

Report on the Master Training

Venue:	Kabul, Afghanistan
Time:	22nd – 26th March 2015
Participants:	Master Trainers from Ministry of Education of Afghanistan
Facilitators:	Person 1, Person 2
Organization:	GIZ Sport for Development Advisor

1. Introduction

The workshop was designed to encourage the Master Trainers (MTs) to reflect on their own teaching and exchange ideas with colleagues on good practices associate with teaching physical education, and developing school teachers' ability to teach physical education. For the reflection group discussion formats, pair reflections, peer feedback rounds on lesson demonstrations in the gymnasium, and outside in sport spaces were used. Participants made learning videos and teaching posters for other teachers. The workshop was designed to demonstrate, as well as discuss, different teaching formats that the Master Trainers can use in their teaching and coaching practices.

Workshop Objectives

- The participants possess relevant skills and practical competencies to train school teachers to implement child centred play based physical education lessons for girls, in grades 4 – 9.
- The participants learn to develop games to meet the goals of the curriculum and provide descriptions of example games.
- The participants can apply inclusive, child centred and gender awareness strategies to sports and physical education lessons.
- The participants can conduct sports and physical education lessons without special equipment.

2. Workshop Procedure

Day 1

Collection: How can sport and physical activity help girls?

- Sport has benefits for girls and boys
- Physical means: to have good health and focus
- Benefit to family togetherness to do sport
- Encourage family's willingness to have girls take part
- Sport gives mental focus and calmness
- Children want to play. It is part of their nature.
- Sport improves physical skills, cognitive skills, and confidence

Working Out Variations of School Courtyard Games to Meet the New Criteria:

- Everyone plays (no one is “left out”).
- Coach provides quick explanations so majority of time is spent playing, not explaining.
- Games that can be comfortably played in a school uniform (e.g. Don’t lie on the dusty ground).
- Games are designed to improve children’s physical skills, as outlined in the Ministry curriculum, and improve their social skills and personality development
- Games should be fun for all, closing with a good group feeling, no one should be excluded.
- Competition is fun for many children, but must not become a barrier for some children to participate. Design games with competition, but also require team work involving everyone rather than a few skilled players.
- Games for school children are different than games for sports teams. The training approach must be adapted for a less disciplined group, who have not been pre-sorted for their athletic ability, nor who have other motivations to participate than winning competitions. The approach should provide the opportunity to have fun, to relax, to feel part of a group, to release stress, and/or to enjoy being outside.

Group Work: What do you think? What does child centred education mean?



Child centred education means:

- Participation of children
- Encourage courage
- Against corporal punishment
- Flexibility of the teacher
- Preparedness
- Timeliness
- Mutual respect
- Development of self-confidence
- Opposing traditional methods and learning new methods
- Taking more responsibility for students
- Effective communication among students
- Show them what they can do
- Foster activity, competition
- Giving time to students

Collection: Challenges to getting child centred girls' sport in schools' grades 4-9:

- Teachers think they will lose power
- Teachers think they are not taken seriously, if children do not fear them
- Teachers do not have a plan
- Girls worry about dirty uniforms from playing
- Families do not allow girls to play
- Teachers do not have appropriate methods

