now pay attention to my learners' needs, adapting or adding materials to achieve the lesson objectives.* The things which particularly supported them in this change teachers identified were interaction with fellow teachers and coming up with shared ideas and in particular the opportunity to *'have a go'* during microteaching sessions. One teacher also mentioned that starting with small changes gave her the confidence to move onto bigger changes.

4.4.2 What is the learning around TAGs?

- 59% of teachers who did the survey reported they were accessing a Teacher Activity Group of some form. This could have been a British Council group or another.

- There was little regional difference between those attending TAGs and those not; equally there was little difference between those teaching in a rural versus non-rural area. However, teachers who were least experienced were significantly more likely to be accessing a TAG.

- There was evidence that those teachers who were members of TAGs had a higher perception of their own skills and the impact of the course on their students' learning.

British Council TAGs:

- COVID-19 has greatly impacted their running and a number seemed to have swapped to a social media share group but not meeting online.

- In many, it has become a form of additional CPD (following the manual tightly) rather than a *'problem solving'* group aimed at developing reflective skills.

- Where they are most effective in the evaluator's view is where teachers have gained each other's trust and are now freely sharing issues they face and solving them together. This takes time and potentially a group size of maximum 15.

The British Council as part of the programme set up 80 Teacher Activity Groups. In the survey, teachers were asked if they attended an activity group and 40% responded in the affirmative. What was clear, when asked as part of FGDs, was that many teachers were in some forms of 'teacher group' beyond that of the British Council. It is impossible to differentiate in the survey which teachers attended a British Council group and which other groups. However, comparing responses for teachers who attended a TAG in some form with those who didn't, we find that:

- The percentage of teachers who rated their skill set as at least high across an average of all pedagogical areas is 7% points higher for those who attended a TAG (81.5%) compared to those who didn't (74.5%).

- The percentage of teachers who said that the training had a major impact on the learning of their students was 3-6% points higher across all of speaking, listening reading and writing for those who attended a TAG compared to those who didn't.

- The percentage of teachers who said that the training course had had a major impact on their own job satisfaction was 8% points higher for that who attended a tag (36% compared to 28%).

In FGDs, there was clear evidence of COVID-19 and the associated lockdown significantly impacting TAGs. Of the six TAG leaders who attended two FGDs, only one was meeting online (2 meetings in the last 8 months) though five of the six had social media groups and one had stopped all together. Since they had started five of the six had had declining numbers before lockdown with numbers reducing by between 40-60%. When asked why this was the case, leaders linked it to '*teacher priorities/time';* for some teachers they were deterred by having to travel and it becoming more of a group where attendance was a matter of choice for more motivated teachers: '*At the start the regional methodologist helped but she made teachers come; later only those who wanted to come came',* and all those asked felt it should stay voluntary.

TAG leaders were asked about the benefits of TAG groups. All groups spoke about the opportunity to share resources and ideas (either games or activities or internet sources) and most groups spoke of the opportunity to speak English together which developed their own language skills. Furthermore, there was the added benefit for NQTs being part of the TAGs as they had not attended the training. Only two of the six spoke of the opportunity to reflect and overcome issues together. The failure of TAGS to develop reflective skills was also highlighted in discussions around the use of the British Council TAG resources that were provided to each TAG: four of the six reported that they had stuck rigidly to the resources provided and 50% of TAG groups reported the reflective session in the resources was shortened or missed because of a lack of time. The two who spoke about the opportunity to reflect and overcome issues together had stuck less rigidly to the resources and created occasional problem solving

sessions: '*We met and discussed a shared issue of children not doing their homework and together brainstormed ideas how to create a more positive attitude.   Together we came up with the idea of differentiating it so learners could choose whether to do it through writing or orally or project. We all gave it a try and then came back the next session and discussed what went well and what didn't. We did something similar for catering the needs of different levels of learners.* These two groups felt a combination of the book and reflection was most effective.

All felt they were beneficial and hoped they would continue. When asked about their priorities, two talked about continuing the course as it was not completed or rerunning it. Two said they were happy for it to become a resource and ideas sharing group. The two who were already being more reflective said they wished to continue in this mode.

The evaluation team would argue that although for all six there is clearly a benefit of the TAG group, only two are functioning as a *'community of practice'* where the expertise was held by all the teachers coming together to reflect (and as a result build their own reflective skills) and to come up with collaborative solutions to shared problems. The others were still primarily *'expert driven'* where the 'expert' were the resources provided by the British Council and the agenda was determined by the resource rather than ownership by the teachers. The mindset of the leaders, in the opinion of the evaluation team, was still of a workshop led by the facilitator rather than '*bottom up/teacher & reflective/inquiry driven'* CPD.

A case study of one of these effective TAGs was carried out to identify key components of what caused this shift to *'a community of practice'*

Case Study 4: TAGs

An example of a highly functioning community of practice.

Initially the group followed the resources as this, they said, gave them an agenda. However, it was quickly decided after 1 or 2 sessions that that we would share the responsibility of delivering the session. This they said was to share the workload to make things easier to for the TAG leader; to build themselves as a team and also they had found in training the 'microteaching' to be really useful and they wanted to provide more opportunities for this. What is particularly important was that this decision to share responsibility was the groups rather than the individual TAG facilitator. At first more experienced members of the TAG supported and then less experienced teachers led parts in later sessions.

The key point in the TAG, the TAG leader identified, was after four to five sessions the teachers started trusting each other (icebreaking/team building activities were identified as helping in this) and becoming open to each other. At that point, the TAG leader reflected, teachers were ready to share common problems and overcome the barrier of talking about 'problems and failure.' One example spoken about of an issue discussed was around the teaching of reading and how to improve children's ability to decode and around digraphs (two letters that make one sound) and more complex phonemes (e.g. igh, ough). Experienced teachers share both the phonemic chart and one or two activities which supported effective teaching. The teachers went away and tried things and what was, the TAG leader identified, of real value were videos and photos of displays of the follow-on work shared on a Facebook group. The TAG leader identified that she had learnt from some of the ideas posted by less experienced teachers.

This TAG group had 14 members and it was felt that an ideal number was 10-15 as this was:

- Large enough for everyone to feel it was of value attending and putting the time in to prepare
- Small enough for teachers to build relationships and become happy to share the issues and problems they faced.

Finally, the teacher was asked what additional support she would like from the British Council. She said the most effective way of learning she now finds is to watch videos of teacher practice to get more ideas when she is stuck on how to improve the students learning.

4.4.3 What is the learning around Change Agents?

- There is strong evidence that being given the role of Change Agent has increased both the motivation and enjoyment in their role as teachers and desire to learn of the individuals.

- There is strong evidence of the British Council Training having significantly impacted the Change Agents perception of their skills as a Teacher Educator ++ However, between 15-20% of Change Agents do not see themselves as strongly able to deliver their own training sessions that require them to adapt the British Council Materials to other contexts.

- There is evidence that Change Agents who have received additional training (e.g. The Trainer Development Course) from the British Council are more confident Teacher Trainers.

- There is some evidence of varying quality of delivery of cascade training by different Change Agents and this impacting on teacher's ability to deliver the training in their own classroom.

- There is some evidence of Change Agents rolling out parts of the training across the school to other subjects. This was more likelihood to happen when the Change Agent was also an Assistant Director.

Change Agents

The role of change agents (Teachers who became Trainers in the cascade model) was instrumental to the success of the project. Change agents were completed an online survey around their perceptions of the impact of the training and how the training that they received supported them as teacher educators. The change agents were asked as to rate their skills both before and after the training.

