Pre-SERVICE TEACHER EDUCATION PROGRAM (Pre-STEP) IN PAKISTAN

QUARTERLY REPORT: APRIL 5TH – JUNE 30TH 2011

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LIST OF ACRONYMS

ADE	Associate Degree in Education
AJK	Azad Jammu and Kashmir
B.Ed.	Bachelors in Education
BISE	Board of Intermediate & Secondary Education
BoC	Bureau of Curriculum
BZU	Bahauddin Zakariya University
BOCEC	Bureau of Curriculum and Extension Centre
CIES	Comparative & International Education Society
CIP	College Improvement Plan
CRISP	Centre for Rehabilitation and Infrastructure Program
CT	Certificate of Teaching
DCRD	Directorate of Curriculum and Research Development
DCTE	Directorate of Curriculum and Teacher Education
DSD	Directorate of Staff Development
EDC	Education Development Centre, Inc
EST	Elementary School Teacher
FDE	Federal Directorate of Education
FJWU	Fatima Jinnah Women University
GCET	Government College for Elementary Teachers
GRE	Graduate Record Examinations
HEC	Higher Education Commission
ICT	Information Communication Technology
KIU	Karakorum International University
KPK	Khyber Pakhtunkhwa
LoA	Letter of Agreement
LoU	Letter of Understanding
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoU	Memorandum of Understanding
NACTE	National Accreditation Council for Teacher Education
NAHE	National Academy for Higher Education
NCRC	National Curriculum Review Committee
PITE	Provincial Institute of Teacher Education
PMP	Performance Monitoring Plan
Pre-STEP	Pre-Service Teacher Education Program
PSC	Provincial Steering Committee
PTC	Primary Teaching Certificate
REAC	Research Evaluation and Advisory Committee
RFP	Request for Proposal
RITE	Regional Institute of Teacher Education
RSU	Reform Support Unit
SBKWU	Sardar Bahadur Khan Women's University
SoW	Scope of Work
SST	Secondary School Teacher
STTP	Short-Term Training Program
TC-CU	Teachers College – Columbia University
USAID	United States Agency for International Development

TABLE OF CONTENTS

LIST OF ACRONYMS 3
I. EXECUTIVE SUMMARY 5
II. PRE-STEP: A SNAPSHOT 7
III. PRE-STEP START UP ACTIVITIES 9
IV. PROGRAMMATIC ACTIVITIES 18
V. MONITORING AND EVALUATION 26
VI. SUCCESS STORY 28
ANNEXES 30

I. EXECUTIVE SUMMARY

This is the first quarterly report submitted by Education Development Center (EDC) after its selection by the United States Agency of International Development (USAID) as the new implementer of the Pre-Service Teacher Education Program (Pre-STEP) in Pakistan. Pre-STEP is a five year effort to improve the quality of basic education in Pakistan through reforming Pakistan's pre-service teacher preparation systems and institutions. The program was originally initiated in 2008 under a Cooperative Agreement awarded to the Academy of Educational Development (AED) which completed the first phase of the project on April 4, 2011.

Roll-out activities began immediately in line with the terms of the Agreement. EDC is committed to uninterrupted continuation of the essential ongoing activities of the program and will undertake constructive adjustments to the Pre-STEP design, where needed, to achieve the three key objectives of the program in an expeditious manner over the life of the project.

During the initial intensive transition period in this quarter EDC deployed its Project Director, a Compliance Officer, and a team of senior officials from the home office from the Operations and Finance, HR, Legal, International Security and the Communication Divisions to identify and recruit an exceptionally qualified and experienced Senior Management team in-country. EDC also employed its in-country team of Pre-STEP employees to work on pre-award activities and to assist the COP and Project Director in recruitment, final selection and hiring of staff at various levels. EDC has used a transparent and purposeful recruitment process as part of its efforts to recruit staff for Phase II of Pre-STEP. More than 11,000 applications were received and reviewed for the 80+ positions advertised. Applicants who worked for Pre-STEP in Phase I were also required to go through the same rigorous selection process as the new applicants.

A major challenge during this quarter has been to complete the key elements of the roll –out activities that will put in place a project structure that is at once robust yet flexible enough to be "client driven" while launching programmatic operations and activities without delay. To achieve this, the team has worked hard to hire nearly sixty percent of the staff across Pre-STEP project field offices, complete physical verification and deployment of the inherited inventory, select office spaces and complete security upgrades, as well as create project-related financial, HR, communications and operations systems that are compliant with USAID regulations.

Pre-STEP team consisting of the COP and the Project Director began conducting a series of face-to-face meetings with National and Provincial authorities, apex bodies dealing with teacher education policies, and other donor agencies engaged in supporting teacher education reform efforts in Pakistan. The purpose of these meetings was to immediately reconnect and renew agreements, solicit feedback, align priorities and re-establish Pre-STEP credibility and scope with stakeholders at all levels.

Pre-STEP is now better structured to support operations across Pakistan. With the constitutional demands of the 18th Amendment, Provincial Offices in all four provinces have significantly enhanced roles and responsibilities in teacher education reform efforts. This has necessitated allocating additional human resources to the

provincial locations, so that they can effectively interact with provincial departments of education, apex bodies, and coordinate strategic planning activities among partner universities and colleges of education. A new liaison office has been established in Azad Jammu and Kashmir to facilitate the teacher education reform efforts in AJK. The premises are contained within the Department of Education, allowing for closer interaction and collaboration. Although Pre-STEP is still searching for a suitable space in Quetta, temporary arrangements have been made with another USAID funded project in Balochistan.

Programmatic activities during this quarter were continued, as described in detail in the later sections of this narrative. Thanks to the active support of Teachers College – Columbia University Advisors and a strong technical staff – key milestones were achieved by both the Strategic Planning and Curriculum and Professional Development teams. A series of Strategic Planning initiatives were launched in the provinces and with the partner universities beginning in Khyber Pakhtunkhwa and with Sardar Bahadur Khan Women's University in Balochistan, Allama Iqbal Open University (AIOU) in Islamabad and Hazara University in KPK. Several curriculum workshops were conducted to both review the courses offered in the first cohort of colleges and to create new courses for Semester 3. Training and capacity building activities began rolling out with the second cohort of colleges. In parallel, the Research team initiated contacts with HEC to pursue a more collaborative research agenda with the Faculties of Education at Pre-STEP partner universities. As a bold step, HEC and Pre-STEP will establish a Research Evaluation and Advisory Committee (REAC) during Q4 to solicit proposals for funding by Pre-STEP around topics relevant to the education sector.

Finally, a draft of Performance Monitoring and Evaluation program has been developed and shared with USAID for comment. A draft April-September 2011 work plan was submitted and progress has been made on other project deliverables such as a grants manual, a Branding and Marking Plan and a Life of Project Workplan; these latter efforts will form the focus of Pre-STEP management activities during Q4 of FY 11.

II. Pre-STEP: A SNAPSHOT

The Pre-Service Teacher Education Program (Pre-STEP) in Pakistan, funded by the United States Agency for International Development (USAID), is being implemented by the Education Development Center (EDC). This 30-months program has three objectives: 1) to improve systems and policies that support teachers, teacher educators, and education managers; 2) to support HEC and MOE teacher institutes to develop, revise, evaluate and finalize elements of pre-service teacher education degrees; and 3) to develop a plan to implement new curriculum for new and existing teachers.

Strategy for achieving these objectives is to work in close collaboration with the Higher Education Commission and the Ministries of Education both at the Federal and the Provincial levels. Government partners are leading the way, and the Pre-STEP program is providing the impetus for improving the quality of pre-service teacher education envisaged in the 2009 National Education Policy.

Program level results as laid out in the proposal include:

Objective 1:
To Improved Systems and Policies that Support Teachers, Teacher Educators and Educational Managers

Pre-STEP will improve systems and policies supporting teachers and education managers by: 1) mapping teacher needs and preparing plans for meeting teacher demand in the future; 2) completing revision of teaching standards and developing standards for education managers; 3) Supporting provincial departments of education in developing proposals for licensing and accreditation of teachers and education managers; 4) defining the minimum requirements for professional development, and 5) developing proposals for new recruitment and service rules for teachers.

Objective 2:
Support HEC and MOE teachers institutes to develop/revise, evaluate and finalize standards, curricula and modules for pre-service teacher education degrees

Pre-STEP will support pre-service teacher education programs of the Higher Education Commission (HEC) and Ministry of Education (MOE) to improve their degree programs. This will be accomplished by: 1) providing strategic planning and material support to selected faculties of education of universities and government colleges for teacher training; 2) continue providing Ph.D. training for the eight faculty of the selected partner universities completing their doctoral programs till new mechanism is put in place by USAID; 3) piloting and evaluating the new Bachelor of Education (B. Ed.) curriculum and provide technical assistance to the selected universities to improve delivery of their new degree programs; 4) assisting in the establishment of knowledge and skills standards for new teachers.

Objective 3: ***Develop a Plan for Implementing the New Curricula for New and Existing Teachers***
Prepare a plan to implement the new curriculum to include: 1) providing scholarships for new teachers; 2) providing scholarships for in-service teachers to upgrade their qualifications, and 3) building the capacity of government colleges to deliver the new programs.

The three results listed above directly contribute to USAID Strategic Objective # 3 Results Framework, which is as follows:

USAID Strategic Objective 3: ***Increased knowledge, training and infrastructure to improve the quality of education for females and males throughout Pakistan***
IR 3.1 **Strengthened education sector policy making and planning** Indicator • # laws, policies, regulations or guidelines developed or modified to improve equitable access to or the quality of education services
IR 3.2 **Improved capacity of teachers and education administrators** Indicators • # teachers/ educators trained with USG support • # administrators and officials trained • # textbooks + other teaching + learning materials provided with USG assistance
IR 3.3 **Operational Plan** Indicators • # adult learners enrolled in USG-supported schools or equivalent non-school based settings • # classrooms repaired with USG assistance • # classrooms constructed with USG assistance • **#** PTA or similar 'school' governance structures supported
IR 3.4 **Improved access to and delivery of education services** Indicators • # learners enrolled in USG-supported pre-primary schools or equivalent • # learners enrolled in USG-supported primary schools • # learners enrolled in USG-supported secondary schools • Net enrolment rate of primary, secondary and gross enrolment rate for tertiary

IR 3.4 and its indicators may not relate directly to the results framework of Pre-STEP, however, these indicators will eventually be impacted by the success of Pre-STEP in Pakistan as more qualified teachers graduate from GCETs and universities and are able to attract and retain students in schools, reduce attrition rates and improve measureable learning outcomes of primary and middle level students.

III. Pre-STEP START UP ACTIVITIES

On April 6, 2011 Educational Development Center (EDC) and its partner Teachers College, Columbia University (TC-CU) were selected under Cooperative Agreement AID-391-A-11-00001 to implement Phase II of Pre-STEP through September 2013. EDC was committed to minimizing interruption of the essential ongoing activities and as a result, roll-out activities were initiated as quickly as possible. In parallel, EDC also undertook constructive adjustments to critical elements of Pre-STEP's design, to ensure higher-quality implementation and greater stakeholder buy-in over the remaining life of the project. To this end EDC deployed to Pakistan senior managers from its International Development Division (IDD) for substantial periods in country, to facilitate roll-out completion.

In anticipation of the award, EDC's International Safety and Security Director – Mr. Ira Russ had completed a rapid country survey in early April. On April 21; a few weeks after receiving the award, EDC sent Ms. Nadya Karim-Shaw, the Pre-STEP Project Director and a team of senior officials including Dr. Steve Anzalone, Vice President, EDC, Ms. Jessica Miranda, IDD Operations Director and Mr. Rick Garza, IDD Finance Director to Islamabad to launch start-up activities including office space selection and renovation, creation of an HR process and the selection and appointment of project staff, and the implementation of technical and financial operations. In the background, additional home office support was also provided by EDC's Legal, Human Resources, Operations and Finance, Communications and Information Technology (IT) teams. In June, Thomas Chesney - Senior Compliance Adviser visited Islamabad to develop policies and procedures that would help Pre-STEP ensure ongoing compliance with USAID rules and regulations.

In parallel, EDC also engaged its existing in-country team of staff and consultants Ms. Helen Kirby - Senior Technical Advisor, Ms. Sarwat Alam – Program Specialist and Mr. Arif Javed - Director Finance, to work on both proposal development activities and to assist with recruitment, technical implementation and program finance.

The EDC Project Director also facilitated the recruitment of Dr. Mary Lackie as Senior Technical Director- Policy and Planning, a position that will be supported by Teachers College-Columbia University.