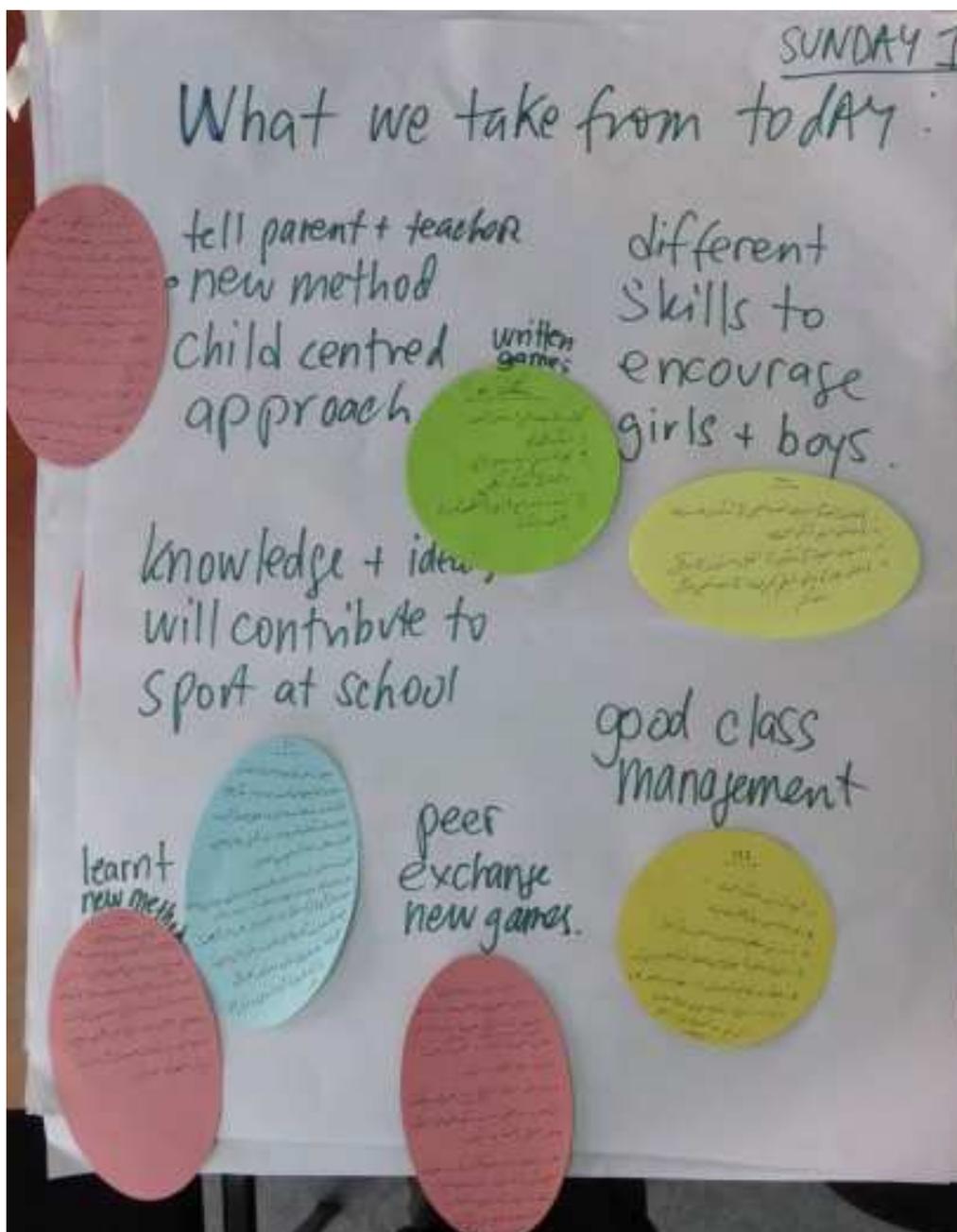


Discussion: How to improve the status of physical education in Afghanistan?

- Need to recruit female role models
- Quality of trainers should be improved through technical knowledge
- Safety of the training environment must be assured so girls can take part
- Teachers should acquire knowledge of the psychology of sport

Group Reflection Day 1: What we take from today?

- Tell parents and teachers about new child centred approach
- Different skills are needed to encourage girls and boys
- Knowledge and ideas will contribute to sport at school
- Sports lessons need good class management
- New Methods
- Through peer exchange allowed the opportunity to learn new games



Facilitator Reflections Day 1:

- We were very happy to see MTs very motivated to take part, despite the start date being a national holiday.
- The MTs were used to sport specific trainings, and at first, did not understand the value of improving games or the practical input to the school curriculum.
- It was clear the group had varying degrees of experience coaching and comfort levels leading a group: some were very inexperienced.
- The evaluation forms which were introduced a few days before the workshop were not able to be filled out individually by participants. Thus, it was required to have one-on-one explanations, despite programme officers doing a Farsi translation of the English original of the evaluation forms. It took 45 minutes out of the programme day. It should be assured that the evaluation tools are provided in advance, translated when necessary, and adapted to the target groups, while still having them fit the overall GIZ evaluations. Moreover, the tools should be included in the workshop schedule.
- Knowledge and attitudes about the value of girls' physical education and child centred approaches was positive.
- However, sport was still seen as purely competitive; the goals of inclusion and activating all the participants were not yet present for the MTs
- The issue of female role models was brought up. The facilitator is female as were two of the MTs, and later a third female teacher joined the group. The other seven MTs attending are male. Most of the teachers to be trained should be female as they are working with girls. Female elite athletes are often inspiring role models for young girls. It would also be worthwhile to identify other women living an active healthy lifestyle to speak of what role physical education plays in their life. The teachers who deliver the physical education training should be encouraged to speak of how being physically active is not just a pleasure in itself, but has health and other benefits. The stress does not need to be on (solely) competitive achievement.
- We created a good feeling in the group and had a variety of discussion and game making exercises.
- The consecutive translation, note-taking, and team facilitation worked very well.

Day 2

We are indicating with our upheld number of fingers, how many times we could touch the ball in a fast game of passing. It became clear that with the regular rules, the more advanced handball players passed to each other, and some people did not touch the ball at all. It was then discussed how to change the rules of the game so that it stayed competitive, but encouraged all the players to stay engaged and enjoy themselves. For example, to require all players to pass the ball before the team can score or to score goals by different groups of players (short players, non-handball players vs. tall handball players) differently.

Before lunch the MTs had the first chance to look at the new curriculum guidelines in detail. Specific areas in the curriculum were identified where their new games deliver the desire learning goals.

Moreover, areas of the curriculum were identified that would be difficult for novice physical education teachers, or teachers who have not taught physical education before to teach their students. Examples of difficult areas included:

- Classroom management for large group games
- Sport specific skills that the teachers did not learn (i.e. how to shoot a basketball or score in handball)
- Developing games to include children with different sporting abilities
- Building a yearly lesson plan of activities to develop specific physical skills (i.e. balance, agility or coordination)

Collection: How to motivate inexperienced teachers?

Problem	Solution
equipment space	show adapted games make equipment
lack of co-op with principal (nonite, don't like sport)	get support from PE at Ministry list of arguments
resistance from parents	do a school meeting w parent committee
removing fear of teachers	coaching the new teachers

Structure of lesson

Task: Remove the problems they should create a good PE class:

Problem	Solution
No specialized sport equipment	<ul style="list-style-type: none"> • Show adapted games that do not need equipment • Make equipment
Small space or not a sport specific space	<ul style="list-style-type: none"> • Do adapted games
Lack of cooperation from principal (e.g. they do not like noise or do not understand the value of sport)	<ul style="list-style-type: none"> • Get support from Physical Education Department at the Ministry of Education • Prepare list of arguments of why sport is valuable
Resistance from parents	<ul style="list-style-type: none"> • Do a school meeting with teachers and parent committee
Inexperienced teachers fear doing sports lessons	<ul style="list-style-type: none"> • Provide coaching to new teachers • Show them how to structure a lesson

Facilitator Reflections Day 2:

Location B was a beautiful location, filled with children happy to be starting school. It was fun to do games, as well as to think about the needs of other children, who unlike the Master Trainers when they were young, are not athletically gifted. There were important discussions about the value of competition and what sorts of games are appropriate to our target group. An additional discussion was about the value of new games, as compared to traditional games, delivered differently. The group shared a lot of differing opinions, started to know each other better and identified potential problems for the teachers.

Day 3

Girls were interviewed about their sport practices, attitudes of their parents and the value of sport in school. These interviews were recorded by MTs and are attached as an appendix to this report. It was important to stress understanding the needs of the target group when designing games and activities.

Facilitator Reflection Day 3:

Classroom management skills of the Master Trainers were observed, and it was realized all but one had never worked with school groups. MTs are former competitive athletes, who are Ministry of Education employees constituting the Ministry's teacher training team. Many needed to review some basic skills, or adapt their sport specific coaching to this new target group. Further, opportunities to improve team work were identified. The long visit from the Director of Physical Education at the Ministry of Education was greatly appreciated by the participants.