Table 21: Change agents' perception of skill change

How would you rate your skills before and after the training?	Knowledge of English		Teaching English to Primary Learners		Understanding of how Teachers learn		Planning and Managing Trainer Sessions	
	Before	After	Before	After	Before	After	Before	After
Zero	0%	0%	0%	0%	1%	0%	9%	0%
Low	3%	0%	13%	0%	17%	0%	33%	0%
Medium	27%	6%	45%	5%	48%	8%	33%	11%
High	58%	68%	34%	71%	30%	71%	19%	72%
Specialist (Other Teacher Educators come to you as an expert)	12%	26%	8%	24%	4%	21%	6%	17%

How would you rate your skills before and after the training?	Developing your own Training Resources for Teachers		Modelling the Teaching of English for YL to teachers		Supporting and Mentoring Teachers after Training		Monitoring Teacher Performance; for example, through lesson observations	
	Before	After	Before	After	Before	After	Before	After
Zero	9%	0%	4%	0%	10%	0%	9%	0%
Low	28%	0%	24%	0%	26%	0%	22%	2%
Medium	42%	22%	47%	19%	37%	18%	39%	18%
High	18%	63%	22%	65%	22%	61%	23%	61%
Specialist (Other Teacher Educators come to you as an expert)	3%	15%	3%	16%	5%	21%	7%	19%

There was a significant shift in perceived teacher skills. In terms of change agents who rated their skills as at least high comparing before and after there was a:

- 24% points change in terms of knowledge of English (70% points to 94% points).

- 53% points in terms of their own teaching of English (42% to 95%).

- 58% points in terms of understanding how teachers learn (34% to 92%).

- 64% points in terms of planning and managing sessions (25% to 89%).

- 57% points in terms of developing their own training resources (21% to 78%).

- 56% points in terms of modelling the teaching of English (25% to 81%).

- 55% points for supporting and mentoring teachers after training (27% to 82%)

- 50% points monitoring teacher performance for example through lesson observation (30% to 80%)

The perceived change is quite remarkable and reflects the significant time spent training the change agents. Their primary role was to deliver training and key to the change was to ensure that they themselves were excellent practitioners and key to this was the quality of the training provided by master trainers. In FGDs, change agents were also asked as to how their skills had improved as a teacher educator and what elements of the course really supported in them in this. Many of their responses triangulated with the above; however in addition a number of change agents spoke about developing the confidence in switching between being a teacher to a teacher educator and what really supported them was the collaboration between change agents: '*We were all going through the same process and making the same mistakes together. We learnt together both from what was good and what was less good and the opportunity to micro-train in sessions: We got to practice together and given feedback. This really helped.*'

Two other elements which many change agents highlighted as really supporting improvement were:

- The focus on reflective skills: '*The reflective sessions at the end of each day were very valuable to hear about how different trainers approaches different issues and also sharing ideas and sharing resources; What was really useful was that we were encouraged to reflect and then we took that reflection into our own training so our own training got better over time. In my case, I became more flexible and focused more on the needs of trainees than the exact content of the course.*'

- Teachers had had the time to implement the training in their own class settings: '*It was easy to become a learner centred trainer because I was already a learner centred teacher; We could speak as experts as we had already tried all the training in our classrooms. This meant we could share the successes but also the difficulties; It helped us answer trainee's practical questions-I even showed made them videos of my teaching.* '

Other areas of the evaluation revealed evidence around small variability of the quality of the training that change agents delivered in the massive cascade. The materials used in both the Master and Cascade training were standard British Council International materials and not changed to be made specific to a Ukrainian context. The master trainers, when interviewed, highlighted that they adapted materials to a Ukrainian context during the training. It was then assumed that this would happen in the massive training. However, reports from teachers who were later trained in the massive training was that, although this happened in most times, there were times when it didn't, and this diluted the impact of the training. This is perhaps reflected in the fact that 22% of trainers did not rate their skills as high in terms of developing and adapting training materials.

Additionally, in a small number of cases when delivering the cascade roll out, there was less modelling of the pedagogy. This is reflected in the fact that 19% of the change agents did not rate their skills as high when it came to modelling the teaching of English to Young Learners.

In FGDs, this difference in capabilities was reported by change agents and what was highlighted was the value of the Trainer Development Course which some change agents attended but others did not. Change agents identified that this course built skill sets around providing constructive feedback when trainees carried out microteaching activities; analyse participant's needs and adjusting the training to reflect this and further techniques to ensure the training was learner centred. They also highlighted that the further opportunities to micro-train and receive feedback from the master trainers was valuable and built their confidence and expertise.

Change agents also highlighted elements that they believed diluted the quality of the massive training in some cases:

- **The availability of printed materials** Change agents spoke that in some cases (dependant on region) there were no printed copies of the participants book or a few spoke how they only had one set themselves-*We had to take all the materials back to use with the next group and therefore told the trainees that they couldn't write on them.*

- **Different models of delivery** *Some of us delivered the training in one block and as a result there was less time to try and reflect. The teachers had too much information and were confused.*

Change agents also reported that the recent online courses were felt not to be as effective as they could not model the activities with the teachers or monitor their participation. However, what they did say was more effective was delivering the training in shorter blocks and having specific reflection sessions to support the teachers to reflect on what had and hadn't worked after they had tried this short block.

Some change agents reported that they had used their skills to deliver aspects of the training beyond the British Council programme. Examples include:

- Teacher Groups (outside of the British Council): I am responsible for a teacher group with about 25 members meeting 4 times a year. I have delivered workshops using the techniques and materials. Other groups mentioned included an area Association of Foreign Language Teachers with 88 members.

- In school workshops for NQTs had not been part of the programme.

- Teacher Mentoring: I continue to act as an unofficial mentor to my group via WhatsApp and viber group. They come when they need advice.

- Training to other subject teachers: I translated some of the 21st Century Skills programme into Ukrainian and delivered it with all teachers in my school.

The dissemination of the training within the school was very dependant, teachers reported, on the support of the school senior leaders. Two change agents reported that they wished to disseminate the training more widely, but this was not supported by the director. Where is was particularly effective was when the change agent had a leadership (assistant director) post themselves as this enabled them to disseminate the programme and offer follow up support.

The following case study has been chosen based on the change agent adapted the programme to meet their learning needs and cascade the training further in their own school.

Case Study 5: Change agents

The change agent was an assistant director and having implemented the training in their own practice (an element which she thought was vital to being a successful change agent) she delivered Grade 1-2 Cascade Training and also to teachers in her own school (English and other subjects). What she said really supported the process was to be able to observe lessons and provide supportive feedback that she had developed in the British Council Trainer Development Course. She said *'After the course, teachers are not 100% sure what to do and whether they are doing the right way. I carry out observations but after do not tell the teachers what is good and what is bad. We take the opportunity to reflect together.'* What she particularly identified as the changes across the school because of her training was most teachers irrespectively of subject trying to use some form of pair work in their lesson.

The Change Agent when delivering the course made adaptations based on her own learning both as a trainer and trainee. She provided more opportunities for teachers to microteach and reflect and also when it comes to both the microteaching and the session on lesson plans, she provides written feedback as she felt this is more effective and detailed than oral feedback in the training. She also realised that from her own experience doing groupwork would be a challenge, so she videoed herself teaching for the trainees focusing on giving clear instructions at the start of the group work. She has also encouraged her trainees to do written reflective tasks when trying to implement the course between sessions which they bring back to follow up training. Without these, she believed, not all teachers really reflect as much as she feels is required to create a change in their teaching practice.

4.5 Programme Theory of Change and MEL

As part of the evaluation ToR, the theory of change and results framework was examined to assess its relevancy and validity with reference to the NUS programme moving forward. It was not intended to be a fully comprehensive revision, rather a collaborative workshop that discussed the following:

- To investigate whether the Theory of Change for the Ukrainian English Project still stands

- To determine whether the results framework is able to demonstrate the impact of the Ukrainian English Project

- To ensure that moving forward the Theory of Change and Results Framework are fit for purpose for the next phase of programming
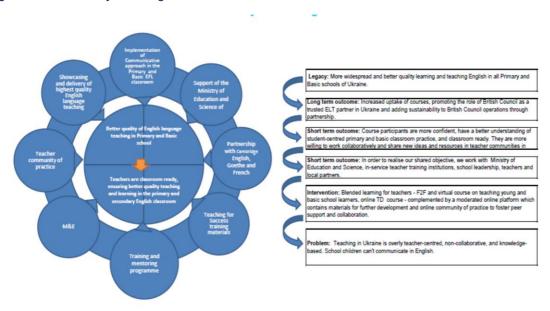
From this discussion, recommendations are made to move the ToC and Results framework forward.

The workshop was attended by British Council programme and M+E staff, teachers/enumerators from the NUS programme and Enable-Ed.