The key areas of focus that EDC had identified as part of its start-up efforts included:

- Building relationships with stakeholders
- Recruitment (including team orientation)
- IT and Inventory Systems
- Office renovation and setup
- Initiating technical activities
- Security plan

Pre-STEP's major challenge during this quarter was to execute these key elements in a manner that will put into place not only a robust project staffing structure but also enable the team to launch program operations in a systematic manner so that Pre-STEP quickly gains sufficient momentum and is well-poised to respond to the

anticipated increases in admissions and capacity building efforts planned for FY 12. The following section describes EDC's progress to date in each of these areas.

A. Building Relationships With Stakeholders

Pre-STEP's Chief of Party (CoP), Dr. Mahmood Butt joined the team on May 4, 2011. As part of its rollout activities, the CoP and Project Director began conducting face-to-face meetings with national and provincial authorities, heads of provincial apex institutions and officers at donor agencies engaged in the support of teacher professional development activities in Pakistan. EDC was acutely aware of the significant breach in confidence that had occurred as a result of the closure of Phase I, and a key goal of the start-up phase was to immediately reconnect and renew agreements, solicit feedback, align priorities and overall, re-establish Pre-STEP's credibility with stakeholders at all levels.

B. Recruitment

Recruitment of 50 (out of 80 positions) Pre-STEP staff members was completed during this quarter. EDC has been using a transparent and purposeful hiring process as part of its efforts to recruit staff for Phase II of Pre-STEP. The following are the steps of this process:

Advertisement for recruitment (Opening job positions):

The positions were advertised collectively on Sunday, April 17, 2011 in two national dailies (Daily Jang and Daily Dawn) and in their combined editions which are circulated across Pakistan. The same copy for Karachi also covers Quetta (Balochistan), and the one for Rawalpindi also covers Khyber-Pakhtunkhwa (KPK), Azad Jammu and Kashmir (AJK) and Gilgit-Baltistan (GB). The deadline for submitting applications was set at May 20, 2011. In addition, during mid-June, EDC also began headhunting for certain positions where applications had not been received or where suitable candidates from the applicant pool had been exhausted.

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TECHNICAL POSITIONS

Senior Directors: PhD with 5-10 yrs exp., MA/MS degree with 10-15 yrs, or BA/BS degree with 15+ yrs
- Monitoring and Evaluation, Communications and Outreach

Directors: PhD with 3-5 yrs exp., MA/MS degree with 5 – 10 yrs, or BA/BS degree with 10+ yrs
- Islamabad: Learning Systems and Pedagogy, Curriculum and University Training, Strategic Planning, Education Policy
- Provincial level: Provincial Directors (4 positions, Balochistan, Khyber-Pakhtunkhwa, Punjab and Sindh)

Managers/Coordinators: MA/MS degree with 5-10 years exp., or BA/BS degree with 10+ yrs
- Islamabad: Documentation and Reporting, Media Relations and Outreach, Quantitative Evaluation, Qualitative Evaluation, Resear... Strategic Planning and Institutional Development, Education Policy, Training GCETs, CRISP Technical Support
- Provincial level: Curriculum and Training (4 positions), Strategic Planning and Policy (4 positions)

Officers/Specialists: MA/MS degree with 3 – 7 yrs exp., or BA/BS degree with 7+ yrs
- Islamabad based: Participant Training, Blended Learning, Policies and Systems
- Provincial level: Monitoring & Evaluation (4 positions), Provincial Pre-Service Trainers (8 positions), Communication and Documentation (4 positions)

ADMINISTRATION

Senior Directors: PhD with 1-3 yrs exp., MA/MS degree with 3-10 yrs, or BA/BS degree with 10-15 yrs
- Finance and Operations, Human Resources and Admin

Directors: PhD with 1-3 yrs exp., MA/MS degree with 5 – 8 yrs, or BA/BS degree with 10-12 yrs
- Finance, Operations, Quality Assurance, Security

Managers/Specialists: MA/MS degree with 5-7 years exp., or BA/BS degree with 7-10 yrs ,
- Finance (2 positions), Security, Procurement, IT

Officers: MA/MS degree with 1 – 3 yrs exp., or BA/BS degree with 3 -7 yrs.,
- Communication and Documentation, Finance, Grants, IT, Operations, Security

Assistants: BA/BS degree with 3– 5 yrs exp., HSSC/Intermediate/Vocational certificate with 5 – 10 yrs
- Executive, Program Support (2 Positions), Monitoring and Evaluation, Communications, Finance (3 positions), HR/Admin, Security (2 positions), Office, Receptionist

Logistics and Support: HSSC/Intermediate/Vocational certificate preferred; 3 – 10 yrs exp.
- Islamabad: Cook, Drivers (4 Positions), Gardener, Motor Pool Supervisor
  Provinces: Drivers (8 Positions, 2 per province), Cook (2 Positions - 1st Islamabad and 1st Peshawar)

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EDC اپنے دفاتر میں تنوع پر یقین رکھتا ہے۔ EDC ایک مددگار کام کرنے والے ماحول، مقابلے پر مبنی مشاہرے اور بہترین مراعاتی پیکج کا حامی ہے۔

Urdu Advertisement in Daily Jang – April 17, 2011

Review of Applications:

In response to the advertisement, more than 11,000 applications were received. The following process and guidelines have been followed for reviewing the applications for recruitment of all available positions for Pre-STEP:

1. The applications were received on the email address provided in the advertisement (prestepinfo@edc.org). A database of applications received by the deadline is being maintained for all applications;
2. The applications respective to the departments/teams were reviewed by the designated official/s and the attributes of the applicants matching the requirement for the position were tracked on a CV Application Tracker, for each position. The template for the tracker was designed by EDC HR and updated by EDC's Deputy Director of Operations as well as Pre-STEP's Operations and Procurement Director. The fields in the tracker are updated for each position to match the attributes required for that post. Qualified shortlisted candidates were then invited for interview. For any position, at least three candidates of matching attributes (knowledge, experience, competencies and skills) were invited for interview.

Interview and Practical Demonstration/Tests:

After identifying at least three candidates for an interview, EDC constituted:

1. An interview panel approved by the Project Director and/or COP. The interview panel comprised 3 to 4 team members from different departments (where possible, line management, HR, etc. were included)
2. The candidates were informed and interviewed as per schedule. A selected, minimum number of interview questions were identified and agreed upon by the panel – although panel members were at liberty to ask additional questions as well
3. The interviewers filled in separate Interview Summary Sheets for each candidate which included their rating and recommendation for selection to HR in hard copy (signed) and where possible, electronically as well.
4. For some positions requiring strong practical skills (such as drivers, HR representatives or Professional Development Specialists), a written and/or practical test/demonstration was also conducted and scored by another designated panel. The scoring was done on pre-designed rubrics and criteria and these inform the overall evaluation of a candidate's suitability and ultimately, selection to the Pre-STEP team.

Selection and Job Offer:

1. The EDC HR representative/s consolidated interviewers' recommendations (and test scores, if needed), following which the Project Director and CoP decided on the final candidate for hiring. The candidates interviewed were informed within ten to fourteen working days.
2. EDC representatives (HR or line managers) follow up on seeking USAID-1420 forms and details of at least three references from the selected candidates (four references were collected for Director-level and more senior candidates). References were solicited and checked against a list of questions to gauge the candidate's suitability for the respective position and as a fit for Pre-STEP
3. Background checks were conducted by HR and designated colleagues

4. If all feedback was positive and the record check was clear, then the Project Director or HR Representative forwards an offer letter to the candidate.

Overall, across the entire process, there was an effort on gender balance – from candidate identification for interviews, the formation of the interview panels to the final steps of the process. In addition, the following guidelines were adhered to throughout the recruitment process:

a. Applicants who worked for Pre-STEP previously were all required to go through the same process as new candidates (this is true for all positions).
b. The process has to be fair for all applicants and not weighted in favor of former Pre-STEP candidates. This meant finding as many candidates as possible who matched the requirements in the Applicant Tracker when reviewing CVs – and ensuring that like attributes were compared.
c. In instances where EDC has looked to 'head-hunting' applicants, CVs have been solicited from staff at other INGOs or projects that are ending soon (e.g. ED-LINKS) with the understanding that the person will complete their tenure there and then join Pre-STEP.
d. Pre-STEP expects to employ the remaining forty candidates, at the latest by August 31, 2011.

Three highlights of the recruitment process during this quarter included:

a. Development of a functional Pre-STEP Senior Management Team (as defined in the proposal);
b. The start of a Pre-STEP Communications Group; and
c. A successfully conducted Team Orientation.

Pre-STEP Senior Management Team: In this quarter, Pre-STEP initiated the functions of the Senior Management Team (SMT) that will work with the COP to plan and coordinate activities across the project. The SMT TORs were decided upon and the SMT members began work on issues related to:

- Developing and submitting the Life of Project work plan
- Recruitment for remaining key positions
- Participating in discussions around a Pre-STEP Monitoring and Evaluation (M&E) Plan
- Identifying and agreeing on key systems, protocols and methodologies that will impact the project's technical approach

Pre-STEP Communications Unit Established: In its response to the RFP, EDC had planned for a significant strengthening of Pre-STEP's communications component. This was planned in order to gain greater visibility for USAID's investment in Pakistan, and to build wider support from the educational community and students for the new degree programs. During this quarter, Pre-STEP was able to fill three of the four core staff members within its Communications Unit in Islamabad (Manager – Reporting and Documentation, Coordinator – Knowledge Management Systems and Specialist – Media and Outreach). The team has begun defining its strategy for the next quarter. As part of the initial steps under

Communications - during the start-up phase -- Pre-STEP shared eight designs for a new logo with variations on a colour palette. Pre-STEP also presented the initial design of a project “one-pager” to USAID in both English and Urdu for review. Feedback on the same was received and updates will be shared during Q4 FY 2011.

Team Orientation: As part of its preparations for implementing Phase II of Pre-STEP, thirty-six (out of the forty staff members who had been recruited at the time), participated in a team building and program orientation meeting held at Nathiagali on May 30-31, 2011. The event was highly participatory and engaged staff members (many who were new to Pre-STEP as well as those who had been part of the project’s first phase), in covering the new technical approach of Pre-STEP Phase II, EDC’s organizational values and approach, along with expectations of staff performance, communication channels and reporting structures. It also helped bring new staff up to speed on Pre-STEP’s prior achievements and activities, and initiated a Life of Project work planning activity that would be continued by each of the administrative and technical team leaders during June/July.

Pre-STEP in Action: Kicking off the Team TOAST!

A highlight of the current quarter was the first Pre-STEP Team Orientation. During a two day retreat in Nathiagali, 36 Pre-STEP staff met to exchange ideas and plans for the project. Between the more formal information and planning sessions, staff took part in short games to help promote ideas about team work and the aim was 'getting to know the strengths of other team members'.

Another participant observed that the meeting showed the 'importance of collaborative efforts and the role of communication in a strong team'. The agenda was designed to reflect the type of learning Pre-STEP is promoting so it was 'very interactive and all activities served as a good platform for planning future activities'.

The meeting benefited from having a mix of staff who had already worked with Pre-STEP and staff new to the project, and on the first day there was an activity in which new Pre-STEP members had to gather information, and lessons learned, about Pre-STEP achievements from staff more familiar with the project. After information had been gathered, the groups of new staff prepared presentations about what they'd learned, while the others drew metaphors for the project including a garden, a mountain with difficult paths to travel, an irrigation channel and a multi-purpose, library-like building in which resources and capacity are shared and developed.

The session that provided the most laughter - and reflection - was the session in which participants had to role play situations that have happened, or might happen to them, as Pre-STEP staff. For example, if you get on a plane and you are sitting next to the Provincial Secretary of Education who doesn't seem to know about Pre-STEP, or a principal who presents demand for a long list of books and equipment. This session, one participant noted, was especially useful in helping make the point that 'we must communicate same consistent message about the program to all stakeholders'.

C. IT and Inventory Systems

Pre-STEP staff completed the physical verification of inventory and deployment of equipment inherited from Phase I. The physical verification and sorting of Pre-STEP Phase I inventory items started on May 10, 2011 and was completed by June 7, 2011. The Pre-STEP inventory list (provisionally accepted by EDC from AED) consists of over 2,175 items. In the next quarter, EDC will open the FATA LDP container, which was also left by AED in the same warehouse as Pre-STEP materials. During the inventory process, it was discovered that some of the inventory items issued to partner institutes/stakeholders by Pre-STEP during Phase I were not recovered; also several items discovered during the physical verification process were not noted in the AED inventory files. EDC is preparing a disposition plan for the equipment that cannot be used and will submit this to USAID for approval in Q4 2011. The warehouse facility insurance was renegotiated from Phase I rates of PKR 800,000 per month to PKR 200,000 per month, resulting in substantial savings. Warehouse facilities were also extended till September 15, 2011 to allow sufficient time for identification of unserviceable items from the FATA LDP and Pre-STEP Phase I stock.