Day 4

Collection: Qualities of a good Physical Education session:

- Patient, tolerant, friendly
- Be creative, have clear ideas
- PLAN (keep time, good organization, good hand - off to next teacher)
- Anticipate problems
- Show no discrimination against particular children, include everyone
- Short clear explanation
- Be in a sports uniform, be confident
- Be open to criticism
- Have control over group
- Have attention of children and motivate them

Qualities of a good PE session

- should have good patience, tolerance, friendly
- be creative, clear ideas
- * PLAN (keep time, good organization, good bundle)
- anticipate problems, no discrimination
- * SHORT CLEAR EXPLANATION
- teacher in uniform, confident
- open to criticism
- * CONTROL over group
- * HAVE ATTENTION and MOTIVATE

Child Centred - (Raza)

→ Sultan Mahmood

Sport + Motivation - Masouda

→ Ms. Mariam

? what do girls think? / ^{Mohammed} Shakila

→ opening → warm up / ^{Armin} Jan

→ chairs game - Shakila

→ fire storm flood / ^{Sadiq}

→ circles / ^{Mohammed} Arsal Agil

→ getting attention / ^{Mirza}

→ row 3

→ closing / feelings / ^{Mansour} Mohammed Sultan

Demonstration lesson for teachers:

Learning goals:

1. Understand how to apply child centred sports teaching methods
2. Apply a sport teaching plan to keep all children physically active for 35 minutes

This format can be repeated, with different warm-ups, cool-downs and games for later workshops with school teachers by the MTs. Future learning goals can be:

- adapting level of competition
- Inclusion children of different abilities
- Building class cohesion through social learning games
- Hosting school wide sporting events.

Part I – Theory

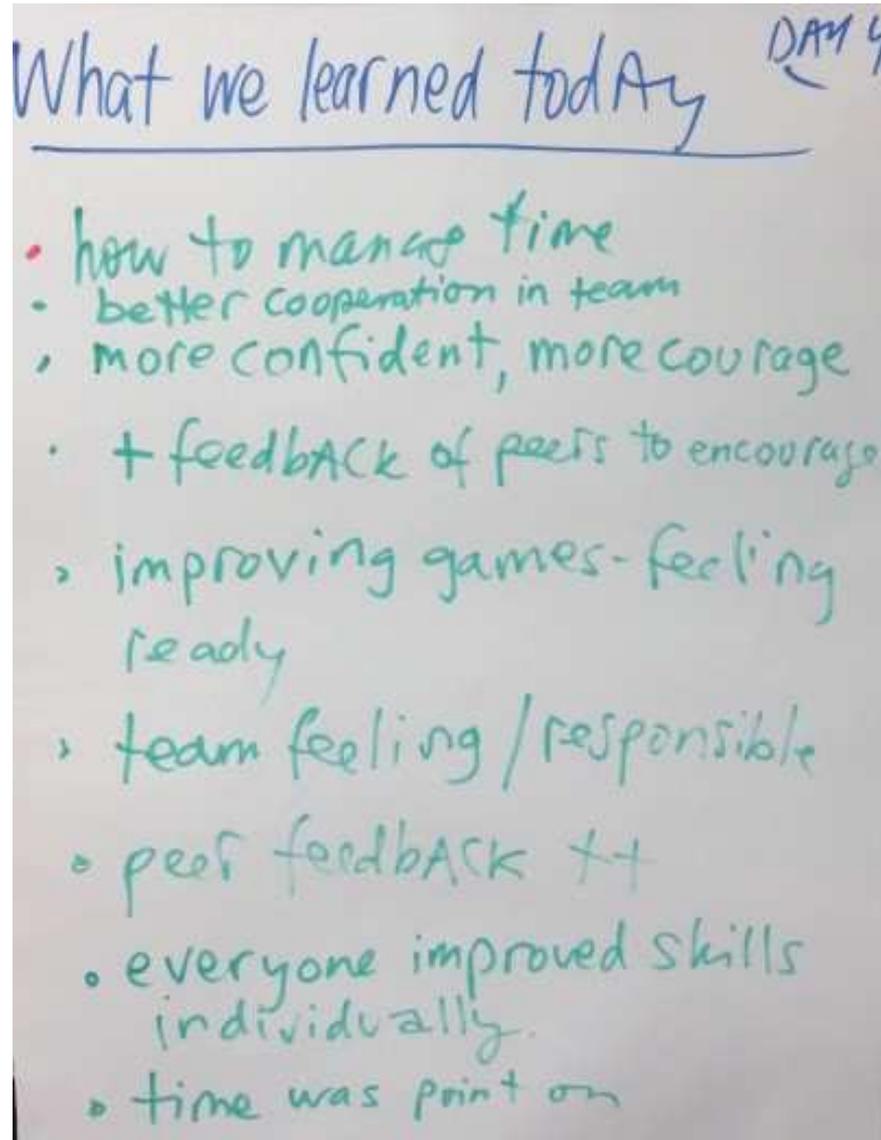
- Child centred teaching methods
- Motivation for teachers - Sport and Physical Education for child development
- What do primary school girls think about sports lessons?

