

Training of Physical Education (PE) Teachers

Overview of the Training

Training dates:	13-15 September 2015
Training venue:	High School ABC, Mazar-e-Sharif, Balkh Province
Support team:	GIZ Sport for Development (S4D) Project Officer

Objective of the Training

To develop the skills and competencies of the teachers in order to implement child-centred and inclusive games and physical activities for girls in grades 4-9.

Content of the Training

The same content, designed in close collaboration of DPE and GIZ S4D for Kabul 2nd round of training, was used in Mazar-e-Sharif as well. GIZ S4D offered technical and logistics support for the training, while DPE's training team led in conducting the training. For the detailed training content and plan, please see Annex-A.

How did the Training Begin?

Senior MT of PED, commenced the first day of the training. At around 9:40 AM, while the participants were on the football ground observing a PE model lesson performed by one of the MTs, the Director of Education Directorate of Balkh Province arrived. The Director, thanking GIZ/S4D and addressing the teachers and students, said,

“Physical Education is one of the basic programs of the education in Afghanistan. It has the same value as other school subjects have. PE lessons improves the cognitive, social and affective dimensions of human being.”

While Senior MT added:

“Youth need direction to the right path; teachers should encourage them to participate fully in PE classes; School administration must support the PE teachers.”

What went well?

Leadership by DPE, MoE

To build the capacity of all Master Trainers (MTs), the chance was given to two of MTs who were not in Mazar-e-Sharif for such training before. All MTs were well prepared to conduct the training and demonstrated their full motivation and commitment to the program. In both practical and theoretical portions of the training, the lead was taken by the MTs. The Senior MT oversaw the event in a professional manner, and a positive change and improvement in the way that the MTs facilitated the event, was noticed.

Full Engagement of the Teachers into the Training

Compared to the first round of the training, the teachers were more engaged in the sessions. There were lots of discussions, debates, and questions. They all expressed their interest and enthusiasm in learning new skills, particularly they identified the games.

Capturing the Discussions and Points on the Flipcharts

A positive change in the facilitation method of the MTs was noticeable. They managed to capture the discussions and points raised during the theoretical sessions on the flipchart while teaching the participants.

Cooperation and Team Work among MTs

Comparing to the previous workshops, the MTs demonstrated greater cooperation and teamwork in though out the lessons. They supported each other during the facilitation and managed the time in a professional manner.

Things to Improve

The following points need to be improved.

- Wearing of Tracksuits: Though tracksuits and sport shoes were distributed to the participants in the first round of the training, most of them did not bring their tracksuits and sport shoes. The issue was seriously discussed with MTs and will be discussed with the Director of PE to make the teachers bring and wear the tracksuits and sport shoes for the next rounds. Otherwise, distribute any tracksuits and sport shoes will not be distributed next year. If culture does not permit the teachers to wear the pants and/or trousers, at a minimum should be the jackets.
- Lack of questionnaires: Due to the presence of the same participants, the same questionnaire could not be used for this round of training. Instead at the end of the training they were asked verbally to answer four questions. *Please see under the next heading.*

Feedback - Questions and Answers:

In replace of a questionnaire, the participants were interviewed and asked at the end of the training to answer the following four questions. Below each question are just some of the answers and feedback received and are illustrated in italics.

Q.1: How did you find the training?

- *I found it more instructional and better than the first round.*
- *It was good, but my expectation was to learn more than what learned now. Therefore, my expectation was not met.*
- *It was interesting and I learned more than the first round of the training.*
- *I understood how to perform games and adapt them as per the situation.*
- *I learned how to run and manage a PE class without relying on balls and equipment*

Q.2: What did you learn that was different/new in this training?

- *I learned the difference between sport and PE.*
- *I learned how to prepare a lesson plan different from how I used to do before.*
- *I learned how to adopt the games to be practiced inside the class, in a small room.*
- *Through the role plays, I learned how to convince the school administration, other teachers, and the parents about the importance of sport and PE lessons.*

Q.3: You made some commitments in the first round of the training; what did you do to fulfil your commitments?

- *I worked the games with the lower grades.*
- *I helped/assisted teachers of grades 1-6 to perform the games and adopt them.*
- *I wrote a report of the training and shared it with school administration. Then met with teachers of grade 1-3 and explained to them about what we learned in the training. I also showed them how to perform games with the kids.*
- *I informed the teachers and school administration about the availability of PE Teacher's Guide.*

Q.4: What do you want to learn in the next round of training?