During May, Pre-STEP staff also established contracts with IT (maintenance and repair), networking and mobile phone providers to activate operations in Islamabad as well as in the provinces. Quotes were obtained from Mobilink, Ufone, Telenor, Nayatel, Paktel and a variety of smaller providers. Senior staff, led by the CoP, participated in presentations and negotiations to determine the best combination of products and rates in order to obtain high-quality, cost-effective services. IT services in Islamabad were established on a temporary basis on May 27, 2011 and by mid-June, networking had been initiated in the provincial offices as well. In parallel, EDC sought help from an IT service provider to help its IT Manager survey and install updated software on existing IT inventory. This process required significant time and effort, as every piece of IT equipment was checked both from a hardware standpoint and to further ensure that the licenses were authentic and current.

Seven out of the twelve Pre-STEP official vehicles registered with the ETO Islamabad were in process of being transferred to EDC as of the end of June. After necessary repair and refurbishment, the cars will be operational early within Q4. Applications have also been filed at the provincial level for the transfer of the remaining five vehicles registered in Lahore, Quetta and Karachi. Comprehensive insurance coverage for all 12 vehicles will be arranged in July.

D. Office Rennovation and Setup

Based on information provided by AED during the closeout phase, EDC budgeted only USD 20,000 for office renovations in Islamabad and approximately USD 5,000 per office in the provinces. The management team anticipated ‘moving in’ to the offices vacated by AED – as part of its rapid rollout plan. However, when the previous office premises in Islamabad were re-examined post-award, EDC quickly realized that the Islamabad premises had been severely damaged during the Pre-STEP Phase I close-out, and that extending the space to house the complete team would take significantly more input and structural modification, than moving to a new office. Continuing to rent two locations (as was done earlier by AED) was also found to be not cost-effective, given the escalation clauses previously negotiated by AED

on the second, adjacent property. Finally, on further examination of the existing furniture and office equipment overall, it was realized that changes in staffing patterns in both Islamabad and the provinces would necessitate different layouts across offices; and in some cases, would require a re-distribution of furniture and purchase of additional partitions and equipment.

After conducting a search in Islamabad, EDC was able to lease the current Islamabad office premises at a rental savings of approximately USD 1,500 per month. Office leases for Karachi, Lahore and Peshawar were also acquired as of the last week in April. In these cities, EDC was able to procure leases at the same sites as the previous AED Pre-STEP offices at either the same or more cost-effective rates.

EDC intends to put all rental savings negotiated to the renovation line item in order to cater to the costs of repair and refurbishment works at all office sites. Furniture from the warehouse was redistributed as feasible to Peshawar, Karachi and Lahore. Similarly, utilizing the available inventory, the Pre-STEP team moved in to the Islamabad office on June 4, 2011. In this way, although office build-out activities had not commenced, staff in Peshawar, Lahore, Karachi and Islamabad began work at their office locations during June.

As soon as the office leases were signed, EDC Security staff (the Manager – Security in-country and the International Safety and Security Director in Washington) began working on a bid process for security enhancements. These were initiated during late May and continued through the end of June. In parallel, EDC engaged a design firm to provide details for the office layout and new materials required for the Islamabad and provincial offices. The firm provided detailed plans and specifications for each office; this information was then used to initiate a competitive bidding process which was completed at the end of June. Overall, the process exceeded the allotted timeframe by 60 days for a variety of reasons, including trying to ensure compliance with procurement procedures in parallel with hiring Pre-STEP Operations and Procurement staff; the need to stage security enhancements before other build-out activities could begin and above all, balancing cost. As an example, the Karachi office renovation had to be re-submitted for a second round of bids, because the low-expenditure limits set by Pre-STEP combined with a rise in security incidences within the city, resulted in an insufficient response.

A work order for the build-out was issued on July 8, 2011; EDC anticipates completion of the build out in Pre-STEP's Islamabad by mid-August and similarly for the Karachi, Peshawar and Lahore offices by the end of August/early September.

In Quetta, as a result of the summer holiday season reasonable office space could not be identified. After reviewing twelve properties, Pre-STEP decided to temporarily accommodate its five staff members in the current ED-LINKS office. A new search will be conducted in mid-July, when the Director – International Safety and Security visits Quetta, along with Pre-STEP's Manager – Security.

E. Security Plan

A comprehensive security plan for Pre-STEP was prepared under the guidance of Mr. Ira Russ, Director - International Security at EDC's offices in Washington, DC. Prior to project start-up, Mr. Russ had visited Pakistan to assess the security situation is Islamabad and the provincial capitals where Pre-STEP offices were to be located. He consulted with a large number of Pakistani security experts, including the security staff from Phase I of the project. He also interviewed candidates for the positions of Director - Security and Manager - Security.

A three-part plan was drafted with overall cost estimates and budgets and was submitted to USAID for approval in May. Section I of the security plan covered the standard EDC policies and procedures, which are applicable to all international projects. This section highlights core security principles, security phases and recommended actions, as well as 'chain of command communication' during normal periods and emergencies.

Section II provides specifications for elements of Pre-STEP security that will be arranged at all locations. It covers operational policies and procedures related to office access control, field travel policies, vehicle use and tracking, regular staff training to handle local conditions and office check list to deal with them.

Section III included a draft emergency action plan – which was intended to be updated following a second visit in July

Security concerns remain paramount to Pre-STEP's operations in-country. Security threats that restrict staff movement range from stringent requirements around the notification of No Objection Certificates (NOCs) for foreign visitors, to geo-political manoeuvring in Punjab and increased incidences of violent outbreaks in Karachi. Given that the current phase of implementation requires greater field-level visibility and frequent interchanges on site (as opposed to at central locations like Islamabad), EDC is proceeding cautiously at present - and, as part of its life of project work plan preparations, is also now considering contingency plans that might require a switch to more centralized operations, should security conditions worsen.

One of the key recommendations of the plan included physical security upgrades for all office locations. Work on this was contracted following a comprehensive bid and negotiation process – and these upgrades are to be completed across all offices by end of July 2011. Oversight for this is provided by the Manager-Security who joined in May and is responsible for ensuring that work on the upgrades proceeded on schedule, in addition to tracking staff travel and providing overall security support to the project.

A second recommendation in the Security Plan was that of an appropriate guard service at all locations. For April – June, EDC had temporary guard services in place, while an RFP process was initiated with three security provider firms. EDC will award a firm the contract in early July following USAID approval for the same.

IV. PROGRAMMATIC ACTIVITIES

OBJECTIVE 1:

IMPROVED SYSTEMS AND POLICIES THAT SUPPORT TEACHERS, TEACHER EDUCATORS AND EDUCATIONAL MANAGERS

One of the key technical elements of Pre-STEP's focus during Phase II is the development of provincial strategic plans. The Pre-STEP technical team considers these plans as not only integral to the longer-term capacity building of government authorities responsible for pre (and in-service) teacher preparation – but also as critical to ensuring the sustainability of the reforms that the Pre-STEP program embodies. Unless provincial government representatives are able to define a cohesive and comprehensive vision, and demonstrate their ability to delineate and implement specific policies and budgetary actions (both short and longer-term) – they will be unable to retain and continue building on the transformative changes initiated under Pre-STEP. Therefore, as part of the series of start-up meetings held with stakeholders, Pre-STEP senior management shared the strategic planning concept for feedback with provincial counterparts and on receiving an overwhelmingly positive response – the team decided to move quickly to convene the first provincial strategic planning workshop in Khyber Pakhtunkhwa (KPK). The workshop was structured around TC-CU's Advisor for Strategic Planning - Dr. Gita Steiner-Khamsi's visit to Pakistan, and was deliberately designed to allow the Policy and Planning team a "platform" to test out preliminary ideas and assumptions. By using this event for formative assessment purposes, the team could apply their learning towards ensuring greater responsiveness and improved outcomes during the subsequent rounds of provincial workshops scheduled (as per the work plan) for Q4 2011.

A. Provincial Strategic Plans

Group discussion during Strategic Planning Meeting

The two-day workshop in KPK was held on 15-16 June 2011 at the Pearl Continental Hotel, Peshawar. It was organized by the Elementary and Secondary Education Department, Government of KPK, with technical and financial support from Pre-STEP. Mr. Farid Qureshi, Special Secretary Elementary and Secondary Education Department, Government of KPK inaugurated the workshop and thanked USAID and the Pre-STEP program for supporting the Education Department in initiating its strategic planning process. Dr. Gita Steiner-Khamsi led the workshop which included over 50 officials comprising the representatives of Provincial Education Department KPK, DCTE, PITE, RITEs, Reform Support Unit (RSU) and Universities. During the workshop, the KPK Education Department demonstrated its willingness and commitment for developing a strategic plan for pre-

service teacher education, and for integrating it within the province's overall Education Sector Plan. The leadership displayed by the Government of KPK and the tie-in to existing provincial priorities and plans are both significant developments – and will be common elements that EDC will pursue across provinces.

The participants of the workshop agreed that the current certificate and diploma programs would be removed from recruitment rules by 2015, in order to attract teachers with ADE and B.Ed. (Hons.) qualifications. At the end of the workshop, the Director DCTE also suggested that, in order to develop a comprehensive strategic plan, a small working group in KPK would be established and a needs assessment covering provincial education department, apex bodies and RITEs will be undertaken. He requested Pre-STEP to continue to support the Education Department in this endeavour.

Dr. Gita Steiner-Khamsi presenting at a Strategic Planning Meeting

In AJK, a meeting of the Steering Committee was held on June 21, 2011 at DCRD, Muzaffarabad under the chairmanship of the Additional Secretary Education AJK. The Pre-STEP Team lead by the CoP participated in the meeting and discussed future plans. After deliberations, it was unanimously decided that the Pre-STEP will be implemented in AJK more effectively as compared to the previous phase, and Education Department AJK displayed their commitment by declaring that the ADE would be launched in 2011 in 5 GCETs (a copy of the minutes is included as ***Annex VII***).. Pre-STEP was tasked with providing support on faculty capacity building, provision of master trainers and training materials. The admission policy for ADE in AJK was discussed and finalized in consultation with relevant stakeholders and is expected to be approved during Q4.

In Sindh, the Education and Literacy Department, issued a notification to roll out the ADE program in all the elementary colleges by January 1, 2012 (a copy of this notification is included as ***Annex VI***). The Sindh education authorities also conducted a rationalization of teacher education institutes to select colleges which could offer pre-service teacher preparation programs, given limitations of government resources. Pre-STEP staff attended several stakeholder meetings to support the discussion and decision making process. To ensure that the selection included colleges that were fully staffed and adequately resourced, a draft list of institutes was prepared. Out of 25 teacher training institutes only 12 were identified to have sufficient capacity to adequately offer the ADE. Additional resource needs, both human and physical were also identified. During Q4, the education department will finalize the rationalization report and present it to the Provincial Senior Minister of Education for approval.

In Balochistan, progress was slower although promising. The provincial authorities appointed two new Secretaries for Primary and Secondary Education. The newly appointed secretaries have served in the past as education secretaries and have

clear ideas about the provincial strategic priorities to reform teacher education in Balochistan. These appointments are expected to expedite the process of policy and structural changes needed to implement the new pre-service degree programs for preparing teachers. The Provincial Director, Strategic Planning Coordinator and consultant for strategic planning held meetings in June with both the secretaries to brief them about Pre-STEP activities in the province.

B. University Strategic Plans

On June 20, a team meeting was held to brainstorm about the university strategic planning process. Led by Dr. Steiner-Khamsi (TC-CU Advisor), the meeting was intended to help identify a format for the university strategic plan and create a TOR for the Strategic Planning Taskforce.

On June 21, Dr. Steiner-Khamsi and Dr. Khalid Mahmood (Director – Strategic Planning and Institutional Development) visited Allama Iqbal Open University (AIOU) to see various facilities related to teacher education and to conduct initial meetings with the Dean – Faculty of Education, Chairperson – Science Education and Director – Printing Press. This meeting was a follow-up to an introductory discussion held by the CoP and PD a couple weeks earlier – which aimed to understand AIOU's priorities vis-à-vis its current offering of teacher education programming and their interest in Pre-STEP's support for the ADE/B.Ed. (Hons.) degrees. An informal meeting was conducted at the Vice Chancellor's house to further discuss modalities and AIOU priorities and these discussions culminated in an initial strategic planning meeting with the AIOU Task Force on June 24, 2011. The task force discussed the implications related to phasing out the PTC and CT programs and steps that needed to be taken before the new degree programs could be successfully launched. A list of priorities was prepared, this is currently under review by AIOU management and Pre-STEP will conduct a follow-up in August.

Between June 27-29, Pre-STEP conducted a strategic planning orientation workshop at Sardar Bahadur Khan Women's University (SBKWU) in Balochistan. Over the course of three days, the 20 member team (which included participants from both Pre-STEP and SBKWU), obtained greater clarity on the Department of Education's priorities. The SBKWU team also created checklists of key tasks and issues, validated their collective vision, goals and strategies and collected information related to enrolment trends, projections and infrastructure. A "draft zero" plan emerged and was shared with SBKWU faculty for feedback.