Theory of Change

The theory of change (depicted in the figure below) is a summary of the theory behind the NUS programme.

Figure 17: NUS Theory of Change

In order to investigate this a number of questions were asked:

1. Is the 'problem' still the right problem? Now and in future?
2. Is the 'Is the ToC valid, appropriate, relevant and accurate?
3. Do the assumptions made for the ToC still hold?
4. Does change actually occur in the ways the intervention proponents have expected?
5. Are there other change dynamics or pathways at work?
6. Are there unforeseen actors and factors who promote or constrain change? Can these be reduced/capitalised on in future?
7. Are there obstacles that hinder or render ineffective the ToC? How can those obstacles be minimized or eliminated altogether?

The 'problem' was articulated in the documentation as:

Teaching in Ukraine is overly teacher centred, non-collaborative and knowledge based. School children cannot communicate in English.

The group was in agreement that this still stands and is the case in many schools and classrooms so it should remain. Enable-Ed made the point that as the evaluation has revealed significant change the problem statement should be more nuanced and revised. One teacher

present demonstrated this change by reporting that in her area, 5 years ago the city only had 36 students that passed the English exam and this year 546 students passed. Clearly change is occurring but as the NUS evaluation results point out, the change is not so large in rural areas, small schools without support and in places where the communicative approach is harder to embed, for example the southern area still reports teacher centred teaching.

The context and its requirements have also shifted due to COVID-19. Expectations have also shifted, and teachers are now comfortable (to greater or lesser degree) teaching online. However, for some teachers this shift has meant teaching in their default position of using teacher centred methods and their confidence and motivation to change need supporting. The NUS programme has successful supported teachers to do this with many reporting that the combination of F2F and online delivery has helped them to create student centred lessons online.

The workshop also felt that the problem statement should also incorporate the fact that students cannot express thoughts in English easily and that in-service teacher training needs to address this.

The assumptions of the NUS programme are:

- The English teachers in the NUS reform across the country receive regular professional development support through both face-to-face course and learning online. The pool of Change Agents is in place to support new Ministry initiatives of teacher training in cooperation with INSETTs.

- Teacher Activity Groups operate across the country face-to-face and leading on their virtual English teachers' community of practice on vTAGs platform. The vTAGs are seen as a valid component of professional development for secondary school teachers.

- INSETTs deliver quality training sessions with Core Skills component to in-service - teachers.

- NUS model /PRESETT affiliated schools receive quality mentoring support.

- The improved English teaching skills creates opportunity for better English teaching and learning in schools.

The workshop group discussed the assumptions in terms of whether they made sense moving forward and what may have changed to refute or modify them, for example COVID 19, lower/higher skilled teachers that previously thought, and buy-in from regional and national government, stakeholders and schools. A number of points were raised:

- Disadvantage in rural schools – therefore same methodology cannot be applied as this will not close the gap – what else is needed?

- Teaching force is not homogenous – teachers, students and schools are not a homogenous group and some groups have been impacted less and started at a lower level, not everyone is accessing in the same way so gaps could widen.

- Change Agents are not homogenous - Change Agents may not be able to replicate training to the same quality affecting delivery across Ukraine. What is needed to support

this? Discussions with the NUS programme team revealed that there was uncertainty around whether Change Agents were effectively supporting CPD in schools.

- Lack of assessment – there is no testing of English language levels and the project assumes that student learning will be positively impacted. There are results from the NUS evaluation that demonstrate this but how will the NUS programme know that learning has improved in schools over time without some form of assessment?

- Sustainability – this appears to be implicit in the current ToC, project logic and results framework. This needs to be explicit.

- Reflectivity – this is key to the success of the overall programme but currently only 25% of teachers consulted in the NUS evaluation sample are able to demonstrate this. The ToC assumes this will happen implicitly but this is not the case, an explicit articulation of how this occurs is needed if the NUS programme is to develop a theory with indicators that demonstrate how this will happen (see example in appendix 6.3). Does the ToC and results framework also reflect the idea of reflection for learning and learners?

- TAGS – these demonstrated excellent results and value for money in the pilot and as such need to be reflected programmatically moving forward – what does that mean for the ToC and results framework?

- INSETT – the assumption here was that a pool of Change Agents was created ready to support the MoE, are they ready to do so? What needs to be in place to make sure this happens and is effective?

  External environment – the external environment can offer affordances and constraints, for example the NUS programme has benefitted from being slightly ahead of government reforms in schools and curriculum and the external environment needs to be in the ToC. This needs to address questions such as:

- Are all teachers ready, motivated and able to support programme – if not who isn't and why?

- Is the curriculum/system/teacher skill environment supportive? What can the NUS programme influence/not influence? It is worth identifying in the assumptions what is in the NUS programmes' ability to control/influence to support the assessment of impact.

Results Framework

The results framework (figure 19) was largely based on the ToC (see figure 17) and the programme logic (see figure 18).

Figure 18: NUS programme logic

Audience (who we work with)	Outputs (what we do)	Learning outcomes	Action outcomes	Lasting outcomes
Ministry of Educational and Science of Ukraine	Support the New Ukrainian School reform by bringing the model of quality teacher training and development	Learn British expertise in English teacher development	The professional development model is endoresed and effectively applied across the country.	Schools in reform provide quiality Englsih language teaching and learning
English teachers	Teacher development through training courses, TAGs meetings, v TAG activities	Teachers know how to plan and deliver effective English language classes; how to assess learning outcomes; how to organise teacher-driven professional development	Teachers apply communicative and learner -centred approach to English language teaching and feel confident in teaching in NUS,.	English teachers in NUS demonstrate improved quality of teaching
Teacher trainers (Change Agents)	Develop a cohort of teacher trainers	Learn how to provide quality and effective professional support to English teachers	The Change Agents cascade the traning course across the country	Change Agents effectively support English teachers in school in their professional development
Teacher mentors	Develop a cohort of teacher mentors in schools	Learn how to provide quality and effective mentoring support to English teachers	The mentors provide regular support to English teachers in the reform	Teacher mentor support approach is implemented in schools in Ukraine

Figure 19: NUS programme Results Framework

	Outputs	Indicators (product quality indicators)	Indicator target (for the life of the project)
Project outputs	**Output 1:** The model of quality teacher training and development is signed off	Ministry official confirmation of endorsement	n/a
	Output 2: Teacher development through training courses, TAGs meetings, v TAG activities**.**	English teachers have taken professional development courses	20000
		TAGs have been set up	100
		TAG facilitators have been trained	100
		Teacher are registered on v TAG platfom	3000
	Output 3: A cohort of teacher trainers have been developed	a cohort of Change Agents	200
	Output 4: Develop a cohort of teacher mentors in schools	a cohort of metors	200

In order to investigate this logic and the results framework (see figure 19) the following questions were asked:

1. Does the project logic hold? Is this fit for purpose in the future?

2. Are the outcomes valid, appropriate, relevant and accurate?

3. Are we able to measure the outcomes satisfactorily? What does the measurement tell us and what next?

4. Are the outputs valid, appropriate, relevant and accurate?

5. Are we able to measure the outputs satisfactorily? What does the measurement tell us and what next?

6. What needs to change for the next phase?

It was not a valid use of the time to go through all the above questions in the workshop as the results framework has not really been established as a working part of the NUS programme. The documentation that existed was largely produced externally from the programme and at a time when the British Council are examining their MEL approach and requirements. The programme logic and results framework are a legacy of the audience approach and the discussion during the workshop focused on what the results framework 'could' be i.e. using indicators of effectiveness that are relevant, easy to collect, collate and analyse that actually demonstrate progress in achieving the ToC (an example can be found in appendix 6.3). As there is an increased emphasis on MEL in the British Council and the external environment the main recommendation is to assign a MEL person to work with the NUS programme team (there was none in the past) to support the development of MEL processes and reporting.

4.5.1 Recommendations

1. Revise problem statement for ToC to make it more nuanced to address the barriers that still remain and assess what is needed moving forward. This also includes testing the ToC with teachers, schools and government to ensure that it is valid and that assumptions are explored. This may include a teacher needs analysis to ensure relevancy to all (e.g. rurality and geographical location).

