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# Pre-Service Teacher Education Program (Pre-STEP) In Pakistan

Quarterly Report: July – September 2011

Cooperative Agreement: AID-391-A-11-0001

Submitted to: U.S. Agency for International Development (USAID)/Pakistan

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Quarterly Progress Report: July 1<sup>st</sup> – September 30<sup>th</sup>, 2011

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## **DISCLAIMER**

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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## 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
BOCEC	Bureau of Curriculum and Extension Centre
CIP	College Improvement Plan
CRISP	Centre for Rehabilitation and Infrastructure Program
CT	Certificate of Teaching
DCRD	Directorate of Curriculum and Research Development
DSD	Directorate of Staff Development
EDC	Education Development Centre, Inc
EMIS	Education Management Information System
EPDC	Education Policy and Data Centre
EST	Elementary School Teacher
FDE	Federal Directorate of Education
GCET	Government College for Elementary Teachers
GRE	Graduate Record Examinations
HEC	Higher Education Commission
HIPE	High-level Interactive Projections in Education
ICT	Information Communication Technology
KIU	Karakorum International University
KPK	Khyber Pakhtunkhwa
LoA	Letter of Agreement
LoU	Letter of Understanding
M&E	Monitoring and Evaluation
ME&R	Monitoring, Evaluation and Research
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
NTS	National Testing Service
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
RFP	Request for Proposal
SoW	Scope of Work
SST	Secondary School Teacher
STTP	Short-Term Training Program
TC-CU	Teachers College – Columbia University

## Executive Summary

After having spent a significant part of the previous quarter on crucial start-up activities to re-start the program after an extended break, Pre-STEP undertook a number of important activities during the fourth quarter (July-September 2011) of FY 2011. During this time, Pre-STEP staff worked closely with the provincial education departments, partner universities, colleges and the Higher Education Commission to timely implement activities related to implementation of ADE and B.Ed. (Hons) degree programs in teacher education across the country. To better acquaint all our stakeholders on key new elements within Pre-STEP and also provide an opportunity to deliberate on, and align, shared priorities for pre-service teacher education, Pre-STEP began the quarter by organizing a two-day 'consultative interchange' in Karachi. Through the interchange, our stakeholders were able to reach a consensus on concrete 'next steps' and building upon these steps, Pre-STEP carried out the following activities:

### **Introduction of ADE & B.Ed. (Hons) programs in 2<sup>nd</sup> cohort colleges and universities**

After successfully introducing the ADE and B.Ed. (Hons) programs in the first cohort colleges and universities, Pre-STEP geared up its efforts and worked closely with provincial education departments and universities to start the programs in the second cohort colleges and universities. Pre-STEP's efforts resulted in the provincial governments issuing notifications to start ADE program in 42 colleges across Pakistan while three universities started the B.Ed. (Hons) programs this quarter.

### **Development of strategic plans with provincial departments of education, apex institutions and universities**

Pre-STEP started the strategic planning process with provincial departments of education and apex institutions this quarter through various orientation and consultative workshops. The program was successful in getting task forces established for strategic planning in Sindh, KPK, Balochistan, AJK and Gilgit-Baltistan. Similarly, strategic planning at universities was also approached in a participatory way by organizing orientation meetings at partner universities. These meetings resulted in the identification of key elements within provincial and university strategic plans for immediate support, which are highlighted further on in this report.

### **Course development and revisions of semester 1 and 3**

A major focus of Pre-STEP this quarter was to complete and revise drafts of courses and curriculum for semester 1 and 3. National and international consultants in collaboration with Pre-STEP staff held several curriculum design workshops for staff of partner universities. The selection of the second cohort of colleges and universities to start the ADE and B.Ed. (Hons) programs was completed this quarter by each province and Pre-STEP developed plans for professional development activities and began implementation in August.

## **Research, Evaluation and Advisory Council (REAC)**

Pre-STEP and the Higher Education Commission joined hands this quarter to establish a Research, Evaluation and Advisory Council (REAC), comprising of experienced Pakistani education researchers from public and private institutions in Pakistan and from overseas. Pre-STEP is inviting institutions offering the Associate Degree in Education or the B.Ed (Hons) to submit proposals for education research and REAC was established to review and provide feedback on these proposals. The REAC met on September 29 to review the first three research proposals submitted. REAC members discussed each of the proposals at length and their suggestions were recorded to share with research teams before they start their research later this year.

## Pre-STEP At A Glance

The USAID funded Pre-Service Teacher Education Program (Pre-STEP) in Pakistan is a 30-month initiative, which is being implemented by the Education Development Center (EDC) to support Pakistan, improve the quality of basic education through better-prepared teachers. As part of the U.S. Government's long-term commitment to assist the Government of Pakistan strengthen the education sector, Pre-STEP is working towards institutionalizing reforms in pre-service teacher education.

Pre-STEP directly impacts new and practicing teachers by helping them gain revised and upgraded teaching qualifications through the newly introduced four-year Bachelor's Degree in Education (B.Ed.) and a two-year Associate Degree in Education (ADE). Pre-STEP's strategy entails working closely with the Higher Education Commission (HEC), Provincial Departments of Education and teacher training institutes across the country.

Pre-STEP builds upon existing structures and directly supports 15 Pakistani universities and 75 teacher colleges in order to raise the level of academic standards in teacher education programs. The program's assistance is tailored to support the priorities and plans for pre-service teacher education as determined by each province by providing technical assistance in developing and strengthening systems, policies and standards that will ensure better implementation of standards-based teacher education programs.

The result will be better-informed instructors graduating from colleges and universities with the knowledge, skills and dispositions required to meet Pakistan's National Professional Standards for Teachers.

The program level results as laid out in the proposal include:

### **Objective 1: 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:

- i. Mapping teacher needs and preparing plans for meeting teacher demand in the future
- ii. Completing revision of teaching standards and developing standards for education managers
- iii. Supporting provincial departments of education in developing proposals for licensing and accreditation of teachers and education managers
- iv. Developing proposals for licensing and accreditation of teachers and education managers
- v. Defining the minimum requirements for professional development
- vi. Getting amended recruitment and service rules of teachers approved
- vii. Providing strategic planning and material support to selected faculties of education of universities and government colleges for teacher training

**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:

- i. Continue providing Ph.D. training for the eight faculty of the selected partner universities completing their doctoral programs till a new mechanism is put in place by USAID
- ii. Piloting and evaluating the new Bachelor of Education (B. Ed.) curriculum and provide technical assistance to the selected universities to improve delivery of their programs
- iii. 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:

- i. Providing scholarships for new teachers
- ii. Providing scholarships for in-service teachers to upgrade their qualifications
- iii. Building the capacity of government colleges to deliver the new programs
- iv. Initiate dialogue with provincial governments and partner institutions on possible options for upgrading existing teacher qualifications

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.