Pre-STEP in Action: Adopting the Pre-STEP Strategic Planning Format at SBKWU

The Governor of Balochistan asked Sardar Bahadur Khan Women's University (SBKWU) to submit its Strategic Plan by the third week of July. SBKWU's Education Department had begun working on its strategic plan for introduction and scale-up of the B.Ed. (Hons.) program, during the end of June. As a result, the University's Vice Chancellor requested the Education faculty to organize a training for the university's other academic departments. Dr. Zarina, Head of the Education Department, conducted these workshops for colleagues from across the University.

In a subsequent interview, Dr. Zarina shared that she used Pre-STEP's Strategic Planning format during her workshops. To date, five departments have drafted their Strategic Plan using the Pre-STEP format. Not only does this mark a major achievement in the University's overall planning – but their affiliation with Pre-STEP has helped the Department of Education achieve a greater prominence and visibility within the University at large.

OBJECTIVE 2:

SUPPORT HEC AND MOE TEACHERS INSTITUTES TO DEVELOP/REVISE, EVALUATE AND FINALIZE STANDARDS, CURRICULA AND MODULES FOR PRE-SERVICE TEACHER EDUCATION DEGREES

A. Curriculum Revision and Design Meetings

Pre-STEP's curriculum design and revision meeting series was launched on June 14-16, 2011 at Fatima Jinnah Women's University (FJWU). Thirty-five teacher educators from six universities and 10 colleges met for three days to revise the *Child Development* and *Methods of Teaching* courses for the first semester of the B.Ed. (Hons.) and ADE program. Even more fitting was the fact that the meeting was held at FJWU in a room rehabilitated with support from USAID through the CRISP and Pre-STEP projects.

The drafts of these two courses will be finalized by the meeting facilitators, Dr. Frances Schoonmaker and Dr. Jo Shepherd from TC-CU, and will be ready for dissemination by the end of August, along with materials for other courses.

A second meeting from June 21-23, 2011 was held at Allama Iqbal Open University (AIOU) to revise the *Islamic Studies* and *Teaching of Islamic Studies* courses, and to design guidance for the *Practicum* in Semester 3. Dr. Schoonmaker led the design of guidance for the *Practicum* and the Pre-STEP Director, Curriculum, Ms Rana Hussain, led the *Islamic Studies* revision process. Forty-four faculty members from 13 colleges and 8 universities attended these two meetings.

In a third meeting from June 28-July 1, 2011 held at Karachi University (KU), 20 faculty members from 12 colleges and seven universities revised and designed the *Urdu* and *Teaching of Urdu* courses. The meeting was facilitated by the Pre-STEP Director - Curriculum and a national consultant with experience in developing Urdu teaching and learning materials.

The high level of participation during the summer break and after a lull in Pre-STEP activities - is indicative of the interest in improving the B.Ed./ADE courses among faculty in colleges and universities. Their experience of teaching the courses and using the course materials is proving extremely useful to the curriculum revision and design process.

In addition to the activities listed above which were organized during Dr. Schoonmaker and Dr. Shepherd's visits during this quarter – Dr. Shepherd also finalized a report on the feedback collected on Semester 1 course materials (please see ***Annex V***). Both advisors worked closely with Pre-STEP staff to develop a more structured approach and plan for on-going curriculum development and revision during Semesters 3-8 of the B.Ed. (Hons.) program.

B. Curriculum Design Methodology

Building on lessons learned from observing faculty using course materials during Semester 1, and from feedback from students and faculty, EDC staff and TC-CU Advisors also used this quarter to revise the approach to developing course

curriculum and materials overall. To ensure more relevant and better quality materials, Pre-STEP will now involve faculty who teach that course in design workshops and will bring more technical assistance to course design process, starting from the very initial stages. TC-CU Advisors are closely engaged in drafting a number of the courses with additional technical assistance from national consultants and curriculum and subject experts from EDC. The format of course materials was standardized across subjects: moving forward, there will be a standardized syllabus for students and a course guide for faculty.

A frequent request from faculty was for more information about what to teach and how to teach it, so course guides are being designed accordingly. Course guides include the syllabus, essential knowledge for faculty teaching the course, complete lesson plans for at least one unit, and additional plans for 'hard spots' (topics or concepts that faculty find difficult to teach). Another frequent request, from faculty and students alike, was for resources such as reading material. Thus, course guides are being designed to include a selection of readings to share with students (in addition to the list of reference materials) and also materials relevant to particular lessons.

To design courses in Semesters 5-8, Pre-STEP will adopt a different approach to that used to develop curriculum and course materials for Semesters 1-4; using an approach that works very closely with universities offering the B.Ed. (Hons.) Elementary, Pre-STEP will offer seminars for faculty developing particular courses. As an example, in early 2012, seminars will be offered on Foundations of Education and Curriculum Development. Groups of faculty will then develop the curriculum, which will be presented to peers for review. Based on feedback, faculty will revise the curriculum they designed and share the final draft with Pre-STEP. Pre-STEP will select several drafts for external review and those that are selected will be published and shared with universities as examples of good practice. Similarly, seminars will be conducted in Q2, Q3 and Q4 in Year 2 to ensure that the curriculum is ready as universities begin teaching each semester.

Pre-STEP in Action: New Perspectives in Curriculum Design

In one of a series of ADE/B.Ed. (Hons.) curriculum revision and design meetings, 20 teacher educators from colleges and universities across Pakistan met at Karachi University to revise and design curriculum for the Semester 1 Urdu course, and to design the Semester 3 Teaching Urdu course. Almost all of the participants taught the Urdu course in Semester 1 and as one participant from Balochistan University reported "we came with problems from teaching this course last semester and now we are involved in solving them". During the four-day meeting, faculty designed course syllabi and elements of the course guides – lesson plans, suggestions for course assignments and assessment and lists of useful resources. "If we go through the process of designing the course, we can teach it better" noted a participant from GECE Hyderabad. From AIOU, another participant said that she realized how difficult it is to design curriculum "It is not an easy task!" she said. Materials developed during the meeting will be collated and finalized and in August, they will be disseminated to colleges and universities in time for the start of the new semesters.

C. Planning roll-out of ADE in second cohort colleges

After the break in implementation, Provincial Directors and Professional Development Specialists in each provincial office met their government counterparts to re-confirm the selection of next (second) cohort of colleges to start the ADE. This information was required in order to plan for professional development with faculty, and to assist with admission policies and the affiliation of colleges with universities. These meetings also provided an opportunity to begin identifying the team of provincial apex institution staff who would work with Pre-STEP in rolling out the ADE.

Group work during Curriculum design workshop

As of the end of June, only Balochistan province had confirmed their selection. In Punjab, it is unclear whether or not more colleges will start the ADE this year, while efforts are being made to bring them on board. In Sindh the Government has initiated a process of rationalizing colleges so as to consolidate and make best use of resources. Some colleges will be merged to increase enrolment and the function of others will be changed to provide continuous professional development. It is anticipated that around 12 colleges will still offer initial teacher education and the RSU has advised Pre-STEP that they will add all 12 colleges in January 2012.

During this quarter, the Director - Curriculum developed plans for professional development (Foundation Module 1 and B.Ed./ADE orientation) for second cohort colleges, and two universities starting the B.Ed. (Hons.) – Gomal University and SBK Women's University.

Professional development activities with second cohort colleges will begin in July with five colleges and one university in Balochistan, eleven institutions in KPK and six colleges in AJK. Pre-STEP expects more institutions to come on board by the January semester as well.

D. Research

During this quarter, Pre-STEP team met with Dr. Sohail Naqvi (Executive Director) and Dr. Latif (Director General Research) of the Higher Education Commission (HEC) to discuss and agree on the re-orientation of the Pre-STEP research initiative and to obtain approval for the establishment of a Research Evaluation Advisory Committee (REAC). To this end, a letter from HEC, signed by Dr. Latif and co-signed by the Pre-STEP CoP, was sent to all Vice Chancellors at Pre-STEP partner universities advising them about the continuation of support for research and outlining specific ways in which the research program is being re-oriented.

Also during this quarter, a TOR for REAC was drafted and the Manager - Research contacted Pre-STEP's ten partner universities (whose research proposals were

selected for support in early 2011) to find out what progress, if any, had been made with implementation. It was learned that no further progress had been made – and Pre-STEP expects this (unexpected development) to considerably simplify its next steps. During Q4, the Pre-STEP Research Initiative Team comprising the Manager – Research and Officer – Research will visit university partner research teams to review and revise their questions, update their proposals and submit the same to the REAC for review and approval. In addition, TC-CU expects to identify their Advisor – Research, who will participate in initial REAC meetings, provide guidelines for proposal review and approval and assist with creating a work plan for Pre-STEP's research effort.

V. MONITORING AND EVALUATION

A. Performance Monitoring

To effectively implement the Performance Monitoring Plan (PMP) for Pre-STEP, EDC has proposed a monitoring and evaluation system (M&E) that is set up to provide timely and high quality data and analysis on progress towards achieving results. In this way, the program management, the United States Agency for International Development (USAID) and other constituents can seek to improve program implementation and achieve expected results. Pre-STEP's monitoring system is intended to supply a continuous and systematic flow of data on specific indicators related to implementation, and will serve to provide up-to-date information about Pre-STEP's activities and document any changes to its design. Table I provides a sample of results framework that will be the basis of performance monitoring.

For the purposes of performance evaluation, Pre-STEP's M&E system will focus on tracking outcomes of activities as well as indicators pertaining to the quality of its implementation. In conjunction with the monitoring data, performance evaluation data will be used by the management team and implementing partners to adjust and improve delivery.

B. The M&E system

Performance management: Monitoring and performance evaluation data will be used for continuous program improvement. M&E data will be reviewed during project meetings, routinely discussed with implementing partners and regularly shared with wider constituents, including the Government of Pakistan provincial stakeholders and USAID.

Data quality: The M&E system places a heavy emphasis on ensuring data quality through activities including the documentation of data collection procedures, providing training on data collection, triangulation of data on key indicators and monitoring or auditing of collected data.

Adaptability: The M&E system attempts to capture a dynamic process that will be adaptable to changing circumstances. A major focus is on careful and regular review of the system and data to ensure that it is fulfilling its functions.

Coordination and linkages: Mirroring the project's emphasis on developing linkages, the system allows for coordination with other data collection activities such as qualitative interviews and survey results.

C. Performance Monitoring Indicators and Activities

Performance monitoring indicators for Pre-STEP were selected to measure progress towards stated objectives at the activity, immediate result and sub-immediate result levels. These are a combination of custom-made and standard indicators from the Foreign Assistance Framework indicators (F-list). Those indicators that are customized are designed to reflect the specific activities and needs of Pre-STEP and

coincide with the F-list indicators. In addition to supporting the USAID mission goals, the selected indicators also demonstrate how Pre-STEP is contributing to the objectives of the United States Government (USG) in various other ways.

Table II illustrates the indicators, targets, frequency of collecting data for progress monitoring, level of disaggregation and data sources.

A draft Performance Monitoring Plan (PMP) has been shared with USAID for comments and suggestions; a completed PMP will be provided by September as per the cooperative agreement timeline.

V. SUCCESS STORY

USAID Funded Pakistani Scholars Present Research at International Conference

Attending and presenting research at international conferences is not only an indispensible part of doctoral education, but a distinction earned by a few, outstanding scholars. This couldn't be more true in the case of three USAID-funded Pre-STEP doctoral scholars enrolled at the College of Education at Michigan State University (MSU), whose research papers were selected for presentation at this year's prestigious 55th annual '*Comparative & International Education Society (CIES) Conference*' held in Montreal, Canada. CIES was founded in 1956 to foster cross-cultural understanding and societal development through the international study of educational ideas, systems and practices.

Batool Atta, Fida Chang and Afshan Huma are all recipients of USAID's assistance through Pre-STEP's scholarship program to pursue a doctoral degree in education at MSU. They are full-time faculty of education at Pre-STEP partner universities in Pakistan, and were awarded scholarships based on their academic excellence and commitment to improving the quality of teaching in the country. Throughout the course of study at MSU, all three have excelled in their respective fields of study and have maintained a cumulative grade point average above 3.5 on a 4.0 scale.