Part II - Practice

- Opening the class (e.g. where to stand, how to talk, equipment) and warm-up
- Game 1: Chairs game
- Game 2: Fire, storm, flood
- Game 3: Calisthenics and exercises in a circle
- Closing and leaving the session with a good group feeling

Group Reflection Day 4: What we learned today?

- How to manage time – time keeping for the practice lesson was perfect
- Better cooperation in teams
- More confident, more courage
- Positive feedback of peers to encourage better performance and team work
- Improving games – feeling ready
- Team feeling/responsibility
- Peer feedback provides positive atmosphere and everyone individually improved their skills



Facilitator Reflection Day 4:

Day 4 preparing for the teachers was one of the best days of the workshop. The MTs worked together to help each other lead his or her module effectively and gave constructive precise feedback. It was clear a culture of positive feedback and peer coaching needs to be encouraged between educators. The theoretical presentations were prepared and rehearsed. All were excited about greeting the teachers the following day.

Day 5

Teachers from the school XX and neighbouring schools heard from the MTs about child protection and gender themes. Later, the teachers learned about modern classroom management techniques for physical education and showed their own favourite games to the girls from the school XX. More workshops will be planned in the future to be delivered to teachers by these MTs.



To end the seminar, the participants summarized what they learned and conducted a post-evaluation. In addition, they provided useful feedback to the project team for the design of future workshops.

Reflections on Day 5 (instructor):

Participants were very proud of what they could present to the teachers, and how much they had developed as a team over the course of the week. Many teachers, because the training fell in the first week of school following the long (3+ months) Winter break, were not able to stay as long as hoped. The exchange with the MTs was not as rigorous as it could have been, but still took place. Among the MTs, there was a strong sense of shared accomplishment and confidence in knowing how to structure workshops in the future. The girls from the XX were also delighted to take part. After the excitement of the morning, the reflection and evaluation sections were relaxed. Everyone was energetic and taking photos once the certificates and USB sticks were distributed. This positive momentum can be build on for the challenging work with new Physical Education teachers ahead.