## **Activities And Achievements**

This section of the report presents major achievements and activities undertaken during the quarter by Pre-STEP in accordance with its work plan. These activities and achievements appear below and fall under the following three core objectives of the program:

1. Improved systems and policies that support teachers, teacher educators and educational managers
2. Support HEC And Moe Teacher Institutes To Develop/Revise, Evaluate And Finalize Standards, Curricula And Modules For Pre-Service Education Degrees
3. Develop A Plan For Implementing The New Curricula For New And Existing Teachers

### **Objective 1: Improved Systems And Policies That Support Teachers, Teacher Educators And Educational Managers**

A larger part of the fourth quarter of FY 2011 was spent re-engaging with partners in the provincial governments, universities and colleges with a concentration on launching the

ADE and B.Ed. (Hons) programs in the remaining colleges and universities, as well as further augmenting the strategic planning process. The strategic planning workshops organized by Pre-STEP this quarter contained structured activities which provided participants on the provincial task force with professional development on strategic planning theory and methodology, formats and implementation approaches. This also marked the first step towards building the capacity of key provincial representatives (including individuals directly responsible for the district-level colleges, curriculum policy and provincial budgets) to continue the planning process towards generating first draft of their strategic plans by December 2011.

**Three additional universities successfully launched the new four-year B.Ed. (Hons) program this quarter**

The strategic planning team also dedicated significant time during the quarter planning for the life of project work plan. In conjunction with the provincial directors, the team carefully developed a road map to meet our goals and objectives by September 2013.

**RESULT 1.1: Provincial Institutional Frameworks for Teacher Development completed**

**Activity 1.1.1(a): Introduction of ADE and B.Ed. (Hons) programs in second cohort colleges and universities**

After the successful introduction of ADE and B.Ed. (Hons) programs in the first cohort colleges and universities, Pre-STEP spent a substantial amount of time and effort this quarter in advocating and working closely with provincial governments and partner universities to start the same in remaining institutions. Province-wise progress is as follows (minutes & government notifications attached as **annex 3**):

**Provincial governments issued notifications to start ADE program in 42 colleges across Pakistan**

**Table 1: Regional updates on launch of ADE & B.Ed. (Hons) programs**

Region	Update
Punjab	<ul style="list-style-type: none"> <li>Four colleges to start three-year ADE program</li> </ul>
Khyber Pakhtunkhwa	<ul style="list-style-type: none"> <li>Gomal University successfully launched the four-year B.Ed. (Hons) program</li> <li>Eleven colleges launched the ADE program this quarter</li> </ul>
Balochistan	<ul style="list-style-type: none"> <li>Sardar Bahadur Khan Women’s University launched the four-year B.Ed. (Hons) program</li> <li>Six colleges will start the ADE program in March 2012</li> </ul>
Sindh	<ul style="list-style-type: none"> <li>12 colleges to start ADE program from January 2012</li> </ul>

Gilgit-Baltistan	<ul style="list-style-type: none"> <li>• Three colleges launched the ADE program</li> </ul>
AJK	<ul style="list-style-type: none"> <li>• University of AJK launched the four-year B.Ed. (Hons) program</li> <li>• Six colleges began the ADE program</li> </ul>

**Activity 1.1.1(b): Guide the development of preliminary strategic plans with provincial departments of education and apex institutions**

After an orientation to strategic planning with provincial task forces, Pre-STEP worked with these teams to seek input for strategic plans from a larger group of stakeholders in each province. This was achieved through consultative workshops, which included representatives from universities, departments of education, higher secondary schools, elementary colleges of education, provincial HEC officials, Provincial Institutes of Teacher Education’s (PITE), Bureau of Curriculum Extension Centers (BOCEC), provincial government officials and others. After the task forces further refine these plans, they will be reconvened to give their feedback on drafts of strategic plans before they are submitted for approval. By allowing this broad-based participation in the strategic planning process, Pre-STEP is ensuring that consensus will be built throughout the province to support the teacher education strategy in a uniform way.



**Pic 1: Q&A sessions during strategic planning workshop**

Provincial strategic planning commenced in Khyber Pakhtunkhwa as early as Quarter 3 2011 with an inception workshop on strategic planning during a visit by a consultant from Teachers College, Columbia University in June. Building upon this activity in Quarter 4, a joint orientation workshop was held for the task forces of KPK, AJK and Balochistan in Nathiagali from 21-22 August 2011. In addition to allowing each participating province and AJK to identify reform priorities and to prepare a work plan for completing strategic planning, it provided a good way to start building relationships across provinces and to share the ideas and challenges of respective provinces. Participants had the opportunity to present their preliminary plans and give feedback to each other. Having the groups there together strengthened the outcomes of their planning.

**Task forces for provincial strategic planning established in Sindh, KPK, Balochistan, AJK & GB**

The task force for GB was unable to attend the joint workshop, so their orientation was held later, immediately prior to their consultative workshop.

Following the task force orientation, consultative workshops were held in GB, AJK and Balochistan. With the help of strategic planning consultants, strategic plans will be ready for submission to the relevant provincial authorities by December 2011 in GB, AJK, KPK and Balochistan.

Orientation and consultative workshops were not conducted Sindh as planned. While the government did confirm the task force for strategic planning, the notification came later in the quarter than expected. Also, due to the inability of Teachers College consultant to get a visa in time for her August visit, this process has been delayed until Quarter 1 of FY 2012. Strategic plans for Sindh and Punjab are expected by March 2012.



**Pic 2: University staff developing strategic plans during workshop**

Pre-STEP staff met with the Directorate of Staff Development (DSD) to discuss the possibility of having an orientation workshop and for them to designate a working group (not called task force in Punjab). They agreed to work with Pre-STEP on strategies for improving pre-service teacher education, to notify a working group and to refer a consultant for strategic planning. During Quarter 1 of FY 2012, Pre-STEP will follow up in Punjab with the assistance of a consultant from Teachers College.

Summary of activities:

1. A provincial taskforce for strategic planning was established in Sindh, Balochistan, KPK, AJK, and GB.
2. A four-day joint orientation workshop was held with Balochistan, KPK and AJK as an orientation to strategic planning for these task forces.
3. A two-day orientation workshop was held for the GB task force.
4. A second strategic planning workshop was conducted with members from Balochistan, AJK, and GB representing a cross-section of stakeholders from the provincial departments as well as from university departments of education. Provincial taskforce members presented their draft strategic plans for feedback from peers and formed working groups to identify immediate priorities that would be addressed by December 2011. Follow-up is scheduled for January 2012 and will be conducted by Pre-STEP Provincial Directors.



*"I consider Pre-STEP to be the most important development project being undertaken in Pakistan by any development agency." Dr. Sohail Naqvi, Executive Director, High Education Commission, speaking during Pre-STEP's Consultative Interchange.*

### **Activity 1.1.2: Support the design and implementation of university strategic plans**

Strategic planning at universities was also approached in a very participatory way this quarter. Through initial meetings with key university officials and orientation workshops for the university task force members, management and faculty were informed about the strategic planning process and were able to deliberate on the formats/outline of the strategic plan and forms to be used for baseline data.