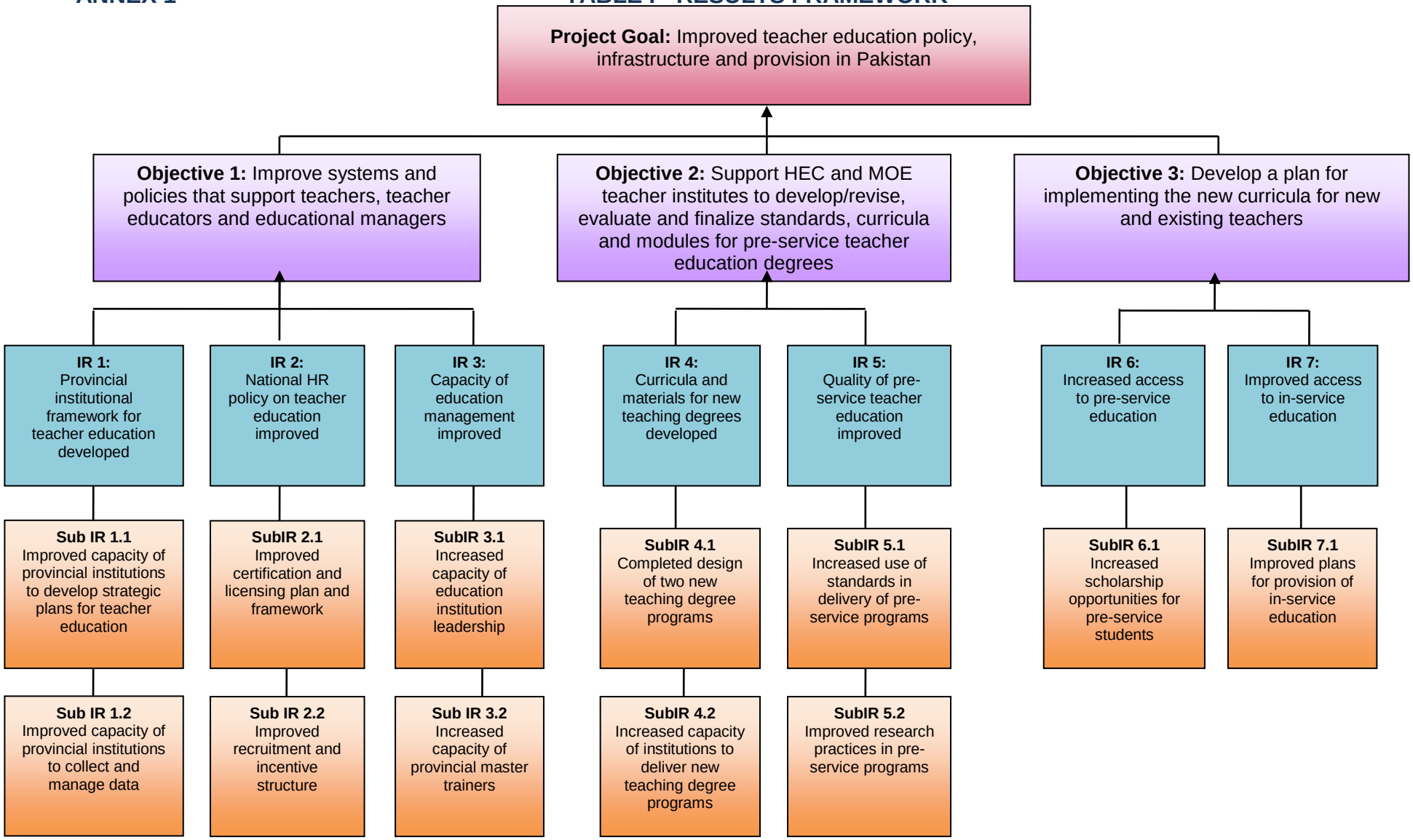
The opportunity to present their research work at international forum not only provided a new perspective for these educators, but also helped augment their presentation and networking skills. The conference also helped them generate ideas and contacts that will be beneficial to their continued professional activities and growth, upon their return to Pakistan.

Appendices

I. Pre-STEP Results Framework
II. Pre-STEP Draft Performance Monitoring Indicators and Data Collection Plan
III. Pre-STEP Organogram
IV. Pre-STEP Provincial Organogram
V. Assessment Report Draft
VI. Government Notification
VII. Minutes of AJK Steering Committee Meeting

ANNEX 1

TABLE I - RESULTS FRAMEWORK



ANNEX II TABLE II –DRAFT - PERFORMANCE MONITORING INDICATORS AND DATA COLLECTION PLAN

STRATEGIC OBJECTIVE 1: Improve systems and policies that support teachers, teacher educators and educational managers

Indicator type	Indicator description	LOP Target*	Disaggregation	Data collection schedule	Data source/ responsible entity	Data collection considerations
FAFI: IIP (3.2.1-2) Education systems/policy reform. Type: output	Description of the teacher education system change resulting from Pre-STEP activities	N/A	N/A	End of the project	Pre-STEP monitoring and evaluation data, provincial-level documents	
Intermediate Result 1: Provincial institutional framework for teacher education developed						
Sub IR 1.1 Improved capacity of provincial institutions to develop strategic plans for teacher education						
FAFI: IIP (3.2.1-12) Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education	1.1. Number of institutions represented on Provincial Advisory Group	10	Type, province	Bi-annually	PAG meeting notes and attendance	Establish a baseline of institutions already in the group.
	1.2. Number of PAG meetings	36	Type, province	Annually	PAG meeting notes and attendance records	
	1.3. Number of stakeholders involved in strategic planning	180	Province	Bi-annually	Pre-STEP meeting minutes, attendance records	

Indicator type	Indicator description	LOP Target*	Disaggregation	Data collection schedule	Data source/ responsible entity	Data collection considerations
services Type: output	1.4. Number of provinces making strategic plans for pre-service teacher education	6	Province	Once	Pre-STEP project documents, provincial documents (drafts and meeting notes)	Establish baseline criteria for what a final plan should include.
	1.5. Number of college improvement plans (CIP) developed to support the implementation of the ADE	45	Type of institution, province	Bi-annually	Pre-STEP project documents, provincial documents (CIPs, etc.)	Establish baseline criteria for what a final plan should include that is in-line with USAID's CRISP.
	1.6. Number of university strategic plans developed to support the implementation of ADE/B.Ed. (Hons.)	10	Type of institution, province	Bi-annually	Pre-STEP project documents, university documents	Establish baseline criteria for what will be included in the university strategic plans.
	1.7. Number of affiliation reports submitted by universities	45	Type of institution, province	Once	Pre-STEP project documents, provincial documents	Establish baseline criteria for an affiliation report.
Intermediate Result 2: Provincial HR policies on pre-service teacher education improved						
Sub IR 2.1 Improved HR policies, regulations and guidelines based on provincial strategic plans						
Pre-STEP	2.1. Number of provinces	2	Provinc	Bi-	Pre-STEP	Develop a technical

Indicator type	Indicator description	LOP Target*	Disaggregation	Data collection schedule	Data source/ responsible entity	Data collection considerations
Custom Type: output	provided with technical assistance to develop HR policies identified in their strategic plans		e, team	annually	documents, provincial reports	assistance log
FAFI: IIP (3.2.1-12) Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services Type: output	2.2. Number of provincial laws, policies, regulations or guidelines developed with Pre-STEP technical assistance	2	Type	Once	Pre-STEP documents, approved plans	Approval process may take longer than the lifetime of the project.
	2.3 Number of provinces preparing plans for meeting teacher supply/demand	6	Institution/province	Annually	Pre-STEP project documents, provincial documents	
Sub IR 2.2 Improved recruitment policies to attract better qualified teachers						
FAFI: IIP (3.2.1-12) Number of laws,	2.3. Number of provinces with revised recruitment rules that allow for hiring of	6	Province	Once	Pre-STEP documents, draft	None

Indicator type	Indicator description	LOP Target*	Disaggregation	Data collection schedule	Data source/ responsible entity	Data collection considerations
policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services Type: output	ADE/B.Ed. (Hons.) holders				government notifications	
	2.4. Number of universities with strategic plans that include an end-date for offering the 1 year B.Ed.	5	University	Once	Pre-STEP documents, university strategic plans	None
	2.5. Number of provinces with notified plans to phase out recruitment of teachers with a PTC/CT/Diploma or 1-year B.Ed. certification	4	Province	Once	Pre-STEP documents, draft notifications	None
Intermediate Result 3: Capacity of education management improved						
Sub IR 3.1 Improved capacity of education institution leadership						
FAFI: IIP (3.2.1-3) Number of administrators and officials trained Type: output	3.1. Number of university officials/faculty trained in strategic planning	75	Institution, province, gender	Bi-annually	Training attendance documents	Training plan and attendance form to be developed.
	3.2. Number of college officials/faculty trained in CIP development and implementation	600	Institution, province, gender	Bi-annually	Training attendance documents	Training plan and attendance form to be developed.
Sub IR 3.2 Increased capacity and effectiveness of provincial education staff to roll out ADE/B.Ed. (Hons.)						
FAFI: IIP (3.2.1-3) Number of	3.3. Number of provincial master trainers trained to	30	Institution,	Bi-annually	Training attendance	Training plan to be developed.

Indicator type	Indicator description	LOP Target*	Disaggregation	Data collection schedule	Data source/ responsible entity	Data collection considerations
administrators and officials trained Type: output	support the rollout of the ADE		province, gender		documents	
	3.4. Number of provincial official trained in using data to plan for meeting new teacher supply/demand	30	Gender, province	Bi-annually	Pre-STEP training attendance data	Training plan and attendance forms to be developed.
Pre-STEP Custom Type: Output	3.5. Number of provincial EMIS teams provided with technical assistance	All provinces	Institution, province	Annually	Pre-STEP monitoring data	Different levels and kinds of technical assistance to be developed.
FAFI: IIP (3.2.1-3) Number of administrators and officials trained Type: output	3.6. Number of trainings held for provincial master trainers to support the roll-out of the ADE/B.Ed. (Hons.)	12	By type of training, provincial institution	Quarterly	Training attendance documents	Training plans to be developed.
Pre-STEP Custom Indicator Type: Outcome	3.7. Percentage of faculty training workshops facilitated by provincial master trainers	50%	By type of training, provincial institution	Quarterly	Training attendance documents	Training plans to be developed.

Indicator type	Indicator description	LOP Target*	Disaggregation	Data collection schedule	Data source/ responsible entity	Data collection considerations
STRATEGIC OBJECTIVE 2: Support HEC and MOE teacher institutes to develop/revise, evaluate and finalize standards, curricula and modules for pre-service teacher education degrees						
Intermediate Result 4: Curriculum materials for the ADE/B.Ed. (Hons.) developed						
Sub IR 4.1 Completed design of ADE and B.Ed. (Hons.) degree programs						
Pre-STEP Custom Indicator Type: Outcome	4.1. Number of syllabi, courses of study and resource packets developed for the (ADE and B.Ed.)	112	By course/ Degree	Bi-annually	Pre-STEP project documents; curricula, and syllabi	Define materials to be developed; define contents of resource packets for each course
FAFI: IIP (3.2.1-25) Number of textbooks and other teaching and learning materials provided with USG assistance Type: output	4.2. Number of institutions receiving ADE/B.Ed. curriculum materials	60	Institution, gender	Quarterly	Pre-STEP project documents, delivery documents	None
Sub IR 4.2 Increased capacity of institutions to deliver new teaching degree programs						
FAFI: IIP (3.2.1-3) Number of administrators and officials trained	4.3. Number of teacher training institution faculty trained in how to administer ADE and B.Ed. programs	700	Institution, province, gender	Bi-annually	Training attendance documents	Training plan to be developed.

Indicator type	Indicator description	LOP Target*	Disaggregation	Data collection schedule	Data source/ responsible entity	Data collection considerations
Type: output						
FAFI: IIP (3.2.1-25) Number of textbooks and other teaching and learning materials provided with USG assistance Type: output	4.4. Number of blended learning modules developed	10	Course	Quarterly	Pre-STEP project documents, delivery documents	
	4.5. Number of institutions using blended learning modules	15	Institution	Bi-annually	Pre-STEP project documents, user feedback	Dissemination parameters to be determined
	4.6. Number of Foundations Modules finalized	4	None	Annually	Pre-STEP documents	None
Pre-STEP Custom Indicator Type: Outcome	4.7. Percentage of students reporting at least three visits to practicum schools each semester	50%	Institution, type	Annually	Pre-STEP project documents, SMS survey with institutions	Survey to be developed; sample size to be determined
	4.8. Percentage of students who report participating in at least two supervised practice teaching sessions for ADE/B.Ed. (Hons.) extended practice courses	50%	Institution, type, course	Bi-annually	Pre-STEP project documents, SMS survey with institutions	Define what supervised practice teaching involves; survey to be developed and sample size to be determined.
	4.9. Number of small grants distributed to support roll-out of the ADE/B.Ed.	15	Institution, amount	Quarterly	Pre-STEP project documents,	Define grants mechanism

Indicator type	Indicator description	LOP Target*	Disaggregation	Data collection schedule	Data source/ responsible entity	Data collection considerations
					grant documents	
	4.10. Number of institutions receiving ADE/B.Ed. (Hons.) resources	60	Institution, type	Annually	Pre-STEP project documents, procurement documents	Define/standardize resources
Intermediate Result 5: Improved Quality of Pre-service Education Delivery						
Sub IR 5.1: Increased use of standards in delivery of pre-service programs						
FAFI: IIP (3.2.1-12) Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services Type: output	5.1. Subject-specific standards finalized	4	Content	Once	Pre-STEP Project documents	Subjects to be determined; Dissemination guidelines to be determined.
FAFI: IIP (3.2.1-25) Number of textbooks and	5.2. Standards Toolkit developed, tested and finalized	1	Type	Once	Pre-STEP Project documents	Determine composition of the toolkit.