2. Address the pictorial representation of the NUS programme so that it has logical flow and makes sense (i.e. arrows etc.)

3. Address the student learning and improvement question, through explicitly the ToC, indicators in the results framework and discussion with schools/MoE.

4. Ensure that the ToC and results framework fully reflect equity considerations.

5. Identify people to develop framework and tools to collect and report on the results framework in a timely manner to impact on programming. Ensure that the results framework has indicators that are: easy to collect, are meaningful, are not too many, and ones which speak to effectiveness of programme activities (see figure 20).

Figure 20: Example of outputs

Output #	Output description	Delivery date	Output indicator of delivery	Delivery target	Monitoring of delivery target – how	Output indicator of effectiveness	Monitoring of effectiveness target – how	Actual numbers reached
			What indicator(s) will demonstrate that key activities for this output were delivered?	How many should be reached or delivered by end date? Disaggregate by?	Indicate frequency and sample size	What indicator(s) will demonstrate the effectiveness of the key activities for this output?	Indicate frequency and sample size	Who will benefit directly from this output? Are there indirect beneficiaries?

6. Investigate the activities of Change Agents in supporting CPD in schools to build into ToC.

5 Recommendations

The recommendations have one of 4 aims

- To increase the proportion of teachers who are using a communicative/learner centred approach

- To increase the effectiveness (in terms of impact on learner outcomes) of those already using a communicative/learner centred approach

- To support improved equity for learners and teachers who evidence would point to being disadvantaged

- To ensure that any change is embedded and sustainable at a school level

The recommendations will focus on three areas

- The organisation and delivery of the programme

- The content of the programme.

- The mechanisms to support the implementation of the CPD

and capture both the theory in the literature review and the findings of the evaluation.

Overall Finding

The one factor which has come out strongly in terms of impact on teaching methodology, perceived student learning outcomes and teacher motivation is whether, having received the training, the teacher feels strongly supported in their school to implement it and in particular if the teacher returns to a 'supportive school community' where both peers and senior leaders support the teacher. The table below summarises the gains of both being supported in schools and being part of a 'supportive school community'

Table 22: Impact of British Council course

Impact of Course	% Teachers who self-rated their skills across all areas of pedagogy as very high	% Major impact on perceived learning outcomes across all 4 skills	% Major impact on Teacher Motivation/Job Satisfaction
Teacher not receiving support	15.9%	18.3%	23.2%
Teacher receiving support	21.8%	25.2%	38.0%
Teacher in a 'supportive school community' (supported by both peer and senior leaders)	32.9%	30.1%	41.8%

The impact of a supportive school community is reported in both research and in the qualitative interviews and focus group discussions of this evaluation. Yet only 7% of teachers in the survey reported that they felt strongly supported in implementing the training in their school by both

peers and senior leaders. The evaluation team would argue the most impactful recommendation would be to carry out activities that promote the development of a supportive school community when the teacher returns to school. The model presented below aims to achieve this and captures other improvements.

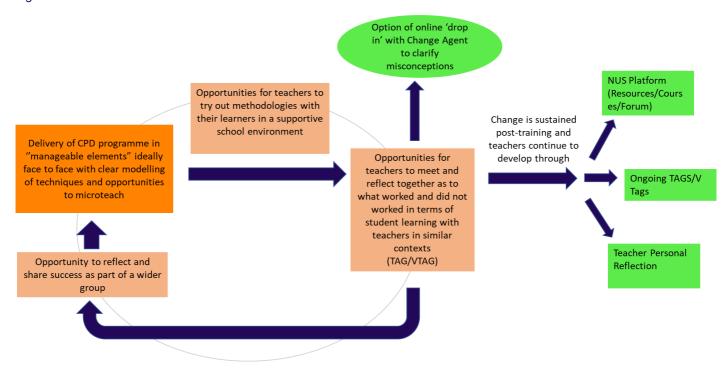## Organisation and Delivery of the Programme

Regarding the organisation and delivery of the programme, key factors are logistics and budget and commenting on these is beyond the scope of this evaluation.

The evaluation team would suggest that any significant change in the model of delivery should focus on providing more structured opportunities:

- for teachers to try out/experiment with the methodology in 'manageable chunks'
- for teachers to reflect on the impact of the methodology with a greater focus on learners/learning.

A potential model that does this which be worth considering or adapting to the project logistics is below. It should be noted that not all aspects need to be included but each should be considered.

Figure 21: Potential CPD model

1) Teachers came out strongly in favour of face to face training as it enabled the strategies to be clearly modelled and microteaching to be carried out. Given some teacher feedback around *'too much to implement'* and theoretical research (Wiliam 2016[50]) that CPD is most effective when teachers only change one or two aspects of practice at a

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[50] Wiliam, D (2016) *Leadership for Teacher Learning* Learner Science Ltd

time, the project should consider breaking up the CPD into shorter elements. A blended approach may also be considered for financial reasons but with careful selection of what elements of the training can be delivered online (either synchronously or asynchronously). If a blended approach is to be used (and this may create efficiency) then evidence would suggest the following is effective:

- Asynchronous online: **theoretical knowledge** that underpins the pedagogy with short online assessment ('quiz') at the end (teachers suggested that assessment was a motivator to study online)

- Synchronous online: Opportunity to **clarify** any misconceptions and **apply** key elements of the knowledge to practical teaching. Also, to **reflect** on previous learning from earlier units.

- Face to Face training: Focusing on **modelling** the key pedagogy in activities, opportunities for participants to **microteach to practice** the pedagogy in a safe environment and opportunities for teachers from similar contexts to work together **to reflect how to apply the pedagogy** in their own context (e.g. small rural classroom)

- Ensuring that there is an avenue to collect data/views of teachers on their needs and where they're struggling – which can feed into subsequent CPD session

2) Teachers need the opportunity to change their teaching practice to try out the new methodology over a fixed period in a **supportive** school environment. Key to this is the school leadership and the evaluation team would strongly recommend the development of **training for senior leaders**; in particular, given the evidence from the evaluation that support from senior leadership results in a 10% point gain in terms of both perceived teacher skills and impact of learners. Key aspects of the training could include

- An overview of the programme

- The importance of the Senior Leader in developing CPD

- The Roles and Responsibilities of a Senior Leader in leading CPD

- Supporting Teachers in implementing CPD

- Monitoring the Implementation of CPD

- Disseminating aspects of the training across other subjects (elements of learning centred approach such as pair/group work)

3) The introduction of **structured peer reflective sessions** after trialling any new methodology. In the literature review, it was stated that CPD becomes more effective when teachers can discuss, practice, and reflect with peers (ideally working in a similar context). This could be done in a school setting if a group (for example four or more) of teachers have been trained or virtually; particularly in a rural school context to ensure isolated teachers are supported. It should be done 2-3 weeks after the training (to give an opportunity for teachers to have experimented with the new methodology). The purpose of such a session would be to reflect on what went well and what didn't look through both the lens of a teacher and a learner. These sessions should be modelled initially in the face to face training and ideally a video of a session could be provided for

teachers to relate to. In addition, the project may wish to encourage the use of **reflective journaling** whilst teachers experiment. An alternative to this element would be a **teacher mentor** programme in which reflective opportunities are built on a more one to one basis.

4) At this point, change agents suggested there should be an open opportunity (such as on-line 'drop in' session) for teachers to **meet with the change agent to discuss any key issues and clarify uncertainties.** One area of uncertainty change agents highlighted was often raised was confusion regarding the metalanguage around learner centred pedagogy. To overcome this, change agents suggested, **a glossary of terminology** is developed. Both this and point 3 are designed to mitigate against the risk of teachers trying and then giving up on the methodology.

5) Teachers return to the face to face CPD to share the next successes with the wider group and learn a new element and the circular nature of the training is continued until the course is completed. Teacher improvement is sustained through a fully integrated TAG/virtual TAG programme; regular updating of the NUS platform and teachers' own ability to self-reflect/improve developed through the training.   Recommendations for the TAG element of this programme are developed later.

To further support this process and mitigate against the risk of varying quality of the massive training (as was reported to be the case), the evaluation recommends the project ensures that:

- All change agents have attended at least the Trainer Development Course

- Change agents can at least once deliver their training in pairs with experienced change agents paired with and supporting less experienced.