As outlined in the work plan, the following progress was made on university strategic planning during Quarter 4 of FY 2011:

- Identified task force at Hazara University; SBKWU, Balochistan; University of AJK; and Fatima Jinnah Women’s University (FJWU);
- Conducted orientation meetings and/or additional workshops on strategic planning with university taskforce at Hazara University, SBKWU and Balochistan;
- Completed situational analysis of the Department of Education’s pre-service teacher education programs at University of AJK
- Conducted participatory planning workshops in conjunction with a consultant to determine infrastructure needs and developed preliminary plans for classrooms and other space which supports the approach to teaching the new B.Ed. (hons) programs at FJWU, University of Education Lahore, and the Institute of Educational Research at the University of Punjab.
- Assisted SBKWU in completing their strategic plan, which is now being implemented.



**Pic 3: Pre-STEP staff facilitating government officials with strategic planning in Nathiagali**

While it was planned to initiate specific activities and action planning with Allama Iqbal Open University (AIOU) during this quarter, this activity was completed during Quarter 3 2011. Pre-STEP staff along with a consultant from Teachers College, Columbia University met with the AIOU Vice Chancellor to discuss modalities and priorities of Pre-STEP and ways that we could collaborate with them. Strategic planning task force members were identified in this meeting. A subsequent meeting with members of this appointed task force focused on implications relating to phasing out Primary Teacher Certificate (PTC) and Certificate of Teaching (CT) programs and introducing ADE and B.Ed. (Hons). This engagement will continue in Quarter 1 2012.

#### Summary of activities:

- 1) Strategic planning orientation meeting at Hazara University
- 2) Meeting with University of Education faculty about Pre-STEP activities
- 3) Participatory planning workshop (infrastructure) at FJWU
- 4) Meetings to develop rapport and to discuss participatory planning workshops to be conducted at University of AJK and Hazara University
- 5) Introductory meeting with VC at UE; follow-up meeting to present information about Pre-STEP and its on-going activities
- 6) Participatory planning workshop (infrastructure) at UE
- 7) Participatory planning workshop (infrastructure) at PU-IER
- 8) Strategic planning workshop at SBKWU
- 9) Orientation of participatory planning process for infrastructure, SBKWU
- 10) Strategic planning workshop/meeting with UE to identify task force members and begin situation analysis of Division of Education
- 11) Meeting to give feedback on participatory planning workshop, PU
- 12) Meeting to give feedback on participatory planning workshop, UE
- 13) Strategic planning workshop/meeting with IER-PU to identify task force members and begin situation analysis of Division of Education

#### **Activity 1.1.3: Identify key elements within provincial and university strategic plans for immediate support (e.g. Teacher Project Planning, College Management Information Systems, Affiliation Process)**

During this quarter, the affiliation process between universities and colleges was identified as a priority for immediate resolution in the provincial strategic plans of AJK, GB and KPK. With support from Pre-STEP provincial directors, government strategic planning taskforce members convened a series of meetings with university deans during this quarter. Topics discussed included the process of sharing semester plans by universities and clarification of the university's role in conducting college semester exams. Stakeholders outlined specific next steps and will re-assemble to evaluate progress during quarter 1 of FY 2012. Pre-STEP will continue to support the resolution of problems related to affiliation through the provision of technical expertise to university deans and, if needed, will request the Provincial Advisory Groups to take decisions on key policies (such as changing the current geographical limitation on affiliation).

#### **Result 1.2: New national teacher human resource policy designed**

##### **Activity 1.2.1: Initiate design of provincial HR policies**

Revising HR policies in each province to support graduates with new degrees is critical to the sustainability of initiatives to improve pre-service teacher education. The strategic planning taskforces in each province and AJK included the revision of recruitment rules

and other HR policies as key components of their strategic plans. At the request of the KPK government, Pre-STEP has provided additional technical assistance to work with the provincial education department for developing new recruitment rules. Pre-STEP provincial directors have offered this additional support to all provincial governments.

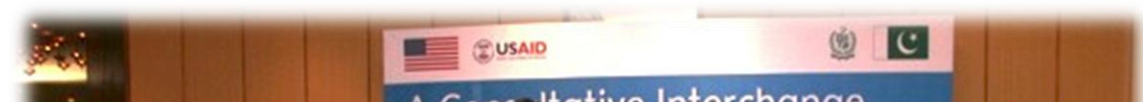
In Sindh, new HR policies were drafted and moving forward Pre-STEP will work with the education secretary to help get them approved through the system. There were discussions about the rules in regards to the entry grades for the ADE (16) and B.Ed. (Hons) (17), as some were concerned that it will leave little room for further advancement. Individuals holding the old degrees will no longer be hired once these rules are passed because no other degrees will be listed as a qualification. In August, all government colleges stopped offering the CT to support this change in policy.

### **Result 1.3: Capacity of education managers in teacher development, deployment and support enhanced**

#### **Activity 1.3.1: Enhance capacity of education managers**

Through the strategic planning process, the specific needs for building capacity of education managers for rolling out the new degrees will be addressed. Two US-based study tours will be conducted during FY 2012 to support this capacity building. Since the visit of the consultant from Teachers College, Columbia University was cancelled in August due to a problem with her visa, planning for the study tours will begin in October 2011.

### **In The Spotlight: A Consultative Interchange**



Pre-STEP began this quarter by organizing a two-day 'Consultative Interchange' in Karachi from 5-6 July 2011. The focus of this interchange was to initiate a focused dialogue on institutionalizing reforms in pre-service teacher education in Pakistan by involving all major stakeholders of Pre-STEP, including provincial Education Secretaries, Vice Chancellors/Deans of partner universities and government elementary colleges and heads of provincial education apex institutions.

The two days provided stakeholders with an update on key new elements within Pre-STEP and also an opportunity to deliberate on, and align, shared priorities for pre-service teacher education in Pakistan. Building upon these discussions, provincial education teams proposed key policy actions required for achieving provincial

**Pic 4: Participants with Mr. Paul Sabatine (Deputy Mission Director-USAID), Dr. Sohail Naqvi (Executive Director-HEC) & Mr. Muhammad Tariq Khan (Education Advisor-USAID)**

education. The end result of the interchange was reaching a consensus by all stakeholders on concrete 'next steps' around the roll out and scale-up of the four-year B.Ed. (Hons) and two-year Associate Degree in Education (ADE).

Dr. Sohail Naqvi, Executive Director-Higher Education Commission and Mr. Paul Sabatine, Deputy Mission Director USAID, graced the opening session of the interchange.