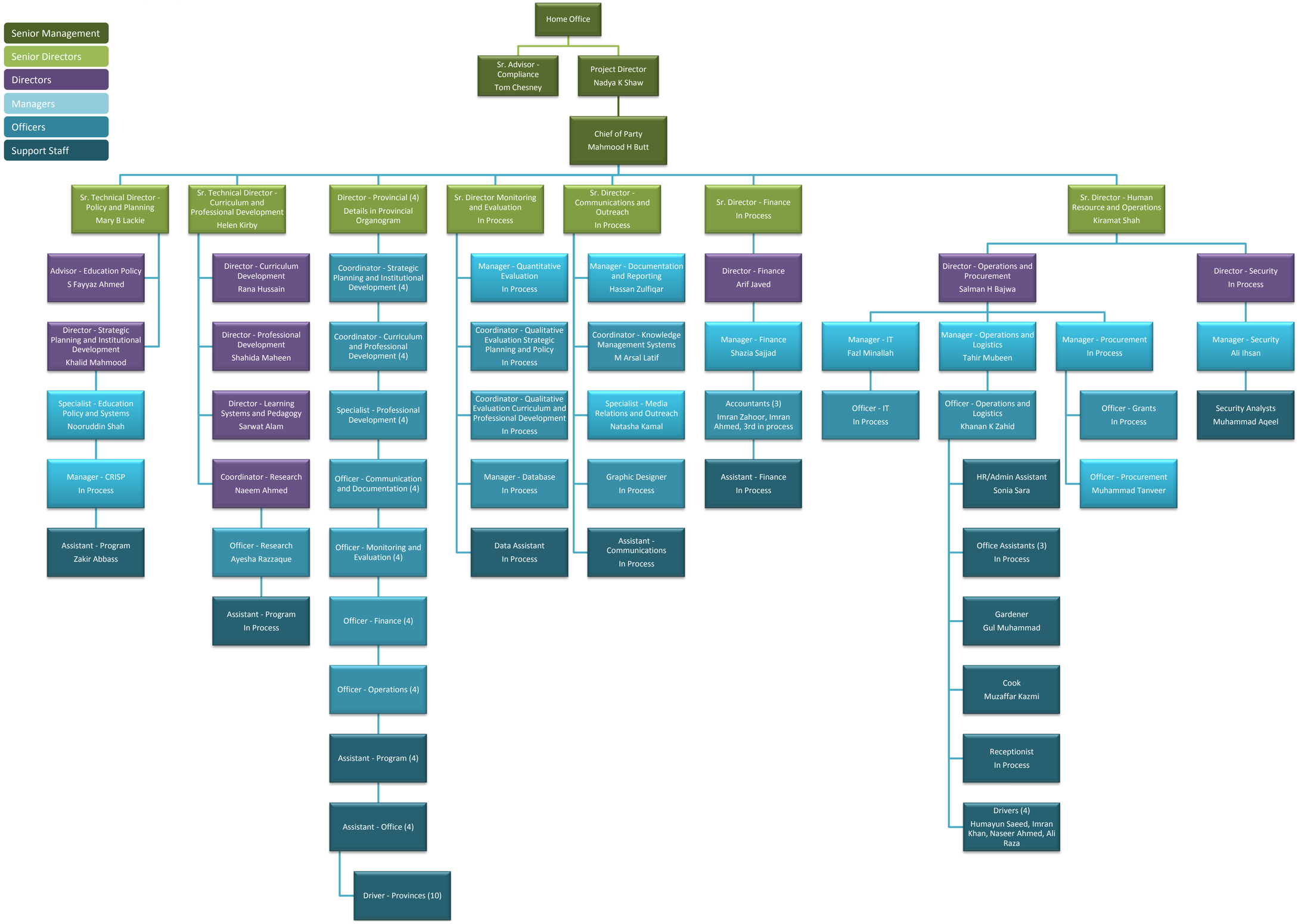
Indicator type	Indicator description	LOP Target*	Disaggregation	Data collection schedule	Data source/ responsible entity	Data collection considerations
other teaching and learning materials provided with USG assistance Type: output						
FAFI: IIP (3.2.1-3) Number of administrators and officials trained Type: output	5.3. Number of TTI faculty trained in how to use Standard Toolkits	360	Institution, province, gender	Bi-annually	Training attendance documents	Training plan to be developed.
Sub IR 5.2: Improved research practices in pre-service programs						
Pre-STEP Custom Indicator Type: Output	5.4. Number of days of technical assistance provided for research specific activities	150	Institution, research study	Bi-annually	Pre-STEP monitoring data	TA log to be developed
	5.5. Number of research grants awarded	30	Institution, province	Annually	Pre-STEP project documents, grant documents	Grant application processes to be re-structured; application parameters defined
	5.6. Number of research studies presented	30	Institution, province	Annually	Dissemination records	Dissemination outlets to be determined

Indicator type	Indicator description	LOP Target*	Disaggregation	Data collection schedule	Data source/ responsible entity	Data collection considerations
	5.7. Number of research papers published	10	Institution, province	Annually	Publications; prints	
STRATEGIC OBJECTIVE 3: Develop a plan for implementing the new curricula for new and existing teachers						
Intermediate Result 6: Increased access to pre-service education						
Sub IR 6.1: Increase scholarship opportunities for pre-service students						
FAFI: IIP (3.2.1-24) Number of teachers/educators trained with USG support Type: output	6.1. Number of continuing students receiving scholarships from the first project phase	460	Gender, province, institution, degree type	Annually	Pre-STEP project documents, scholarship agreements	Applicant recruitment strategy to be developed
FAFI: IIP (3.2.1-24) Number of teachers/educators trained with USG support Type: output	6.2. Number of new students receiving scholarships from the second project phase	1030	Gender, province, institution, degree type	Annually	Pre-STEP project documents, scholarship agreements	New applicant recruitment strategy to be developed; additional funding to be leveraged

Indicator type	Indicator description	LOP Target*	Disaggregation	Data collection schedule	Data source/ responsible entity	Data collection considerations
Intermediate Result 7: Plans developed to upgrade existing teacher qualifications						
Sub IR 7.1: Improved plans for provision of in-service education						
FAFI: IIP (3.2.1-12) Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services Type: Output	7 .1 Number of provincial plans developed to upgrade PTC/CT/Diploma qualified teachers to meet ADE requirements	2	Province	Once	Pre-STEP project documents, plan drafts	None

FAFI: Foreign Assistance Framework Indicators; IIP: Investing in People; TTI: Teacher Training Institution

ANNEX III **Pre-STEP Organogram**



PRE-STEP ORGANOGRAM - NOTES

As indicated in the Organogram, the Pre-STEP organizational structure comprises a multi-functional matrix designed to permeate accountability across all levels of the project, and ensure that Pre-STEP successfully draws on the strengths of the staff hired. The current structure was considered necessary – as a response to the management gaps identified by AED staff employed during the first phase of implementation, and, perhaps more importantly, to enable Pre-STEP to effectively accomplish its work plan and meet planned targets by September 2013.

Pre-STEP is structured to support operations across Pakistan. It operates out of a central office in Islamabad with provincial offices in Karachi, Lahore, Peshawar, and Quetta. An additional regional office is being setup for Azad Jammu and Kashmir (AJK).

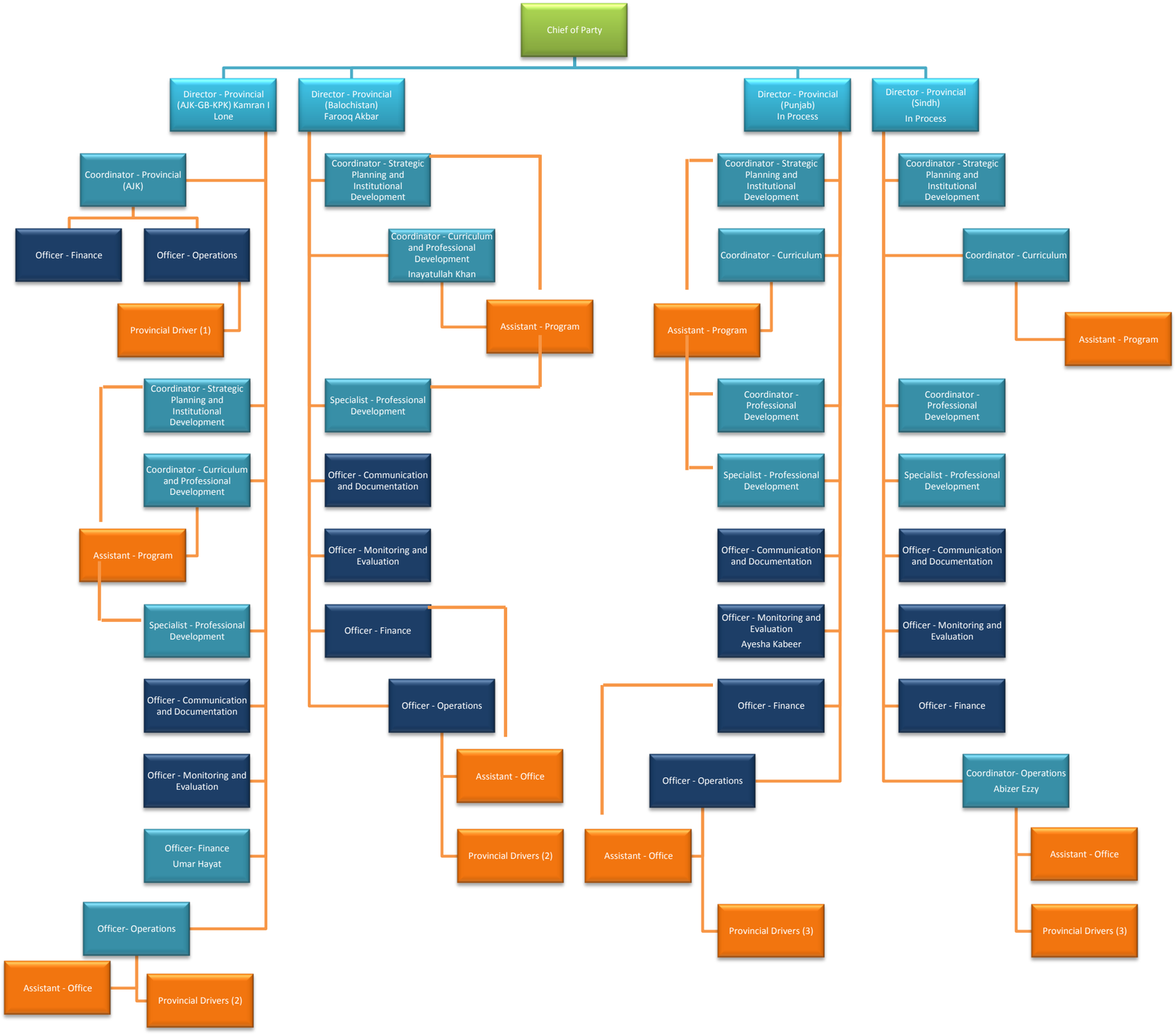
Overall management responsibility for the project is shared between the COP, a seven member Management Team in-country and selected staff from the EDC Home Office. The SMT, with leadership from the COP, has authority to take technical and managerial decisions. The COP is the primary liaison of the project with USAID and in-country partners, and is provides oversight for the financial and compliance aspects of the project. In parallel, the HO staffs includes a Project Director, who assists the COP in setting the pace of the project and provides overall direction for the technical aspects of the project as well as support for the administrative and communications elements of Pre-STEP's work. The PD exercises quality control on deliverables. In parallel, a Senior Compliance Adviser is responsible for ensuring that Agreement compliance and legal issues are dealt with expeditiously and in "Audit Ready" fashion. Finally, EDC's Vice President and Asia Regional Director provide a third-level of technical and managerial oversight. The management team is further scaffolded by EDC's finance, legal and human resource teams in the US.