- Improved monitoring and evaluation of the Change Agent Courses to enable Change Agents to self-identify (for example, in a survey like this evaluation) if they need more support.

- Change Agents who self-identify as feeling less confident areas have an opportunity to receive follow up online support from Master Trainers or do additional micro-training

- The British Council should ensure that all trainees receive copies of the materials

Content of the Training

The content of the training should be adapted to include

1) Greater support around **inclusive education and mixed ability teaching** in a primary EFL context. Strategies to support children with specific needs (such as visual or hearing impairment) could be covered asynchronously on the NUS platform but more practical quick wins could be included and clearly modelled in training. These may include

   - Increased use of supportive pair work (differentiation by support)

   - Creating a supportive classroom that values differences and collaboration

   - Giving clear simple step by step instructions

   - Giving opportunities for learners to present and practice language in different ways

- Consider how ICT can be used to support children with different needs

- The use of positive behaviour management in managing learners (including saying what you want them to do rather than what you don't and the use of praise)

- Consider the seating plan (e.g. hearing-impaired children close to teachers; ADHD children away from distractions such as the window) and children with learning needs sat with supportive peers

2) Improved methods of **managing behaviour in group work**. Strategies that could be included

- Setting clear expectations and purpose of what is required in group work

- Modelling and practicing the group work

- The use of group points (for example, stones in a cup) for good group behaviours (e.g. good teamwork/inclusion of all group members, attempting to use English) which the teacher gives whilst circulating

- Providing roles and responsibilities to different group members and explicitly linking group work to learning/learning outcomes

3) **Assessment for learning** with a greater focus potentially on the use descriptors to identify progress e.g. Common European Framework of Reference for Languages: Learning, Teaching, Assessment (coe.int)

In addition, consider ensuring that **two core skills are mainstreamed** throughout the sessions

1) Reflection which is **learner/learning centred**. The programme already has many opportunities to develop reflection, but the findings of the evaluation is that a vast majority of teachers need to shift from teacher to learner/learning centred reflection which has a greater focus on impact on learners/learning.

Example

The following is the reflective task that is part of every session in the TAG activities (although adapted to different pedagogical areas)

> **5.3 Share**
>
> In the last TAG session, we discussed how to develop learners' reading skills and you planned to use a reading activity in your class.
>
> a) Did you have the opportunity to use the activity? Why/why not?
>
> b) How did you adapt the activity for your class?
>
> c) How effective was the activity? What went well?
>
> d) Did you experience any challenges in using the activity? If so, how did you solve them?
>
> e) Would you recommend this activity to other teachers? Why/why not?

By nature, by using the pronoun 'you' the question becomes 'teacher centred'. Changing the question from *Did you experience any challenges in using the activity?* to *Did your learners experience any challenges in using the activity/Were there any challenges to learning in using the activity?* automatically creates more learner/learning centred reflection. Likewise, *how effective was the activity for the learners/for learning? /Would you recommend this activity to be used for learners/learning in other classes?* has a similar effect.

In the teacher interviews, when discussing the effectiveness of activities, the teachers who spoke about learners were learner centred (speaking about how the activities engaged the learners) but not learning centred being able to speak what students learnt from those activities. Changes in questioning from *How effective was the activity?* to *What did learners learn from this activity? / Did all the learners equally from this activity?* shifts the reflection towards more learning centred.

Using tables to scaffold these activities can often support teachers to make this shift in reflection.

Question	Teacher	Learners	Learning
How effective was the activity?			
What were the challenges in using this activity?			

Although this appears only a small change it is vital to move the CPD towards having a stronger focus and therefore impact on learning outcomes.

2) **Resilience** (being able to adapt to challenging situations)/**Self-Efficacy** (the set of beliefs we hold our ability to complete a task). Both are aimed at supporting teachers not to 'give up' which the evaluation showed was a case for significant proportion of teachers who have not taken the training on in a sustainable fashion. External factors[51] that have the greatest proven impact on building resilience are already included in these recommendations: a supportive school leadership and positive collaboration with peers. Additional activities which support this are regular opportunities for teachers to celebrate small successes with a particular focus in the teacher's own role in making them happen and in reflection activities identifying *one achievable change* the teacher could do to make the learning better.
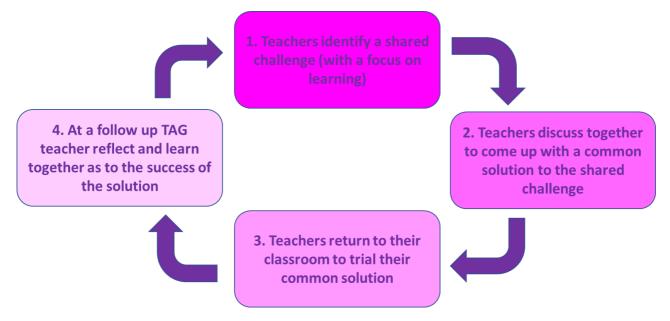
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[51] Ainsworth, S. & Oldfield, J. Quantifying teacher resilience: Context Matters. Teaching and Teacher Education. 2019;82:117-128

Support and Sustainability: Teacher Activity Groups

The evaluators would recommend

1) The full integration of TAG/VTAGs into the programme to ensure all teachers have access to them with particular focus on recently qualified teachers and isolated teachers working in rural settings.
2) The ideal size for TAGs is 10-15 teachers to ensure a motivating number for attendance but also small enough for teachers to build relationships that enable them to share criticism free the challenges they face.
3) To improve 'group ownership' of TAGs encourage all teachers/members to lead elements of TAG sessions.
4) A stronger focus on the 'shared solution' to common problems element of TAGs with this strongly integrated into the TAG programme. For example, every third session becomes a 'developing a common solution to a shared problem' session (see diagram below).

Figure 22: Teacher cycle of reflection in problem solving

Bespoke support for Rural Settings

A concern of this evaluation is the possibility that the impact may be widening the gap in learning outcomes in English in rural and urban settings.

Although possibly outside the scope of this project, the following may want to be considered to specifically target teachers and learners in more rural settings

- In selecting teachers for change agents and other professional development opportunities to consider introducing a quota system to ensure teachers selected reflect the makeup of Ukrainian schools.

- To audit British Council learner/curriculum support materials to ensure there is representation of children in rural settings to promote a sense of belonging and aspiration in English for children in rural settings.

- To consider bespoke projects (for example, competitions) specifically targeting schools and learners in rural settings

- Providing more 'authentic' English speaking opportunities for schools in rural settings; for example, school linking programmes.

6 Appendix

6.1 Tools

6.1.1 Teacher Survey

Online via Survey Monkey

	Question:	Possible answers:					Validation rule
Q1:	Sex	Female	Male				select one
Q2:	How long have you been teaching English?	0 - 3 years	4 – 10 years	10+ years			select one
Q3:	What is your qualification?	Bachelors' degree	Masters' degree	Specialist degree			multiple
Q4:	What type of area is your school in?	Rural area (селище)	Semi-rural area (селище міського типу)	Town area (місто)	Regional area (районий центр)	City area (обласне місто)	select one
Q5	Which area do you teach in?	**Western** (Lutsk, Rivne, Lviv, Ternopil, Zakarpattya, Chernivtsi, Ivano-Frankivsk, Khmelnitskiy)	**Eastern** (Kharkiv, Donetsk, Luhansk, Dnipro)	**Southern** (Kherson, Mykolaiv, Zaporizhzhya, Odesa, Kirovograd)	**Northern** (Sumy, Poltava, Chernigiv)	**Central** (Kyiv city, Kyiv region, Vinnytsya, Cherkassy, Zhytomir)	Select area
Q6:	Which British Council course did you train students in?	Teaching grade 1 – 2	Teaching grade 3 – 4				multiple
Q7:	How would you rate your skills, knowledge and understanding of these topics?						
			Zero	Low	Medium	High	