- *Most of the participants want to learn volleyball, football, basketball, and handball. They said: "Now we learned how to make games, adopt them and make all the kids move. For the higher grades, as the TGs, we need to practice volleyball, football, handball and basketball as well, therefore, we need to learn them first."*

Additional Comments:

- *Now that we understood how to make and adopt games, we need some basic equipment in our schools.*
- *In order to remember the games, we need some video clips and/or books to use as reference.*
- *Three days is not enough to learn volleyball, football etc., therefore, the next round of training should be at least 5-6 days.*
- *If possible, we would like to bring one or two students of higher grades from each pilot school to attend the training, so that they can assist the PE teachers and work with students.*

Annex-A. Training Content/Plan

Time	Content/themes
Day One	
0800-0830	Facilitation team meeting جلسه تیم تسهیل کنند
0830-0900	Greeting and introduction of the training contents, facilitators and trainees خوش آمدید و معرفی اجزای برنامه آموزشی، معرفی ماستر ترینران و معلمین تربیت بدنی
0900-0930	Pre-training questionnaires (with tea break) پرسشنامه قبل از آموزش و وقفه چای
0930-1000	Model PE Lesson by one of the MTs درس نمونه ئی تربیت بدنی توسط یک تن از ماستر ترینران
1000-1030	Feedback and discussion on the performance and management of the model lesson ارایه نظریات در مورد اجرا و مدیریت درس نمونه ئی
1030-1200	"Show me what you got": Assessing the games already known by the teachers "نشان بدهید که چه چیزی را یاد دارید": بررسی بازی های که معلمین قبلاً آموخته اند
1200-1230	Feedback on performance and management of the games ارایه نظریات در مورد اجرا و مدیریت بازی ها
1230-1330	Lunch Break, prayers وقفه نان و نماز
1330-1430	Model PE lesson by teachers درس نمونهء تربیت بدنی توسط معلمین
1430-1415	Feedback and discussion on the performance and management of the model lesson ارایه نظریات در مورد اجرا و مدیریت درس نمونهء تربیت بدنی
1415-1500	New games and adapting the games بازی های جدید و تغییرات در بازی ها
1500-1515	Wrap up of the day نتیجه گیری و ختم روز اول
1515-1530	Facilitation team meeting

	جلسه تیم تسهیل کننده
Day Two	
0800-0830	Facilitation team meeting جلسه تیم تسهیل کننده
0830-0845	Quick review of day one and introduction of day two مرور مختصر روز اول و معرفی روز دوم
0845-0930	Difference between sport and physical education فرق بین ورزش و تربیت بدنی
0930-0945	Tea Break
0945-1030	Role play about challenges faced by PE teachers تمثیل و بازی نقش در مورد چالشهایی که یک معلم تربیت بدنی مواجه است
1030-1145	New games and adapting the games بازی های جدید و تغییرات در بازی ها
1145-1200	Feedback on performance and management of the games ارایه نظریات در مورد اجرا و مدیریت بازیها
1200-1300	Lunch Break, prayers وقفه نان و نماز
1300-1415	Planning a PE class (Part 1) پلان و برنامه ریزی برای یک صنف تربیت بدنی بخش اول
1415-1430	Wrap up of the day نتیجه گیری و ختم روز اول
1430-1500	Facilitation team meeting جلسه تیم تسهیل کننده

Annex-A. Training Content/Plan Continued

Day Three	
0800-0830	Facilitation team meeting جلسه تیم تسهیل کننده
0830-0845	Quick review of day two and introduction of day three مرور مختصر روز دوم و معرفی روز سوم
0845-0900	Tea Break وقفه چای
0900-1000	Planning a PE class (Part 2) پلان و برنامه ریزی برای یک صنف تربیت بدنی بخش دوم
1000-1200	Practical demonstration of PE class (25 mins/group) inside the classroom اجرای عملی صنف تربیت بدنی در داخل صنف (25 دقیقه برای هر گروه)
1200-1300	Lunch Break, prayers وقفه نان و نماز
1300-1315	Feedback on the performance and management of the PE class ارایه نظریات در مورد اجرا و مدیریت صنف تربیت بدنی
1315-1415	New games and adapting the games بازی های جدید و تغییرات در بازی ها
1415-1430	Post-training questionnaires پرسشنامه بعد از آموزش
1430-1445	Closing and distribution of certificates خاتمه و توزیع تصدیق نامه ها
1445-1515	Facilitation team meeting جلسه تیم تسهیل کننده