3. Recommendations:

1. Together, with teachers and MTs, there was the establishment of clear competency based goals for the MTs and school teachers to reach within the GIZ SV pilot framework. There needs to be the building of workshops and coaching activities focusing on the achieving and demonstrating these competencies. Further, attention needs to be drawn to both teaching methods (i.e. child centred, inclusive, and participatory) and content (i.e. games without extra equipment or dedicated sport facilities). The German Sports University can be involved in defining and monitoring these goals.
2. Two teams of three to four MTs, who show the highest competency in teaching, should be responsible for leading workshops with teachers and schools in XX and in XX. The team of MTs would work with teachers from the ten schools in each location on repeated occasions, so that there is continuity in the coaching. The MTs are responsible for schools in the entire country but considering the security situation most are only able to work in XX and XX. For the purposes of the GIZ Sport SV, the focus for the next months can be on these cities. The MTs should be encouraged to share their learning with all schools when the security situation allows.
3. MTs should conduct early needs analyses with each teacher by having them demonstrate their skills (not their knowledge) teaching a sample physical education lesson with children. Through constructive peer feedback from the MT and other teachers, based on a defined observation protocol based on the list of agreed competencies, teachers can learn to deliver active, inclusive, child centred lessons.
4. Develop and distribute a strongly visual catalogue of games and activities fitting the number of weeks available to teachers that provides guidance for the planned physical education sessions. Show where these practical exercises support the goals of the new curriculum. Provide impulses for teachers to adapt their own games and techniques for greater child centeredness, inclusion and physical activity.
5. Encourage sport federations supporting the GIZ SV and the Ministry of Education to provide sport camps and training for school sport groups in an age specific, play based manner, rather than provide “talent identification” elite type camps, which are not appropriate in the school sport environment. Assess sport federation offers to determine if the federations can provide a child based mass participation style camp, and not an old format with a new level. It is also recommended to explore Ministry of Education openness to cooperate with federations.
6. Request the Department of Physical Education to lobby pilot school principals to provide active support to the teachers delivering Physical Education. Decide together, with XX and XX, on a strategy to prevent the problems with the principals anticipated by the MTs. (e.g. children are too loud or that the school does not have the space or equipment).
7. Work with Ministry staff, principals, teachers and MTs to create a campaign of events to promote the message that sport and physical activity is good for all pupils and teachers, not just elite school sport competitors. Co-create a position paper on the value of sport and physical education and create a student poster campaign in their schools exploring this idea. Additionally, it is recommended to sponsor competitions that reward the number of people participating. Examples include a fun run on school grounds, skipping competitions or other group activities that are not about individual but collective achievement and cooperation. It is further recommended to have the MTs provide training on hosting

participation focused school sport day for their pilot schools. This school sport day should be tied into a prominent day on the Afghani, UN or Sport for Development calendar.

8. Explore various models for improving education of physical education in schools in Afghanistan in the longer term. Physical Education is currently not taught as a subject in Teacher Training Colleges, but only at the university. A new teacher trainer curriculum would have to be developed for the Teacher Trainer Colleges. Once this curriculum exists the focus can then be on improving the training of Physical Education teachers, which can be done as a part of BEPA. At the school XX, it was seen that another French development agency model was present in supporting certified teachers in the field. A final pragmatic model until other pathways for PE teachers have been established is to prepare selected MTs to develop a seminar format to deliver to interested student teachers at teacher training colleges. This last model can be understood as a practical competency extension to interested student teachers' theory based education.

Sample MT and Teacher competency criteria:

Note: for best effectiveness, this list should not be dictated to the MTs and teachers but that they work together to make a list what they consider to be key competencies they should all develop and how to objectively measure if they have met that standard.

Here are some ideas to consider, based on my time with the MTs and volunteer teachers. Teachers can...

- Use the available space so all children can see and hear the teacher (e.g. do not have children stand in a line, but in a circle or horseshoe)
- Quickly and clearly explain games to maximize children's' time playing/participating.
- Maintain a friendly and engaging style throughout the group.
- Execute a greeting, warm-up, games and cool-down in available time.
- Keep children moving for 35 of the 40 minutes available in a physical education period. i.e. No sitting, no long talking, activities flow into each other, no one is "out", kids keep active for example "jumping" etc. Videotape teachers to sensitize them to how much unnecessary speaking, or bad planning, there is and how to run a smooth active class. Teacher does not rely on frontal teaching can show teaching techniques to encourage child centred play.
- Include children with disabilities actively in the games rather than push them to the sidelines, or worry inappropriately that they will "be hurt". Children want to be included in games.
- Manage where children stand or move without touching them.
- Motivate and not intimidate through competition. It is important to keep kids engaged while not scaring off non-competitive children, who are unable to participate because of other children's aggressive play. Adapting rules and building teams should be considered to make sure all can enjoy competition and not be turned off by it.
- Demonstrate through her actions that the teacher sees physical activity as a right of and value to each child, not only as a way to success in competitive sport.