	Providing opportunities for children to speak in English	Before the training					
		After the training					
	Using Teaching Aids such as flashcards, puppets and picture books	Before the training					
		After the training					
	Teacher using more English in delivery of lessons; for example, in giving instructions	Before the training					
		After the training					
	Using songs, rhymes and games	Before the training					
		After the training					
	Teaching of Vocabulary	Before the training					
		After the training					
	Using Pair and Group Work	Before the training					
		After the training					
	Using Questioning Skills	Before the training					
		After the training					
	Inclusive teaching (Different learner types and levels of ability)	Before the training					
		After the training					
	Understanding the teaching and learning process	Before the training					
		After the training					
	Lesson Planning	Before the training					
		After the training					
Q8:	How easy was it to use the following from your training in your teaching?						
	Providing opportunities for children	Easy	OK	Difficult			

	to speak in English					
	Using Teaching Aids such as flashcards, puppets and picture books	Easy	OK	Difficult		
	Using more English in delivery of lessons; for example, in giving instructions	Easy	OK	Difficult		
	Using songs, rhymes and games	Easy	OK	Difficult		
	Teaching of Vocabulary	Easy	OK	Difficult		
	Using Pair and Group Work	Easy	OK	Difficult		
	Using Questioning Skills	Easy	OK	Difficult		
	Inclusive teaching (Different learner types and levels of ability)	Easy	OK	Difficult		
	Understanding the teaching and learning process	Easy	OK	Difficult		
	Lesson Planning	Easy	OK	Difficult		
Q9:	Which do you think have most improved or got better in your teaching?	Select 4				
	Providing opportunities for children to speak in English					
	Using Teaching Aids such as flashcards,					

	puppets and picture books					
	Teacher using more English in delivery of lessons; for example, in giving instructions					
	Using songs, rhymes and games					
	Teaching of Vocabulary					
	Using Pair and Group Work					
	Using Questioning Skills					
	Inclusive teaching (Different learner types and levels of ability)					
	Understanding the teaching and learning process					
	Lesson Planning					
Q10	How have language skills of your learners improved after the training?					
	Speaking	No difference	A little difference	Some difference	A big difference	select one
	Listening	No difference	A little difference	Some difference	A big difference	select one
	Reading	No difference	A little difference	Some difference	A big difference	select one
	Writing	No difference	A little difference	Some difference	A big difference	select one
Q11:	How has training course helped you in other areas?					

	Improved motivation/enjoyment in your Job	No difference	A little difference	Some difference	A big difference	select one	
	Less time needed to prepare lessons	No difference	A little difference	Some difference	A big difference	select one	
	Wish to learn more and go to more CPD	No difference	A little difference	Some difference	A big difference	select one	
	Greater enjoyment of the lessons for your children	No difference	A little difference	Some difference	A big difference	select one	
Q12:	Has this course increased your confidence in using English in your lessons?	Yes	No	It's the same		select one	
Q13:	The training included face to face (being at the training) and online on the internet. What type of training do you prefer or like?	I much prefer face to face than online	I prefer a little more Face to Face than online	No preference	I prefer a little more online to face to face	I much prefer online than face to face	select one
Q14:	Have you received any follow up support to use the training in your classroom?	Yes	No	Don't know			select one - if yes then answer Q13
Q15:	If so, from whom?	School director	Deputy director	Fellow teacher	Other		multiple - if other specify
					Can you say who		
Q16:	Have you attended any CPD other	Yes	No	Not Sure			select one - if yes then go to Q17, if no or not sure then go to Q18

	than British Council CPD?						
Q17:	How would you rate the British Council training in comparison to other training you have had?	Much better	A little better	No difference	A little worse	A lot worse	select one
Q18:	Are you willing to be contacted by the British Council to talk about the project more?	Yes	No				select one - if yes then go to Q19, if not then end

6.1.2 Change Agent Survey

Online via Survey Monkey

	Question:	Possible answers:					Validation rule
Q1:	Sex	Female	Male				select one
Q2:	How long have you been teaching English for?	0 - 3 years	4 – 10 years	10+ years			select one
Q3:	What is your qualification?	Bachelors' degree	Masters' degree	Specialist degree			multiple
Q4:	What type of area is your school in?	Rural area (селище)	Semi-rural area (селище міського типу)	Town area (місто)	Regional area (районий центр)	City area (обласне місто)	select one

Q5	Which area did you train teachers in?	**Western** (Lutsk, Rivne, Lviv, Ternopil, Zakarpattya, Chernivtsi, Ivano-Frankivsk, Khmelnitskiy)	Eastern (Kharkiv, Donetsk, Luhansk, Dnipro)	Southern (Kherson, Mykolaiv, Zaporizhzh ya, Odesa, Kirovograd)	Northern (Sumy, Poltava, Chernigiv)	Central (Kyiv city, Kyiv region, Vinnyts ya, Cherka ssy, Zhyto mir)		select one
Q6:	Which British Council course **did you train teachers** in?	Teaching grade 1 – 2	Teaching grade 3 – 4					multiple
Q7:	In your opinion, how would you rate the **teachers' you trained** skills, knowledge and understanding of these topics?							
			Zero	Low	Medium	High		
	Providing opportunities for children to speak in English	Before the training						select one
		After the training						select one
	Using Teaching Aids such as flashcards, puppets and picture books	Before the training						select one
		After the training						select one
	Teacher using more English in delivery of lessons e.g. in giving instructions	Before the training						select one
		After the training						select one
	Using songs, rhymes and games	Before the training						select one
		After the training						select one
	Teaching of Vocabulary	Before the training						select one
		After the training						select one
	Using Pair and Group Work	Before the training						select one

		After the training					select one
	Using Questioning Skills	Before the training					select one
		After the training					select one
	Inclusive teaching (Different learner types and levels of ability)	Before the training					select one
		After the training					select one
	Understanding the teaching and learning process	Before the training					select one
		After the training					select one
	Lesson Planning	Before the training					select one
		After the training					select one
Q8:	In your opinion, how easy would it be for the **teachers you trained** to use the following in their teaching?						
	Providing opportunities for children to speak in English	Easy	OK	Difficult			select one
	Using Teaching Aids such as flashcards, puppets and picture books	Easy	OK	Difficult			select one
	Using more English in delivery of lessons; for example, in giving instructions	Easy	OK	Difficult			select one
	Using songs, rhymes and games	Easy	OK	Difficult			select one
	Teaching of Vocabulary	Easy	OK	Difficult			select one
	Using Pair and Group Work	Easy	OK	Difficult			select one

	Using Questioning Skills	Easy	OK	Difficult				select one
	Inclusive teaching (Different learner types and levels of ability)	Easy	OK	Difficult				select one
	Understanding the teaching and learning process	Easy	OK	Difficult				select one
	Lesson Planning	Easy	OK	Difficult				select one
Q9:	Which do you think is most likely to have most improved or got better in the teachers you have trained teaching?	Select 4						multiple
	Providing opportunities for children to speak in English							
	Using Teaching Aids such as flashcards, puppets and picture books							
	Teacher using more English in delivery of lessons; for example, in giving instructions							
	Using songs, rhymes and games							
	Teaching of Vocabulary							
	Using Pair and Group Work							
	Using Questioning Skills							
	Inclusive teaching							

	(Different learner types and levels of ability)							
	Understanding the teaching and learning process							
	Lesson Planning							
Q10	Do you think the British Council's course increased the teachers' you trained confidence in using English in their lessons?	Yes	No	It's the same				select one
Q11	In your opinion, will the training you delivered help the **children that your trainees teach** in their:							
	Speaking	No difference	A little difference	Some difference	A big difference	select one		
	Listening	No difference	A little difference	Some difference	A big difference	select one		
	Reading	No difference	A little difference	Some difference	A big difference	select one		
	Writing	No difference	A little difference	Some difference	A big difference	select one		
Q12	The next question asks about your skills as a teacher educator. How would you rate your own skills, knowledge and understanding							

	of these topics **as a teacher educator**?							
			Zero	Low	Medium	High	Specialist (Other teacher educators came to you as an expert)	
	Knowledge of English	Before the BC training						select one
		After the BC training						select one
	Teaching English to YOUNG LEARNERS (Grade 1-2 Primary)	Before the BC training						select one
		After the BC training						select one
	Understanding how TEACHERS learn	Before the BC training						select one
		After the BC training						select one
	Planning and Managing Teacher Training Sessions	Before the BC training						select one
		After the BC training						select one
	Developing your own training resources for teachers	Before the BC training						select one
		After the BC training						select one
	Modelling Teaching English to Young Learners to Teachers	Before the BC training						select one
		After the BC training						select one
	Supporting and Mentoring Teachers **after** the training	Before the BC training						select one
		After the BC training						select one
	Monitoring Teacher Performance, for example through lesson observations	Before the BC training						select one
		After the BC training						select one