## Objective 2: Support HEC And Moe Teacher Institutes To Develop/Revise, Evaluate And Finalize Standards, Curricula And Modules For Pre-Service Education Degrees

### Result 2.1: Curricula, courses of study and materials for the ADE/B.Ed. (Hons) degrees

#### Activity 2.1.1: Complete course development and revisions for semester 1 and 3

In FY12, Pre-STEP will complete the design of curriculum for courses in the ADE program/the first two years of the B.Ed (Hons) program. During this quarter, Pre-STEP facilitated three curriculum design and revision meetings with college and university faculty to design and revise the following four courses:

Table 2: Curriculum design meetings

Courses	Dates	Venue	# Participants
ICTs in education	July 26-29	AIOU	38
Arts Crafts and Calligraphy	July 5-8	University of Karachi	20
English I and English II	July 11-14	University of the Punjab	20

National consultants led curriculum development for the English and Arts courses with Pre-STEP's curriculum director. The meeting to develop the ICTs in education curriculum was led by Pre-STEP's Director Learning Systems and Pedagogy.

The focus for each of these four day meetings was the design, or revision, of the syllabus (for prospective teachers) and on drafting elements of the course guide (for instructors), including example assignments and unit and session plans. Following each of the three meetings, the national curriculum consultant, working in close coordination with the Pre-STEP Director curriculum, continued work on the course guide.

Also during this quarter, national consultants and international technical advisors completed the first drafts of the Methods of Teaching course, Urdu and Teaching Urdu courses, and the Islamic Studies and Teaching Islamic Studies courses. The final version of the Child Development course was also completed.

An instructor and advisor to the Reading and Literacy Program at Bank Street College, Graduate School of Education in New York visited Pakistan from 11-30 July to develop

**For the first time in Pakistan, a course for teaching literacy in early grades was included in a teacher preparation program**



the first draft of the Teaching Literacy course. She worked with a National Consultant and former Fulbright scholar to complete this task. This was the first time such a course had been included in a teacher preparation program offered at colleges and universities and very few, if any, instructors have experience of teaching literacy to draw on for curriculum development. The Teaching Literacy workshop held at Punjab University



**Pic 5: Pre-STEP's ICT's curriculum design workshop provided participants with hands-on experience in using ICTs in education. Here, participants are using Google Earth to design a geography lesson**

with 35 participants from colleges and universities combined. After the workshop, the two consultants worked on the course guide and syllabus and the first draft was completed in mid-August.

#### **Activity 2.1.2: Build capacity within universities and colleges to offer the new degree programs**

Based on the requirements in the 2006 National Curriculum for elementary grades and the National Professional Standards for Teachers, the ADE and B.Ed. (Hons) teacher education curriculum being designed encourages teachers and their students to use teaching and learning methods that are substantively different from their previous practices. Thus, Pre-STEP, and its provincial partners, laid greater emphasis this quarter on providing opportunities for instructors at colleges and universities to develop the professional knowledge and skills encouraged by the new curriculum.

The selection of the next (second) cohort of colleges and universities to start the ADE and B.Ed. (Hons) programs was completed by each province in August. A list of partner colleges and universities is attached in annex 6 of this report. We are pleased to report that following a process to rationalize the number and location of colleges, the Government of Sindh is launching the ADE across the province in nine colleges that have been designated as pre-service teacher education institutions.

With the final selection of second cohort colleges made, Pre-STEP developed plans for professional development activities and began implementation in August. Our emphasis in FY12 is to assist and work alongside teams of master trainers in each province to offer professional development at second cohort colleges and during this quarter, Balochistan and Khyber Pakhtunkhwa provinces and AJK confirmed the names of Master Trainers who will work with Pre-STEP. Notifications from Sindh and Punjab are pending but in Sindh, trainers from the PITE have been active in designing training for colleges starting the ADE in October 2011, and in curriculum development workshops.

Professional development with college and university instructors this quarter included:

- Semester planning meetings facilitated by Pre-STEP staff with cohort 1 colleges and universities
- ADE Orientation/Semester 1 planning meetings facilitated by Master Trainers supported by Pre-STEP
- Foundation Module 1
- Teaching Literacy Professional Development Institute

*Semester planning meetings with colleges and universities*

To prepare for each new semester and to introduce the course materials, Pre-STEP facilitates semester planning meetings. These meetings bring instructors from universities and their affiliated colleges to plan instruction and most importantly to agree on how a course will be assessed.

During this quarter, four semester-planning meetings were conducted for instructors from seven first cohort colleges and universities starting Semester 2, and two meetings were conducted for six colleges and universities in Punjab and Gilgit-Baltistan.

**Table 3: Semester 2 & 3 planning meetings**

Semester 2 Planning Meetings									
	# Colleges & universities	# Planning meetings	# of participants						Total
			Men			Women			
			C	U	AI	C	U	AI	
<b>Gilgit - Baltistan</b>	1	1	5	0	0	11	0	0	17
<b>Sindh</b>	3	2	2	0	1	26	0	1	30
<b>Balochistan</b>	3	1	5	0	0	10	0	0	15
Semester 3 Planning Meetings									
	# Colleges & universities	# Planning meetings	# of participants						Total
			Men			Women			
			C	U	AI	C	U	AI	
<b>Gilgit - Baltistan</b>	3	1	5	5	0	8	4	0	22
<b>Punjab</b>	3	1	5	3	0	7	4	0	19

With the final selection of second cohort colleges and universities completed in August, Pre-STEP began introducing them to the ADE and B.Ed (Hons) programs in September. Given the number of institutions and faculty to work with in FY 12, and the need for building capacity within provincial education systems to introduce new programs and support pre-service teacher education beyond the life of the project, Pre-STEP is working alongside teams of Master Trainers from provincial teacher education apex institutions and where possible, universities, to introduce the new degree.

In AJK, provincial government master trainers from the DCRD, University of AJK instructors and Pre-STEP jointly planned and facilitated a 12-day training event for college instructors starting the ADE in October. This was the first time that a apex institution and a university have worked together and taken such an active role in working with colleges. Although the agenda was difficult to negotiate (the initial draft included 12 full days of back to back lectures) the joint nature of the event was worthwhile as it helped establish the roles of both the DCRD, DoE and the university.

Orientation and planning meetings for four colleges and the University of Education were also conducted in Punjab with details as follows:

**Table 4: ADE orientation & planning meetings**

ADE Orientation and Planning Meetings for Semester I									
	# Colleges & universities	# Planning meetings	# of participants						
			Men			Women		Total	
<b>AJK</b>	6 plus UoAJK	1	19	1	5	16	2	0	43
<b>Punjab</b>	4 plus the UoE	3	22	4	3	20	3	1	53

In preparation for similar events for colleges and universities starting new programs in Khyber Pakhtunkhwa and Sindh, Pre-STEP professional development specialists worked with teams from Hazara University and the DCTE, and the University of Sindh and PITE to prepare agendas for orientation sessions planned in early October. Hazara University took a particularly active role in designing the event in KPK. The actual orientation sessions with colleges will take place in early October.