At the conclusion of its first operating quarter, Pre-STEP is well poised to support operations across Pakistan. While the completion of hiring and office renovation at the provincial levels will provide further stability – implementation is already being conducted successfully through provincial offices that have significantly greater autonomy and accountability than previously. In Q4, Pre-STEP's provincial offices will complete hiring for a full complement of human resources including coordinators for curriculum and strategic planning, officers for communications, monitoring and evaluation, operations and finance, as well as professional development specialists, assistants and support staff. Provincial Directors will receive training on developing and managing budgets, provide leadership on their work plans and will coordinate closely between each other as well as with senior staff in Islamabad. All PDs now report directly to the Chief of Party, who is fully responsible for ensuring that PDs are on track for meeting Pre-STEP work plan targets.

An additional regional office is being setup for Azad Jammu and Kashmir (AJK). A manager for this position has already been appointed and office space has been allocated by the Department of Education in AJK. Desk space has been requested within the provincial education authorities so that Pre-STEP may continue to have a presence closer to our government stakeholders. By Q4, these spaces are also expected to be fully functional.

ANNEX IV PRE-STEP ORGANOGRAM – PROVINCIAL OFFICES

Senior Management
Directors
Managers
Officers
Support Staff



ANNEX: V

Feedback on the design of first semester courses in the ADE/B.Ed.(Hons.)Elementary

(DRAFT June 2011)

Feedback on the design of first semester courses in the ADE/B.Ed.(Hons.)Elementary

With support through the USAID funded Pre-STEP project, teacher educators from government elementary colleges and universities are using the ADE/B. Ed. (Hons.) Scheme of Studies (approved by the Higher Education Commission in March 2010) to develop course curriculum. The curriculum is represented by a course syllabus for students and a course guide for faculty.

The course syllabus tells students about the purpose of the course; its intended outcomes; content topics organized by unit, week, and session; recommended readings; and major assignments. The syllabus also describes approaches to teaching and learning, in addition to lectures and exams, used in the course.

The course guide follows the structure of the syllabus and is a planning guide for faculty. Teaching recommendations, some as detailed as lesson plans, for each session in two or more units are in the guide. (Teaching plans, in the form of outlines, are included for the remaining units.) To encourage faculty initiative and creativity, two teaching options for each class session are in the developed units.

Curriculum development is widely acknowledged as a recursive process. A curriculum is developed, used to guide learning in the classroom, assessed, and revised. This is the process, with one addition, used to develop the ADE/B.Ed. (Hons.) Elementary curriculum. Each course is drafted by a group of teacher educators, taught for one semester in Pre-STEP partner institutions, assessed, and revised. In addition, results from the assessment are used to design courses for the next semester.

In this document, we report on the assessment of Year 1, Semester 1 courses with particular attention to the influence student and faculty feedback about these courses had on the design of Year 1, Semester 2 courses. We also report, briefly, plans for the assessment of all courses for Years 1 & 2 during the academic year 2011-2012.

Assessment data were collected for Year 1, Semester 1 courses at 6 government colleges and 4 universities near the end of the Fall Term, 2010. Year 1, Semester 2 courses were designed by groups of teacher educators at a meeting in Lahore the last week in January, 2011. Faculty groups are currently revising Year 1, Semester 1 courses at meetings in various locations in Pakistan.

Description of the Assessment Study

Two related questionnaires about course design and course materials (one for instructors; another for students) were created. Each questionnaire was composed of questions answered using a rating scale ; questions requiring short answers; questions using check lists; and a question that asked both students and Instructors to describe a particularly effective class session and a particularly ineffective session (students responded to this last request for descriptions of class sessions; instructors did not respond). The questionnaire took between 15 and 45 minutes to complete depending on whether the respondent answered all short answer questions and described one or two class sessions. Persons who distributed the questionnaires emphasized that answers to questions would be used to improve the courses, not to judge the instructors. The only questions that included reference to the instructor were questions of fact (i.e. Did the instructor give you a syllabus?)

Student participants were in attendance in ADE/B. Ed. classes in the respective colleges and universities on the day the questionnaires were distributed and completed. At each institution, students filled out a questionnaire for one of the 6 courses in which they were enrolled in that semester (Urdu, Islamic Studies, Child Development, General Methods of Teaching, General Science, and English). Numbers of student respondents were approximately the same for each course. Faculty respondents were, obviously, those who taught one of the 6 courses at institutions participating in the study. Each course had approximately the same number of faculty respondents.

The total number of student respondents was 327 (242 from colleges; 85 from universities). The total number of faculty respondents was 84 (55 from colleges; 29 from universities). College and university respondents gave similar answers. Therefore, it was not necessary to separate answers by type of institution.

Supplement to the Survey Responses

With work on the second semester courses underway, National and International Technical Advisors to the curriculum design project visited two Institutions of Higher Education (IHE) implementing the ADE/B.Ed. curriculum. Members of the group talked with students, all participating faculty, visited classes teaching ADE/B.Ed. courses, and read student portfolios. Insights and information obtained from these visits, as well as results from the opinion survey influenced revisions in the design of Year 1, Semester 2 courses reported below.

Faculty and Student Responses to the Opinion Survey

It is important to start with the fact that 85% of students surveyed claimed they received a course syllabus. This claim is supported by the fact that most instructors reported distributing the syllabus. With very few exceptions, the instructors reported one or more problems with a syllabus or course guide (more frequently with a course guide). The care with which these problems were described reflects faculty interest in the new courses and a serious attitude toward teaching them.

Faculty reported that the course guides, in particular, require much more detailed descriptions of assignments and of classroom learning activities other than lectures. Because of the lack of detail, they found assignments difficult to explain and new learning activities difficult to execute. Grouping students for learning is a good example of the problem. Obviously, it isn't difficult to group students and tell each group to discuss a theory presented in class and be prepared to report on it. And, students report positive attitudes toward working in groups. But, group work can be structured in several different ways and faculty reported a desire for more information about how to structure groups, especially cooperative learning groups. Students shared their Instructors' need for more detailed descriptions of classroom activities and, especially, assignments.

Though reported less frequently than the need for more detail in course guides, especially, a majority of faculty felt that courses were planned to cover too much material. They reported that they couldn't teach all of the topics in a syllabus.

A smaller, but significant, number of faculty, expressed concerns about being able to spend enough time on a topic to enable students to go beyond acquiring new knowledge and reach a stage where they could think with the knowledge they had acquired. As examples, some faculty wrote about difficulty helping students' analyze poems before they had sufficient experience reading poetry. Others wrote about difficulty helping students draw contrasts between educational philosophies unless they had ample time to study the individual philosophies.

Not surprisingly, two major concerns, shared equally by faculty and students, were grading policies and the availability of text materials for the courses. Students said they didn't understand how their final grade would be determined and faculty said that since it was often difficult to explain the assignments, it was especially difficult to grade an assignment. Readers of this report probably need little explanation of the problems associated with obtaining course texts and other reading materials.

All students said that lectures were the dominant form of instruction in all six courses. Most students (79%) said that they didn't visit schools during the semester. And, as reported above, all students said that, though, their Instructors drew their attention to readings for the course recommended in the syllabus and, sometimes, gave them notes on the readings, they were not able to help them obtain most of the reading.

Student and faculty opinion about English as the medium of instruction for the ADE/B. Ed. courses was not clarified by the survey. On the one hand, there were many comments, mostly by students, about difficulty with English, especially reading and writing English. On the other hand, only 25% of the faculty and an equal number of students responded 'strongly agree' or 'agree' to statements that language used in the course materials and in class was difficult to understand.

In summary, faculty asked for more detail in the course guides with respect to classroom methods other than lecture and assignments. They also expressed concern about coverage indicating that they couldn't cover all of the topics in the syllabus. Some indicated that the pressure to cover all of the topics interfered with the ability to spend enough time on a topic so that students were prepared to use new knowledge in thinking exercises. Without sufficient descriptions of teaching methods that include student participation, Instructors apparently continue to rely on lectures. For both students and faculty, ambiguities about grading policies and extreme difficulty obtaining text, both digital and print, interferes with teaching and learning.

Revised Design Year 1, Semester 2 Courses

The Year 1, Semester 1 ADE/B. Ed. courses were designed before decisions about which institutions would be offering the new programs had been finalized. So, while people selected to participate in the first design groups had experience teaching courses similar to those they were asked to design, none of them knew, at the time of the first design meeting, whether they would teach in the new degree programs. Also, few, if any, participants had experience with curriculum design.

The original curriculum development mandate was to create a syllabus for each course. Hence, the initial process for designing the syllabus was to follow the HEC scheme. It was almost immediately apparent that the syllabus did not contain enough information to help anyone, especially those without experience, teach the course. Therefore, a second document initially called a 'course of study' was created to accompany the syllabus. This document is now called a 'course guide'.

Knowing this history and informed by faculty and student responses to the opinion survey, Pre-STEP curriculum specialists decided to revise the design process for Year 1, Semester 2 courses.

They agreed that, to the extent possible, members of the design groups would be people selected by their respective institutions to teach the course they were asked to design. A Team Leader was assigned to each group. Group members were notified, at the outset of the work, that they were expected to produce a draft syllabus and course of study that would be refined by the Team Leader within a month or less of the design meeting. Participants were asked to bring any existing materials relevant to the course they would design to the course design meeting.

Pre-STEP curriculum specialists decided that, prior to beginning the design work, attention should be given to curriculum design as a process in order to prepare members of the design groups for their work. This had the dual goals of enhancing the skills they needed for the immediate work and building capacity for future work.

A process was created to address the important issue of course content and coverage. Members of the design group were told to brainstorm and list all of the topics they considered relevant to the course. After the brainstorming session, they were told to connect topics and produce a cognitive map that suggested 3 to 5 'big ideas' embedded in the course content. Course themes (big ideas) were set aside for the course description and the map was used to select and sequence topics. (Big ideas sometimes became unit headings.) The resulting semester outline was then verified against the topic list in the HEC curriculum scheme. Group members were mindful at all times that course content had to match available instructional time.

At this point, the design group proceeded to construct the syllabus one component at a time (course description, course learning outcomes, the semester outline, references, brief descriptions of major assignments, and suggested grading policies). Full descriptions of assignments were moved to the course guide. A section on teaching and learning approaches was added so that students would know to expect learning experiences in addition to lectures. As the syllabus developed, the Team Leader provided continuous feedback.

Work on the course guide followed completion of a draft syllabus. Course guides for Year 1, Semester 1 courses contained one developed unit (typically the first unit) with two teaching options for each session in the unit. Responding to faculty requests for more guidance from the course guide, a second unit was developed (also with 2 options for teaching each session in the unit). The criterion for choosing a second unit was the number of difficult concepts and/or complex skills in the unit.

Syllabus and course guide formats changed. The syllabus was changed to sharpen its focus for students and reduce its size. (Students said, through the opinion survey, that the syllabus was hard to follow.) The main change in format is that the syllabus no longer contains columns juxtaposing topics, learning outcomes, assignments and readings. The semester outline identifies the unit , number of weeks allotted to the unit, and topics organized by week and sessions. As indicated, detailed descriptions of the assignments and readings relevant to individual topics were moved to the course guide.

The course guide contains resources for the Instructor, some of which are shared with students. As indicated earlier, course guides contain options for planning and teaching course sessions to emphasize that lessons can be taught in many ways and to encourage creativity. Sample lesson plans are included for at least 2 sessions of a unit plan to provide a model for faculty who may need that support.

The complicated problem of readily available/accessible reference materials is not fully resolved though some corrective actions have been taken. Reading lists have been revised to include relevant and most current texts and these are described as suggested resources and not as required readings. Persons who design courses are told to check recommended websites to make sure they are relevant, active, and accessible from Pakistan. Some texts are rewritten to make the English more hospitable to persons for whom English is not a mother tongue. Occasionally, materials are created for a course. The availability of good reference materials is a problem to which Technical Advisors to the curriculum design project will continue to give attention over the next two years.

In response to student concerns about lack of clarity on course grading policies, Pre-STEP recognizes that more work is required with individual institutions, especially universities, to determine course grading policies and share these with students.

Although data are not yet available, Pre-STEP curriculum specialists believe that Year 1, Semester 2 courses are an improvement over the original versions of Year 1, Semester 1 courses. By the first week in September 2011, a plan to assess Semesters 1 and 2 courses for Program Years 1 and 2 will be in place. This report concludes with a brief description of that plan.

Assessment Plan

In the best of all possible worlds, we would be able to assess the impact of this curriculum on ADE/B. Ed (Hons.) graduates' performance in the classroom and, in particular, the impact of the way they teach on their students' academic achievement and other important school outcomes (graduation rates, for example). It's a fact that educational researchers over the

past three decades have developed research strategies that allow them to observe and code teachers' behaviors in classrooms and study relationships between what they observe and students' scores on achievement tests.

This project adds another dimension to those studies, though. The question here is whether this two and four year teacher education curriculum produces teachers whose actions and attitudes in the classroom improve student learning beyond that which is typical for similar students in classrooms where teachers have different preparation. Seeking answers to this question depends on analyzing environments that are so complex that it is difficult to imagine isolating all of the relevant variables, let alone controlling them.