Q13	Research shows that training helps in other areas - which are true for you?							
	Improved motivation/enjoyment in your Job	No difference	A little difference	Some difference	A big difference			select one
	Less time needed to prepare lessons	No difference	A little difference	Some difference	A big difference			select one
	Wish to learn more and go to more CPD	No difference	A little difference	Some difference	A big difference			select one
	Greater enjoyment of the lessons for your students	No difference	A little difference	Some difference	A big difference			select one
Q14	Have you attended any CPD other than British Council CPD?	Yes	No	Not Sure				
Q15	How would you rate the British Council training in comparison to other training you have had?	Much better	A little better	No difference	A little worse	A lot worse		select one
Q16	Are you willing to be contacted by the British Council to talk about the project more?	Yes	No					select one - if yes then go to Q17, if not then end
Q17	Name							
	E mail							
	Telephone							

6.1.3 Teacher Interview

Evaluation Team Member	
Date	
Teacher	
School	
Region	
Teacher E mail	

Contents:

Tool 1: Interview around a Lesson

Tool 2: Significant Changes

Tool 3: Additional Questions

Optional Video for Teaching (see Video Form)

Additional Documents

Outline of Training:

  ➢ Grade 1-2 (All teachers have received this)
  ➢ Grade 3-4 (Approximately 30% of Teachers have received this)

Video Form

Optional Email that can be sent to the teacher (please adapt as you wish and if you feel appropriate translate)

Dear……………

Thank you ever so much for filling in the British Council Survey for the NUS programme. At the end of the survey, you said you would be happy to be contacted to discuss the project further. We are keen to learn from you and talk with you about the programme. The purpose of this is for us is to see how the programme is going, to celebrate the successes and think about what further support teachers might need. **All your comments and thoughts will be kept anonymous and are not shared with anyone other than the research team.** Your school will also not be named.

We would ask, in advance of the interview, if you could pick a lesson you have recently taught in primary 1-4 where you feel you have incorporated some of the methods you have used from the British Council Course. In the interview, we will discuss the lesson with you so please prepare in advance if you have it a lesson plan or any resources you used that you can show us.

Some of the things we will be talking about which you might want to think about in advance are

- ➢ The learners you taught the lesson to (their levels of ability etc)
- ➢ The learning outcomes of the lesson
- ➢ What you and the students did in the lesson?
- ➢ The teaching techniques you used and why

Thank you ever so much

When you have completed the form, please e mail it to marksm66@yahoo.com

Tool One

Methodology

Teachers will in advance pick a lesson that they have recently taught in primary 1-4 where they feel they have incorporated some of the pedagogy from the British Council Course. In an online interview, the lesson is discussed. The teacher should, if they have it, bring any lesson plan or resources that they used in delivering the lesson

The approach is based on Brookfield's (2005) theory of reflective lenses. Viewing practice through 'lenses', encourages critical reflection by asking participants to apply different 'ways of seeing' to the same incident. This supports participants to expose and explore their own assumptions, beliefs and actions and to reflect on them.

Lens 1: Practitioner/Teacher

Lens 2: Student lens

Lens 3 Pedagogical– a lens where participants view their own practice directly through the pedagogy of the project

The framework below provides the opportunity for critical reflection at every stage. Having limited scaffolding for the 'now what?' section gives coaches the opportunity to explore to what extent the participant can reflect through different lenses without support

In advance of the interview-Can you pick a memorable lesson you have recently taught in primary 1-4 where you feel you have incorporated some of the methods you have used from the British Council Course? We will discuss the lesson with you so please prepare in advance if you have it a lesson plan or any resources you used.

Note if teachers bring any useful resources or lesson plans that represent evidence, can you get a digital copy of them

Yr. Group Taught		Month Year of Lesson	
Level of Reflection	Benchmarks Please highlight in green the benchmarks which you believe the teacher strongly achieved and orange partly achieved.	Questions	Enumerator Notes Always in the context of the lesson taught
Descriptive Level of Reflection **WHAT?** *Heavily scaffolded* The additional documents give an indicator of the course content	The teacher has identified there are different learner types in their classroom both in terms of abilities and learner types The teacher can clearly articulate the learning outcome of the lesson There is evidence of the teacher using appropriate young learner pedagogy and teaching & learning aids in the class There is evidence of the teacher providing speaking and listening opportunities in the lesson and using learner centred techniques	*Tell me about the learners in your class (learning styles and levels of English)?* *Talk to me about your lesson – what were your learning outcomes? Core Skills? (Are they taken from the teacher's book or adapted according to the needs of the learners* *What did you do?* *What did your students do?* *Why* did you decide to teach your lesson like this? – Specific scaffolding/context setting/probes* In what way was the lesson different than the teacher's book?	
Dialogical Level of Reflection **SO WHAT?**	The teacher can talk about how successful the lesson was in terms of the learning outcomes	*What went well and what didn't go so well?* *What was the reaction of your students?* *What was the impact of [draw out a concrete example from their example lesson] on...?* *· Your students? (see if the teacher with probing can reflect on impact on learning)*	

Semi scaffolded	*The teacher can talk about how the chosen methods impacted learning outcomes* *The teacher when conducting the lesson has considered how to ensure different learners are fully included* *(try to probe for concrete examples of how the teacher did it in terms of both different abilities and different learner types)*	· You as the teacher? If the lesson was different than the teacher's book: What reasons for the change?	
Critical Level of Reflection **NOW WHAT?** *Limited scaffolding*	This box is left blank as we wish to elicit independent responses. Having benchmarks may result in leading questions or over probing	*What would you have done differently in the lesson? What are your reasons behind this change?* *What did you do differently in the next or future lessons?(If the lesson was in the past, then ask what the teacher did differently)* OR **In what ways has your teaching changed over time since the training…can you provide concrete examples…..what reasons have you made these changes?** *What were the reasons for this? (record responses in categories - teacher, student, pedagogy reasons)* *If you did the lesson again, how would it impact the learning*	

Overall Comments: To be filled out post discussion

What are your overall comments about the teacher? What were their **strengths and weaknesses** and what level of reflection did you think the learner was?

NB Try not to use why questions but instead to say: 'tell me the reasons for….' as it is less direct/confrontational

FOLLOW UP

How would you have taught this lesson before the British Council Training? *Try to be specific about the lesson so we can talk about differences*	

Tool Two: Significant Changes

To Reflect on the impact of the Project on Teacher Pedagogy/Learner Outcomes and Teacher Motivation in **ALL LESSONS**

Ask the participants to reflect on the two greatest changes that they think has happened because of the course with regards to

- ➢ How they are teaching the lessons (Pedagogy)
- ➢ Their Learners
- ➢ Themselves as teachers e.g. More motivated; enjoying lessons more; spending less time preparing

Pedagogical Change: Elicit the extent of the change	How do you know? (What evidence can you give-encourage concrete examples)	What supported you to make the change and how? (Face to Face/TAGS/online/Teacher materials/School Leadership). **Try to be specific as to exactly what aspects e.g. particular sessions/microteaching etc**
Teacher Pedagogy Change 1		
Teacher Pedagogy Change 2		
Learner Change: Elicit the extent of the change and be specific as to the skills	How do you know? (What evidence can you give-encourage and probe for **concrete examples**)	What aspects of your teaching supported the change?
Learner Change 1		
Learner Change 2		
Themselves as Teacher Change	How do you know? (Encourage and **probe for Concrete example/evidence**)	What supported you to make the change and how? (Face to Face/TAGS/online/Teacher materials/School Leadership)
Teacher Change 1		
Teacher Change 2		

Tool Three

Additional Questions

What methods from the training did you not implement or found difficult to implement effectively?

(If they say nothing then probe more/you could also add difficult to implement because of COVID)

Aspect of Training	Why was it a challenge to implement? Probe for as much detail as possible and possible concrete example

Are there any challenges within your teaching (the delivery of lessons) or the students learning that the course did not cover, and you wished it had?