**Table 5: Foundation module 1 workshops**

Foundation Module 1					
	# Institutions	# Workshops	# of participants		
			Men	Women	Total
<b>Balochistan</b>	6 colleges + SBKWU	3	50	37	87
<b>Punjab</b>	4 colleges + UoE	3	26	23	49
<b>KPK</b>	11 colleges + GU	3	25	35	60*
<b>Gilgit Baltistan</b>	2 colleges	1	5	11	16
<b>AJK</b>	5 + UoAJK	1	20	18	38

\*Plus 8 newly transferred instructors from first cohort colleges in KPK

In FY12, instructors from thirty 2<sup>nd</sup> second cohort colleges will complete all three ADE Foundation Modules. These three pedagogical training modules are offered at colleges and help lay the foundation for teaching and learning in the ADE. 10 four-day Foundation Module workshops with 268 instructors were offered during this quarter. This module is focused on how people learn, and cooperative learning. In Balochistan, KPK and AJK,

all of the Foundation Modules workshops were planned and led by Master Trainers working with Pre-STEP professional development specialists.

### *Professional Development Institutes*

The July workshop provided an opportunity to gauge faculty readiness for teaching the course, which later formed the design of the draft syllabus and course guide. During the workshop it was apparent that while interest in improving literacy was high, very few participants had the necessary knowledge and skills to teach literacy, or to prepare prospective teachers to teach literacy. Therefore, Pre-STEP decided to offer a second opportunity for professional development course specifically for faculty offering the Teaching Literacy in the next semester.

The Teaching Literacy Professional Development Institute September 26-29 was facilitated by the Principal Research Scientist with EDC's Program for Language, Literacy, & Early Learning. Prior to the Institute, consultant visited partner colleges and universities and primary schools in Sindh, to better understand the context for the Teaching Literacy course.

Instructors offering the Teaching Literacy course in Semester 3 at partner colleges and universities this year were invited to attend, along with Master Trainers from provincial apex institutions. During the four-day program, 25 participants from colleges and universities were introduced to the course syllabus. They also took part in activities that are included in the course guide i.e. they experienced activities that they can use with Student Teachers.

### **Activity 2.1.3: Initiate application of standards in implementation of the new degree programs**

The timing of this activity has been moved to the next quarter

### **Activity 2.1.4: Conduct research initiative**

In early July, Pre-STEP held a series of meetings with HEC's Director General Research to agree on the re-orientation of research activities, and to establish a Research Evaluation and Advisory Council (REAC). All REAC documents are attached as annex 5.

Accordingly, Pre-STEP and HEC contacted all partner universities to advise them that the research grant award process had been revised in the following ways:

**To help review proposals and raise the profile of education research, Pre-STEP and HEC join hands to create Research, Evaluation & Advisory Council (REAC).**

- To receive a grant, research activities must contribute to improving our knowledge and understanding of pre-service teacher education in Pakistan, in particular, issues related to the implementation of the new ADE and B.Ed. (Hons.) degrees
- The fixed ceiling for an award has been removed and a research grant will be awarded based on the nature and scope of the research.
- Any institution offering the ADE or B.Ed. (Hons) program will be eligible to apply for a research grant at any time between September 2011 and November 15, 2012 – with the proviso that research is completed and reports submitted by June 2012.
- A REAC established under HEC will review proposals for funding through Pre-STEP.



**Pic 6: REAC members reviewing proposals at a meeting held at HEC-Islamabad**

During July and August, the REAC was established. The primary purpose of the REAC is to review research proposals submitted for awards through Pre-STEP but it is also intended to help raise the profile of education research in HEC and for its members to guide research teams, especially in the dissemination of research. The nine REAC members were jointly identified and nominated by Pre-STEP and HEC, including the Chair, Vice Chancellor of University of Gujrat.

With technical guidance from an international consultant who visited Pakistan in August, Pre-STEP drafted Guidelines for Preparing and Submitting Proposals that provides information to research teams about eligibility for a research award through Pre-STEP, preparing and submitting a proposal and how it will be reviewed. The consultant also helped draft guidelines for REAC members reviewing proposals, and templates for recording information during a review.

The REAC held its first meeting on August 16 to review and agree on its Terms of Reference and to provide feedback on, and finalize, proposal review materials. These documents are included in annex 5 along with meeting minutes.

HEC has agreed to upload the Guidelines for Proposal Development and Submission onto its website and so in early October, Pre-STEP will re-advertise the invitation to submit proposals and provide the appropriate HEC website link.

One of the ways in which Pre-STEP has re-oriented the program is to provide more tailored support to research teams for the design and implementation of research. Thus, during the reporting period, Pre-STEP facilitated five two day research design workshops with research teams at seven of the nine partner universities that were selected for an award by Pre-STEP in late 2010 (meetings in Sindh were postponed by the university on two occasions and are now planned for October). The purpose of the workshops was to help teams re-orient their research question towards pre-service teacher education, to begin the process and agree a timeline for proposal development and to share the guidelines developed for submitting proposals. The international consultant joined two of these meetings during her visit – with IER (University of the Punjab) and the University of Education, and with Fatima Jinnah Women’s University and Hazara University. Following these meetings, the two-person research team provided virtual support to assist with proposal development, and made one-day visits to universities where these were requested by three research teams.

Three proposals were finalized and submitted for a review by REAC in their meeting on September 29 at HEC in Islamabad:

- Integration of Information and Communication Technologies (ICTs) in Teacher education programs in Khyber Pakhtunkhwa RITEs and universities – Hazara University
- Developing reflective practitioners: A case study in a B.Ed. (Hons) classroom - IER, University of the Punjab
- Pedagogical Practices and Professional Development of Teacher Educators in B.Ed. (Hons) and ADE Programs – University of Education

Using the guidelines prepared earlier in the reporting quarter, seven REAC members provided their feedback and while they recognized the potential in each proposal, they recommended major revisions before an award is made. Pre-STEP has shared feedback with research teams concerned and they are expected to re-submit their proposals at the end of October.

Meanwhile, six other research teams are engaged in proposal development, with support from Pre-STEP, and will submit their proposals to REAC in the next quarter. So far, topics identified include experiences team teaching a B.Ed (Hons) course, using inquiry based teaching approaches in the General Science course and assessment practices.

## Objective 3: Develop A Plan For Implementing The New Curricula For New And Existing Teachers

### Result 3.1: Scholarships provided to new teachers to enroll in the new ADE and B.ed (Hons) programs

#### Activity 3.1.1: Provide student scholarships for the new ADE and B.Ed. (Hons) programs

The merit and needs based scholarship grants serve as an incentive to attract new students into the ADE and B.Ed. programs. The activities this quarter built on the scholarship activities of the previous phase of Pre-STEP which supported 402 scholarships to students from eight colleges and four universities for Semester 1 of the ADE and B.Ed. programs. During the previous phase of Pre-STEP, the scholarship grant payments were not provided to students in Baluchistan but under the current phase of Pre-STEP these semester 1 students will receive the scholarship grants.