Consequently, the purpose of course assessment in this project is not an attempt to find links between the curriculum, the classroom behavior of teachers who experience the curriculum, and children's learning outcomes. The purpose of course assessment in this project is to improve the quality of the courses through peer review, observations in college and university classrooms, interviews with Instructors, examination of the college and university students' work, opinion surveys and focus groups with students in the degree programs and, perhaps, some performance evaluations in practicum courses.

Course assessment activities, in addition to those just listed will include case studies of the implementation of courses. Some of these case studies will be one semester long. Others, hopefully, will involve one Instructor's work over 4 semesters, including, perhaps, two experiences teaching the same course.

The ADE/B.Ed.(Hons.) Elementary curriculum has two important features that allow people to refer to it as 'new'. First, it was built around the intent to enhance elementary school teachers' content knowledge and pedagogical content knowledge so that they will be able to teach elementary school subjects at any elementary grade level with confidence. Second, and this is a significant feature of pedagogical content knowledge, courses are designed so that Instructors model active teaching methods and teach about participatory learning activities for students. Course assessment will attempt to verify that these features are present in the ADE/B. Ed (Hons.) Elementary curriculum.

ANNEX: VI

Tel: 022-9213406
Fax: 022-2771179

Government of Sindh
Education and Literacy Department
Bureau of Curriculum & Extension Wing Sindh

Hyderabad @ Jamshoro

No. BCEW/RDE/CONDUCT/ /-2011, JAMSHORO Dated: 21.06.2011.

OFFICE MEMORANDUM

In pursuance of Government of Sindh, Education and Literacy Department Notification No. SO (G-III) E&L/PITE/TTE &CPD/1-980/10, dated 22nd April, 2011, and with the approval of the competent authority, the Director, Bureau of Curriculum and Extension Wing Sindh, Jamshoro has been pleased to notify/ circulate that the Department is going to introduce the up-gradation of Pre-Service Teacher Education (Initial Teacher Education in Sindh from Existing Certification Courses (CT & PTC) to Associate Degree in Education (ADE) as entry qualification for teaching profession (based on the standards and competencies). The Existing Primary Teacher Certificate (PTC) and Certificate of Teaching (CT) course will stand terminated at the end of current session up to August 2011. Henceforth no institution (private or public) will offer admission in PTC and CT course in Sindh for Academic Session 2011-12 starting from September 2011.

Moreover that those private Teacher Training Institutions who had taken registration from the Director, Bureau of Curriculum and Extension Wing Sindh, Jamshoro and from Education and Literacy Department, Government of Sindh shall automatically stands cancelled/ withdrawn from the academic year 2011-12.

All the Heads of G.E.C.E (M/W) Colleges of Sindh including Private Teacher Training Institutions should strictly follow the above Government orders/ instructions in its letter and spirit.

ABDUL MAJEED BHURT
DIRECTOR

Cc.

1. The PS to the Minister for Education and Literacy Department, Government of Sindh, Karachi.
2. The Deputy Secretary, (G.A), Education and Literacy Department, Government of Sindh, Karachi.
3. The Chairman, Board of Intermediate and Secondary Education _____ Sindh.
4. The Private Teachers Training Institutions _____.
5. The Principals, Government Elementary Colleges of Education (M/W) _____.

ANNEX: VII

AZAD GOVERNMENT OF STATE OF JAMMU & KASHMIR

Directorate of Curriculum Research and Development MZD.

No./DCRD/ 067 /Dated. 20-7 /2011.

Subject: **Minutes of the Meeting.**

Undersigned is pleased to issue the minutes of the meeting dated 21 June 2011 at Resource Centre DCRD with Pre-STEP.

Director General
DCRD Muzaffarabad

C.C:

- PS to Secretary Education Schools Muzaffarabad.
- Chief of Party Pre-STEP Islamabad.
- Director Public Instruction Elementary / Secondary Muzaffarabad.
- Principal Elementary Colleges Male / Female, Muzaffarabd, Rawalakot, Mirpur.

Director General
DCRD Muzaffarabad

Azad Govt. of the State of Jammu and Kashmir
Directorate of Curriculum Research and Development Muzaffarabad

Minutes of Meeting
June 21, 2011

A meeting of Education Department Government of AJK, DCRD and Pre-STEP management was held on June 21, 2011 at DCRD Muzafarabad. The meeting was chaired by DG, DCRD Ms. Nighat Mubasher. The meeting was also attended by the Raja Ikhlaq Additional Secretary Schools. List of participants is attached. Following were the agenda points of the meeting:

1. Launching of ADE in AJK and selection of GCETs for 2011 admissions
2. Service Rules of ADE and B.Ed. Hons. Elementary
3. Admission Policy for ADE program
4. Scholarship policy for ADE students
5. Capacity building of GCET faculty for launching of ADE program
6. MOU with AJ&K Govt. or Letter of Agreement between Pre-STEP and DCRD
7. Establishment of Pre-STEP office in AJ&K

Ms.Nighat Mubasher DG, DCRD welcomed all the participants and appreciated the Pre-STEP for starting program activities in AJ&K with regard to ADE. Following decisions were made against each agenda point:

1. Launching of ADE in AJK

Additional Secretary informed that department has decided to launch the ADE program in AJK which will replace Diploma in Education Program. DG DCRD shared that DCRD has decided to launch ADE program in two institutions one in Muzafarabad and one in Rawlakot. In these two institutions four GCETs are operational. Additional Secretary suggested to include one college from Mirpur which has sufficient building and staff. Therefore following five colleges have been finalized for ADE launching in 2011 academic session.

1) Government College of Elementary Education for Teachers (GCET) Male Muzafarabad.
2) Government College of Elementary Education for Teachers (GCET) Female Muzafarabad.
3) Government College of Elementary Education for Teachers (GCET) Male Rawlakot
4) Government College of Elementary Education for Teachers (GCET) Female Rawlakot
5) Government College of Elementary Education for Teachers (GCET) Female MirPur

DCRD informed that affiliation of first 4 colleges have already been initiated with University AJK. DCRD have submitted application fee to UAJK. Affiliation for GCET Female Mirpur will also be initiated after this meeting.

DCRD team shared their previous experience regarding very low trend towards teaching profession especially in case of male. They have proposed a thorough and targeted awareness and advertisement campaign to spread this policy change to the entire part of the AJK. In this regard DCRD has requested Pre-STEP to extend complete support.

Kamran Iftikhar Lone, Provincial Director Pre-STEP shared the advocacy and advertisement efforts made during 2010 admission in other provinces. Dr. Mahmmod ul Hassan Butt Chief of Party assured that since AJK is going to launch this program in 2011 and agreed on the need of proper advertisement and awareness to make this program successful. He assured that Pre-STEP will extend maximum support in this regards. He also requested DCRD to prepare short strategy how this should be done in the context of AJK.

2. Service Rules of ADE and B.Ed. (Hons.)/ B.A in Education Elementary

Additional Secretary briefed the participants about the status of the service rules. He informed that these rules have already been approved by finance and now they are with services department for approval. Once they approve it then department can hold a meeting and get them notified. Additional Secretary informed that since Chief Secretary has verbally approved these rules therefore these revised rules will be notified by the end of July 2011. He shared the approved rules with all members.

3. Admission Policy for ADE program

Discussion held on the admission policy for ADE.

a) Total 200 seats (40 seats in each GCET) have been reserved for the admissions announced in August 2011 session
b) Maximum age limit of the applicant should be less than 25 years at the time of admission.
c) Merit index will be used to ensure that the students have appropriate qualifications for the entry and the right disposition to be a teacher. The merit index comprised of total 100 marks where 60 marks are reserved for basic qualification (10 for SSC and 50 for HSSC), and 40 marks for entrance test.
d) Entrance test is compulsory for admission in ADE. This test will be administered by DCRD.
e) Following will be the members of the Admission Committee who will be responsible for ensuring the transparency in the merit list as per the criteria mentioned above. The decision of the committee will be the final.
    i. Director General Directorate of Curriculum, Research and Development (DCRD) Muzafarabad.
    ii. Principal Government College of Elementary Education for Teachers (GCET) Male Muzafarabad.
    iii. Principal Government College of Elementary Education for Teachers (GCET) Female Muzafarabad.
    iv. Principal Government College of Elementary Education for Teachers (GCET) Male Rawlakot
    v. Principal Government College of Elementary Education for Teachers (GCET) Female Rawlakot
    vi. Principal Government College of Elementary Education for Teachers (GCET) Female MirPur
    vii. Dy. Director Elementary Colleges (GCET)
    viii. Secretary Committee nominated by DG DCRD

4. Scholarship policy for ADE students

Dr. Mahmood ul Hassan Butt COP Pre-STEP responding to the query of Pre-STEP scholarship policy briefed that pre-STEP will follow the same policy in AJK as has with other provinces in 2010. According to this Pre-STEP committed to provide 100 scholarships for those who will get admission in the selected GCSTs. The total amount of scholarship would be Rs. 40,000/- per annum (Rs. 20,000 for one semester). The scholarship will be strictly based on the merit and need based and linked with the performance of the students in the ADE program. He mentioned that the criteria of performance will be shared through scholarship policy with the department.

Responding to this Additional Secretary suggested that out of these 100 scholarships 50 should be for male and 50 for female. This means each college will get 20 scholarships.

5. Capacity building of GCET faculty for launching of ADE program

For capacity development of the instructors of colleges starting ADE program department requested Pre-STEP to facilitate in designing the module. They also requested to involve DEE, KEACE and DCRD for developing and conducting training programs.

Additional Secretary informed that Education Department has allocated 2 million rupees for the capacity building of faculty of GCETs. In this regard UAJK has already been approached to develop extensive module for the GCETs. However, since Pre-STEP has already conducted trainings in other provinces therefore it was requested to support for finalizing the modules in AJK.

COP Pre-STEP agreed that Pre-STEP will provide support to the department and UAJK in organizing orientation for faculty of 5 colleges in collaboration with DCRD/DEE. In this regard all technical and financial support will be provided by Pre-STEP. He assured that Pre-STEP will share all modules developed with DCRD.

DCRD also registered that in past the trainers from pre-STEP used to visit colleges for training and follow-up support to the faculty and no reports have been shared with the DCRD or department. It was agreed that Pre-STEP will share all the material developed so far (FM-1/ 2 and 3) and will jointly workout training program with DEE/KEACE and DCRD.

6. MOU with AJ&K Govt. or Letter of Agreement between Pre-STEP and DCRD

DCRD asked Pre-STEP for formal MOU between AJK State Government and Pre-STEP. This MoU will clarify the support of pre-STEP for AJK.

In this regard Dr. Butt COP Pre-STEP shared that since this program has been launched under the Mou signed between USAID and federal Government therefore separate MoUs cannot be signed with provinces/ Areas. However, it was agreed that these meeting minutes should be considered as the ToRs between Pre-STEP and Government of AJK. According to this Pre-STEP will extend all support to Government of AJK in launching new degree programs within the framework of our program document.

7. Establishment of Pre-STEP office in AJ&K

COP Pre-STEP requested for Pre-STEP office in AJ&K. Additional Secretary discussed two options i.e. 1) KEACE building or 2) GCET (M) Muzafarabad. He suggested Pre-STEP to visit these two buildings and finalize their decision. He also suggested to develop a ToR for sharing this office and should be signed between two parties.

The meeting was concluded with vote of thanks by DG, DCRD. She paid special thanks to all the members and Pre-STEP team for their thorough contribution in timely planning of all the requisites of new teacher education degrees offered (ADE and B.Ed. (Hons) before it's launching in 2011.

List of Participants

S.NO	Name	Designation/ organization
1	Ms. Nighat Mubasher	DG, DCRD Muzafarabad
2	Raja Ikhlaq Hussain Khan	Additional Secretary Education Department
3	Raja Muhammad Muneer	Dy. Director Admin
4	Mr. Javed Iqbal Khawja	Principal Higher Secondary School Chaprian District Dhir Kot
5	Raja Muhammad Naseer	Principal Higher Secondary School Bagh
6	Syed Sadaqat Hussain Shah	Subject Specialist DCRD
7	Ms. Azmat Qureshi	Subject Specialist DCRD
8	Raja Iftikhar Hussain	Subject Specialist DCRD
9	Dr. Mahmoodul Hassan Batt	Chief of Party Pre-STEP
10	Mr. Nooruddin Shah	Policy Manager Pre-STEP
11	Dr. Syed Fayaz Hussain	Advisor Pre-STEP
12	Kamran Iftikhar Lone	Provincial Director Pre-STEP
13	Mr. Muhammad Bashir	Pre-STEP Coordinator
14	Mr.Umar Hayat	Finance Specialist Pre-STEP