Challenge (**UP TO THREE**)	Concrete Example

Method of Delivery

What did you think were the strengths and weaknesses **for you** of the different methods of training?

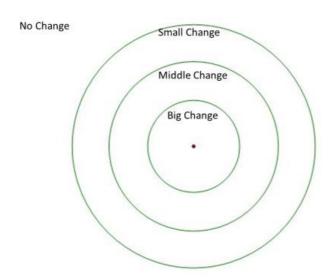| Method of Training	Strengths	Weaknesses
Face to Face		
Online		
Teacher Activity Groups (Face to Face or Online) Note that not all teachers will be in one of these		

6.1.4 Assistant Director Interview

Evaluation Team Member	
Date	
Teacher	
School	

	Whenever possible try to collect concrete examples
What do you know about the British Council Programme?	
What in your opinion, are some of the challenge's	

teachers face when teaching English? (Try to get concrete examples)	
What in your opinion are some of the challenges learners face when learning English? (Try to get concrete example)	
Have you observed any positive changes in classroom practices because of the program? If so, could you give examples?	
Have you observed any positive changes in learners' English? If so, please give examples?	
Have there been challenges to implementing a more learner-centered approach in English classrooms?	
Has the training the teachers received helped the school outside English lessons? For example, supporting non-English teachers who did not attend the training. (Provide concrete examples)	
Is there additional CPD support needed for English teachers that the program currently doesn't provide? (Try to get specifics)	
Is there any additional CPD support to School Management (you + head) need that the project currently doesn't provide?	

6.1.5 FGDs

The exact content of the FGDs changed throughout the evaluation process and was also dependent on the target group. A key element was for those interviewed to identify key changes that happened because of the project. Initially an online concentric circle tool was used

However, the team found this was difficult to navigate online so a continuum of change was used.

Having identified the changes and where along the continuum they sat (including non-changes) then follow up questions were asked.

- ➤ What evidence of the change do you have?
- ➤ What think most caused the change?
- ➤ What were the barriers to the change being greater?
- ➤ What could be done to overcome these barriers?

6.1.6 Short interviews

These were to target teachers who were critical of the programme

Instructions for Short Interviews

It is important we understand the views of teachers who thought that the project and training had less of an impact to get a more critical view to the programme and most importantly ideas for improvements. Currently the teachers in the FGDs are generally positive about the programme.

We therefore want **you to speak to some teachers who are more critical.** We have sorted the survey and identified 3 groups of teachers (50 in each group). These are those who said the training

1) Did not improve their teaching (we have used a measure for this those who either said their skills in delivering **pair and group work** were still low or that they had difficulty in putting pair and group work into practice)
2) Did not have a big **impact on children's learning** (we have used as a measure for this those who said the training did not impact their children's speaking skills)
3) Was not as **good as other training they have received** (we have used as a measure for this the quality of training: those who thought the training was a little worse or no different to other CPD they have received)

In the spreadsheet, there are three tabs-one for each group with five teachers assigned to each of the evaluation team. **We would like you to try and call and contact and have a 10-20 minute chat (probably best over the phone) with at least one person on each of your lists of five to** try and probe what was the issues and most importantly ways to improve the programme. We would suggest a total of 2 ½ hours is spent trying to talk to these people-as I said, if possible, a minimum of one per group of 5 but if you have time more. Can you please keep a record in the spreadsheet of who in your groups you communicated with and who you had a conversation with, in columns BU and BV of the spreadsheet.

Carrying out the Conversation and Recording the Conversation

You might find the below useful in starting a conversation (obviously in Ukrainian)

We see from the survey that you said you were happy to be contacted and we wanted to take you up on that as we are really keen to learn more about the potential to improve programme impact. You gave us some excellent critical feedback and we are very interested to explore this more as we want to improve our offering. We would like a short 10-15-minute chat about your views.

Remember that people fill out forms and forget what they have said so be flexible and go with the flow!

The person you are calling has expressed critical views on one of the following:
- The programme's ability to impact on teaching
- The programme's ability to impact on student learning
- The programme's course content

We would like you to explore with them about the one area they expressed critical views on. If you have time, please do ask about the other two areas as they may have views on that.

You can use the following as prompts and please remember to do this in such a way that they are clear we are happy they have been critical! It is learning for us. Fill in the 3 boxes with key learning from your conversations (there is no need to say who said what).

The programme's ability to impact on teaching (group work/pair work)

What reasons do you find group and pair work difficult to implement? How could the programme have helped you more? What could have been done differently?

Are there other elements of the teaching you find difficult?

The programme's ability to impact on student learning (Speaking)

What reasons do you think the programme had limited/no impact on your students' speaking skills? How could the programme have helped you more? What could have been done differently? Are there other elements of student learning the programme didn't help with?

The programme's course content/Quality of Training

What are the main reasons you think this course was less successful than other CPD? What could have been different? If the British council want to take this programme into secondary schools, what advice would you give them to ensure it is successful/a positive experience?

It would be brilliant if you could have it done by the weekend of the 6th March.

6.2 Teacher skills knowledge and understanding

% of Respondents who rated their own skills, knowledge and understanding	BEFORE Opportunities for children to speak in English	AFTER opportunities for children to speak English	BEFORE Using Teaching Aids	AFTER Using Teaching Aids	BEFORE Teacher using English in lessons	AFTER Teacher using English in lessons	Before Using songs, rhymes games	AFTER Using songs, rhymes and games	BEFORE Teach of Vocab	AFTER Teach of Vocab	BEFORE Use of Pair/ Group Work	AFTER Using Pair /Group Work
Very High %	2.1%	12.7%	8.4%	25.7%	3.4%	16.2%	12.7%	31.7%	7.8%	23.3%	4.6%	18.0%
High %	28.7%	64.1%	48.1%	60.7%	34.1%	61.8%	50.8%	57.3%	51.5%	62.7%	33.1%	58.8%
Medium %	62.5%	22.2%	39.5%	12.9%	54.1%	20.9%	31.9%	10.3%	38.0%	13.4%	52.4%	21.7%
Low %	6.4%	0.8%	3.8%	0.6%	8.2%	1.0%	4.3%	0.6%	2.7%	0.6%	9.5%	1.4%
Zero %	0.3%	0.1%	0.2%	0.1%	0.2%	0.1%	0.3%	0.1%	0.1%	0.1%	0.4%	0.1%

% of Respondents who rated their own skills, knowledge and understanding	BEFORE Using Questioning Skills	AFTER Using Questioning Skills	BEFORE Inclusive teaching	AFTER Inclusive teaching	BEFORE teaching and learning process	AFTER teaching and learning process	BEFORE Lesson Planning	AFTER Lesson Planning	BEFORE Average across all Skills	AFTER Average across all skills
Very High %	2.1%	12.7%	8.4%	25.7%	3.4%	16.2%	12.7%	31.7%	7.8%	23.3%
High %	28.7%	64.1%	48.1%	60.7%	34.1%	61.8%	50.8%	57.3%	51.5%	62.7%
Medium %	62.5%	22.2%	39.5%	12.9%	54.1%	20.9%	31.9%	10.3%	38.0%	13.4%
Low %	6.4%	0.8%	3.8%	0.6%	8.2%	1.0%	4.3%	0.6%	2.7%	0.6%
Zero %	0.3%	0.1%	0.2%	0.1%	0.2%	0.1%	0.3%	0.1%	0.1%	0.1%

6.3 ToC and Results framework

OUTCOME: Teachers demonstrate reflective practice

What intermediate outcomes would you need to achieve this?

What outputs would you need to achieve this?

Level	Indicator	Measurement
Higher Level Outcome	Teachers demonstrate reflective practice	
Intermediate Outcome 1	Attending TAG groups that practice reflection	
Intermediate Outcome 2	Training explicitly addresses skills needed for reflection	
Intermediate Outcome 3	Feedback explicitly addresses moving learning forward	
Output 1	% teachers trained	
Output 2	% change agents cascading training course	
Output 3	% teachers who are attending a TAG on a regular basis	
Output 4	% teachers reporting they are able to move learning on	