In this quarter, the Pre-STEP program developed the merit and needs based scholarship grant agreement and collected most of the supporting documentation from the university and colleges related to the scholarships for Semester 2. The documentation collected consists of official school records, transcripts, proof of registration and the official university/college fee schedule. The merit and needs based scholarship grants will be Rs. 20,000 per student, per semester and will cover tuition fees, room and board as well as textbooks, photocopying and transport to and from campus for approximately 491 students. The scholarship grants will be paid early in the next quarter.

As part of the overall sustainability of the program, to the degree possible the scholarships will be redirected to the Pre-STEP university/college partners in the upcoming semester 3 rather than the individual student. The transition will more directly involve the university/provincial apex institution administration in the process of managing and awarding the scholarships to students. This transition is important in terms of developing a sustainability model whereby the university/college will build the awareness, capacity and commitment to the continuation of the scholarship program beyond the life of the Pre-STEP program.

**Table 6: Status of Scholarship Grants**

	Region/University/Colleges	Scholarships Awarded for Semester 1	Total Amount Disbursed PKR	Estimated Scholarships Due for Semester 2	Estimated Total Amount PKR
	<b>Gilgit Baltistan</b>				
1	Karakoram International University	15	300,000	15	300,000
2	Govt college of Education Gilgit (Male)	32	640,000	32	640,000
3	Elementary College of Education Gilgit (Female)	47	940,000	47	940,000

	<b>Khyber Pukhtoonkha</b>				
4	RITE Female Abbottabad	50	1,000,000	50	1,000,000
5	RITE Male Peshawar	42	840,000	42	840,000
6	University of Peshawar	15	300,000	15	300,000
7	Hazara University	15	300,000	15	300,000
	<b>Sindh</b>				
8	Elementary college of Education Hussainabad Karachi (Male)	33	660,000	33	660,000
9	Elementary college of Education Hyderabad (Female)	42	840,000	42	840,000
	<b>Punjab</b>				
10	University of Punjab	13	260,000	13	260,000
11	GCET Faisalabad	49	980,000	49	980,000
12	GCET D.G Khan	49	980,000	49	980,000
	<b>Baluchistan</b>			Semester 1	
13	Baluchistan University	N/A	N/A	15	300,000
14	GCET Punjgoor (Balochistan)	N/A	N/A	50	1,000,000
15	GCET Pashin (Balochistan)	N/A	N/A	24	480,000
	<b>Total</b>	<b>402</b>	<b>8,040,000</b>	<b>491</b>	<b>9,820,000</b>

### Result 3.2: Provincial plans prepared to upgrade practicing teacher qualifications

#### Activity 3.2.1: Initiate dialogue with provincial governments and partner institutions on possible options for upgrading existing teacher qualifications

This activity is more suited to be undertaken in FY2012 once the strategic plans of provinces are developed



## Management Activities

### Staffing/Recruitment/Systems

- **Staffing:** The appointment of DCOP was approved by USAID this quarter to begin service during the first quarter FY 2012. Nominations for Senior Directors of Finance and Monitoring & Evaluation were made to USAID for approval. The overall recruitment process of the program is near completion and the current strength of staff now stands at 74.
- **Policy and Procedures Manual:** The policy and procedures (P&P) manual was completed and will come into effect early October.

### Office setup/Procurement/IT

- **In-country procurement systems:** All procurement systems are now in place and staff is being given orientation on the P&P manual
- **IT infrastructure set-up across all offices:** IT infrastructure and set-up across all offices is complete.
- **Complete office renovations of Islamabad, Peshawar, Karachi, Lahore and Quetta offices:** While all offices were made fully functional this quarter, minor renovations are being done as we move forward.
- **Warehouse review/update inventory:** Physical verification of inventory inherited from Pre-STEP was completed, while updates are being done on inventory inherited from FATA LDP as we move forward. The disposition plan will be finalized by end of October.

### Security management

- **Implementation of Security Policies & Procedures:** All security SOPs and policies were drafted in collaboration with the international security office.
- **Security Equipment & Upgrades:** Physical security upgrades for all facilities was completed this quarter. Security equipment including fire extinguishers, smoke/fire detectors and first aid kits are now in place in all facilities.

### Program communications

Last year, Pre-STEP conducted an admissions campaign in partnership with the government and university partners to disseminate information about the application policies and scholarship details for institutions participating in the pilot of the new degree programs. In the first semester, over 400 students in 12 institutions enrolled in what was an 'experimental pilot degree program'. Pre-STEP's advocacy efforts were effective in generating interest and ensuring that the programs had students.

In FY 2021, Pre-STEP expects to expand the program to additional institutions; necessitating a step up in both overall enrolment numbers and therefore in the approach taken to reach and convince potential students.

Pre-STEP launched an extensive admissions campaign across the country during this quarter. Print media was used for promoting admissions (advertisements attached as annex 7), including on-location promotion through partner institutions by placement of banners and posters, distribution of flyers and prospectuses. The partner institutions prepared these with support in print advertising from Pre-STEP.

In tandem with the admissions campaign, Pre-STEP also soft-launched the outreach campaign so as to create awareness about the two new degree programs. The campaign was initiated by the printing of thematic advertisements in prominent newspapers nationwide. The outreach campaign will continue to build momentum for the next six months till the time for the admissions campaign of 2012.

To further facilitate the admissions process, the Pre-STEP admissions portal was developed and launched during this quarter as part of the admissions campaign. Aimed at a wider audience, the website is very user-friendly and includes information about the new ADE/B.Ed. (Hons) degree programs, scholarships, admissions notices, print material and contact details. A screenshot of the portal is attached as annex 7.

Monitoring And Evaluation – Professional Development Data

July 1 – September 30, 2011

Provinces	Dates		Name of the institutes	Male	Female	Total
<b>Foundation Module 1</b>						
Balochistan	July 4-7 and 8-12	1	Govt College of Education Quetta	16	9	25
	July 4-7 and 8-12	2	Govt College of elementary education Uthhal lasbela	5	0	5
	July 4-7 and 8-12	3	Govt College of elementary education Umerabad Pishin	7	0	7
	July 4-7 and 8-12	4	Govt Elementary Girls College Quetta	0	25	25
	July 4-7 and 8-12	5	Government College of Elementary Education Loralai	22	0	22
	July 4-7 and 8-12	6	Sardar Bahadur Khan Women University Quetta	0	3	3
	July 4-7 and 8-12	7	BOC/PITE Balochistan	3	2	5
				<b>Total</b>	<b>53</b>	<b>39</b>
Gigit Baltistan	July 7-10,2011	1	Elementary College Skardu	5	11	16
	July 7-10,2011	2	Representatives Education Dept	1	0	1
			<b>Total</b>	<b>6</b>	<b>11</b>	<b>17</b>
AJK	July 20-23,2011	1	GCET Rawlakot Male	6	0	6
	July 20-23,2011	2	GCET Rawlakot Female	0	5	5
	July 20-23,2011	3	GCET Muzafferabad Male	8	0	8
	July 20-23,2011	4	GCET Muzafferabad Female	0	6	6
	July 20-23,2011	5	GCET Mirpur male	5	0	5
	July 20-23,2011	6	GCET Mirpur female	0	5	5
	July 20-23,2011	7	University of AJK	1	2	3
	July 20-23,2011	8	DCRD	5	0	5
			<b>Total</b>	<b>25</b>	<b>18</b>	<b>43</b>
Punjab	Aug8-11,2011	1	GCET Lalamusa Punjab	8	0	8
	Aug8-11,2011	2	GCET Kasur	3	1	4
	Aug 15-18,2011	3	GCET Bhawalpur	0	18	18
	Aug 15-18,2011	4	GCET Sargodha	11	1	12
	Aug8-11,2011	5	DSD	3	1	4
	Aug8-11,2011	6	UoE Lower mall,Bank road, Township campuses	4	3	7

			<b>Total</b>	<b>29</b>	<b>24</b>	<b>53</b>
KPK	Sep7-10,2011	1	RITE Peshawar Female	0	8	8
	Sep7-10,2011	2	RITE Dargai Female	0	5	5
	Sep7-10,2011	3	RITE Kohat female	0	3	3
	Sep7-10,2011	4	RITE DIKhan Female	0	7	7
	Sep7-10,2011	5	RITE DIKhan male	6	0	6
	Sep7-10,2011	6	RITE Chitral Male	2	1	3
	Sep21-24	7	RITE Mardan Male	7	0	7
	Sep21-24	8	RITE Mansehra F	0	9	9
	Sep21-24	9	RITE Kohat Male	6	0	6
	Sep7-10,2011	10	Gomal university	4	2	6
	Sep7-10,2011	11	DCTE	2	1	3
	Sep7-10,2011	12	Cohort 1 colleges New participants Peshawar, Charsadda and Uo Peshawar	6	2	8
			<b>Total</b>	<b>33</b>	<b>38</b>	<b>71</b>

<b>Foundation Module 2</b>						
Gigit-Baltistan	July 12-14,0211	1	Elementary College Skardu	5	11	16
	July 12-14,0211	2	Representatives Education Dept	1	0	1
			<b>Total</b>	<b>6</b>	<b>11</b>	<b>17</b>
Balochistan	Sep 26-29,2011	1	Govt College of Education Quetta	4	3	7
	Sep 26-29,2011	2	Govt College of elementary education Uthhal lasbela	3	0	3
	Sep 26-29,2011	3	Govt Elementary Girls College Quetta	0	9	9
	Sep 26-29,2011	4	Government College of Elementary Education Loralai	2	0	2
	Sep 26-29,2011	5	Sardar Bahadur Khan Women University Quetta	0	2	2
	Sep 26-29,2011	6	BOC/PITE Balochistan	1	1	2
	Sep 26-29,2011	7	New faculty from Cohort 1	2	1	3

			colleges(Pishin and Quetta M)			
			<b>Total</b>	<b>12</b>	<b>16</b>	<b>28</b>

### **Orientation and Planning of semester 1**

AJK	July 25-26,2011	2	GCET Rawlakot Male	6	0	6
	July 25-26,2011	3	GCET Rawlakot Female	0	5	5
	July 25-26,2011	4	GCET Muzafferabad Male	8	0	8
	July 25-26,2011	5	GCET Muzafferabad Female	0	6	6
	July 25-26,2011	6	GCET Mirpur male	5	0	5
	July 25-26,2011	7	GCET Mirpur female	0	5	5
	July 25-26,2011	1	University of AJK	1	2	3
	July 25-26,2011	8	DCRD	5	0	5
				<b>Total</b>	<b>25</b>	<b>18</b>
Punjab	Aug8-12-13,2011	1	GCET Lalamusa Punjab	8	0	8
	Aug8-12-13,2011	2	GCET Kasur	3	1	4
	Aug 15-18,2011	4	GCET Bhawalpur	0	18	18
	Aug 15-18,2011	5	GCET Sargodha	1	1	12
	Aug8-12-13,2011	3	UoE Lower mall,Bank road, Township campuses	4	3	7
	Aug8-12-13,2011	6	DSD Lahore	3	1	4
				<b>Total</b>	<b>29</b>	<b>24</b>

### **Orientation and Planning of semester 2**

Gigit Baltistan	July 15-16,2011	1	Elementary College Skardu	5	11	16
	July 15-16,2011	2	Representatives Education Dept	1	0	1
		3	<b>Total</b>	<b>6</b>	<b>11</b>	<b>17</b>
Sindh	August 5,2011	1	GCET Hussainabad	1	16	17
	August 6,2011	2	GCET Hyderabad	1	10	11
	August 5-6,2011	3	PITE Sindh	1	1	2
			<b>Total</b>	<b>3</b>	<b>27</b>	<b>30</b>
Balochistan	July 24-25,2011	1	GCET Pishin	0	10	10
	July 24-25,2011	2	GCET Punjgoor	5	0	5
			<b>Total</b>	<b>5</b>	<b>10</b>	<b>15</b>

<b>Orientation and Planning of semester 3</b>						
Gigit Baltistan	Sep8-9,2011	1	GCET Gilgit Male	5	1	6
	Sep8-9,2011	2	GCET Gilgit Female	0	7	7
	Sep8-9,2011	3	KIU	5	4	9
			<b>Total</b>	<b>10</b>	<b>12</b>	<b>22</b>
Punjab	Sep 19-20,2011	1	GCET Faisalabad	5	1	6
	Sep 19-20,2011	2	GCET DG Khan	0	6	6
	Sep 19-20,2011	3	Uo Punjab	3	4	7
			<b>Total</b>	<b>8</b>	<b>11</b>	<b>19</b>

<b>Professional Development session on Teaching Literacy Course</b>						
	Sep26-29,2011	1	Faculty members form all over Pakistan	16	8	24

<b>TOT for the master trainers of the universities and apex institutions</b>						
Sindh	August 4,2011	1	Faculty members of PITE	1	1	2
	Aug 29-20,2011	2	Faculty members of PITE, BOC , University of Sindh, Selected faculty from the GCETS	7	7	14
KPK	September 2,2011	3	Faculty members of DCTE, Hazara and Gomal University	4	1	5

## Success Story

### Bridging the Gap

To foster greater inter-provincial collaboration and adaptation of best practices within the country, in September 2011, Pre-STEP sponsored a study visit for government officials of the Education and Literacy Department of Sindh to Punjab. The purpose of this visit was to promote greater alliance between provinces in regards to teacher education and to encourage learning from the experiences of one another in implementing teacher education programs, with a focus on the new pre-service degrees of Associate Degree in Education (ADE) and Bachelor of Education (B. Ed. Hons) Elementary.

It was for the first time that such precedence had been set, that a team had traveled inter-province, learning through the experience of others. All of this was made possible through the hard work of the teams, on the side of the provincial governments and Pre-STEP.

The tour covered areas including the computer lab, DSD classes and English Language Laboratory. But of particular interest was the group's visit to the Data Center, where DSD housed its Management Information System. The system not only included the school information, but also information regarding the teachers and students, including their progress status.

The visitors from Sindh acknowledged the challenges being faced by the Punjab government, as they felt that they were facing the same in Sindh as well.



**Pic 7: Participants during visit to Punjab**

“This study tour has been a major learning experience for us, to see the process of implementation has helped us understand what the implications will be for us, we take back with us all this knowledge and practical experiences that will surely help us in implementing the new degrees in Sindh,” said one of the participants of the study tour.

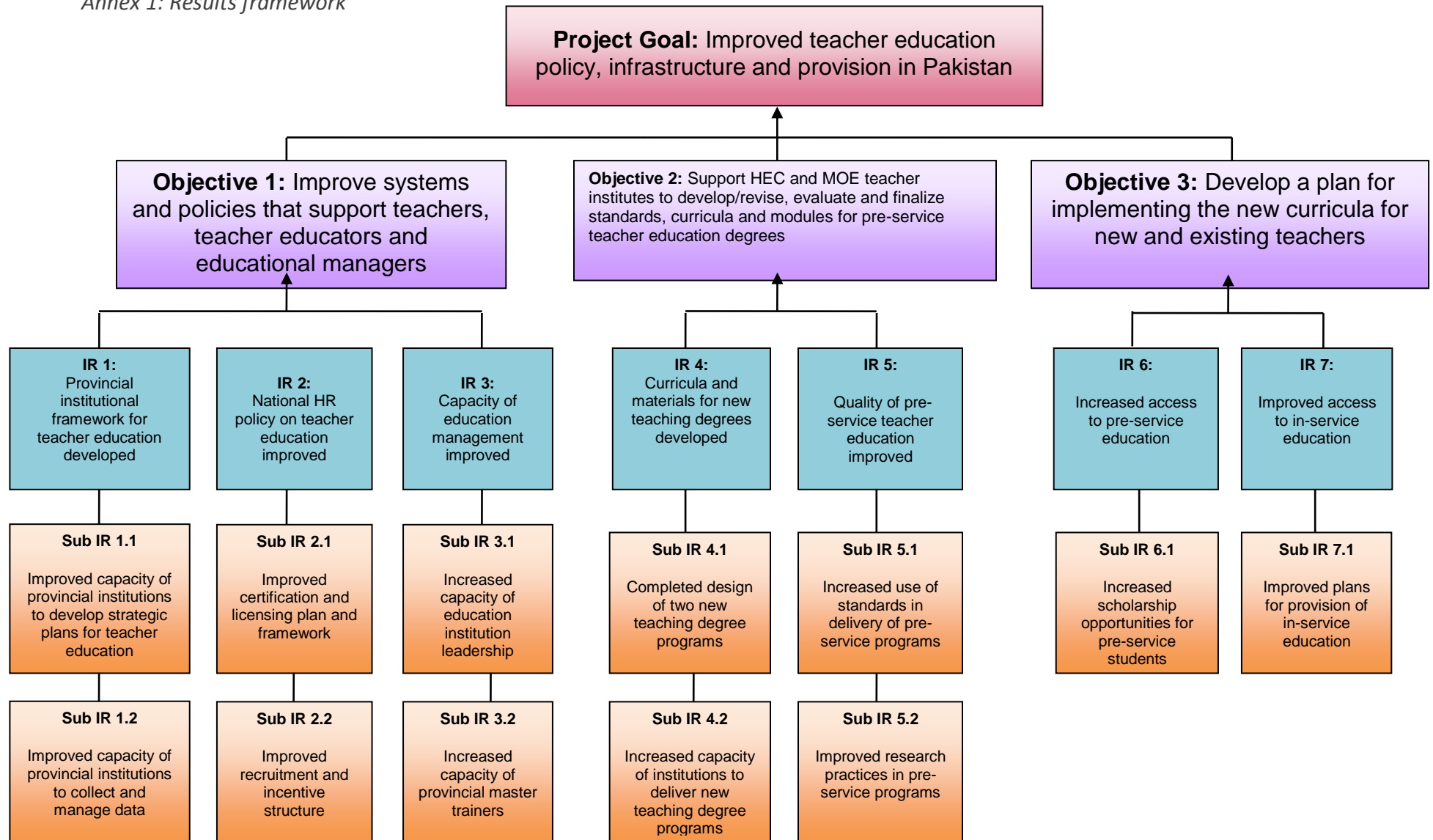
The study visit resulted in enhancing the knowledge of the visitors regarding Punjab government's policies and projects related to teacher education development and the group learned from the hosts' experiences of implementing the policies and techniques that they in turn, would be able to adopt in Sindh while implementing the ADE and B. Ed. (Hons.) degrees in Elementary.

## Annexures

1. Pre-STEP results framework
2. Agenda – A Consultative Interchange (5-6 July, 2011 – Karachi)
3. ADE Notifications
  - a. Government of Sindh
  - b. Government of Balochistan
  - c. Government of KPK
  - d. Government of the Punjab
  - e. Government of Gilgit-Baltistan
  - f. Government of AJK
4. Taskforce notifications
  - a. Government of AJK
  - b. Government of Balochistan
  - c. Government of Gilgit-Baltistan
  - d. Government of Sindh
  - e. Government of KPK
5. Research, Evaluation and Advisory Council (REAC)
  - a. REAC members
  - b. Inaugural meeting (August 16, 2011)
  - c. 2<sup>nd</sup> meeting
  - d. REAC TORs
  - e. REAC members – Scope of work
  - f. Guidelines for review
  - g. Guidelines for proposals
6. List of partner colleges and universities
  - a. 1<sup>st</sup> Cohort
  - b. 2<sup>nd</sup> Cohort
7. Outreach campaign advertisements
  - a. Screenshot of admissions portal



Annex 1: Results framework



Annex 2: Agenda - A Consultative Interchange



## A Consultative Interchange

July 5 - 6, 2011 – Karachi

### Day 1 (July 5, 2011)

Time	Activity	Details
6:00 - 6:05 PM	<b>Invocation</b>	Recitation & Prayer
6:05 - 6:20 PM	<b>Welcome remarks</b>	Dr. Mahmood ul Hassan Butt, Chief of Party – Pre-STEP Program
6:20 - 6:35 PM	<b>International trends in teacher education reform</b>	Dr. Gita Steiner-Khamsi
6:35 - 6:55 PM	<b>Remarks by USG official</b>	USG Representative
6:55 - 7:15 PM	<b>Keynote address</b>	Dr. Sohail Naqvi, Executive Director – Higher Education Commission
7:15 - 7:25 PM	<b>Group photo session</b>	All participants
7:30 onwards	<b>Dinner</b>	

Pre-Service Teacher Education Program (Pre-STEP) in Pakistan

*Reaching tomorrow's teachers...today!*



Day 2 (July 6, 2011)

Time	Activity	Preview
8:30 - 10:45 AM	<b>Aligning Shared Priorities</b>	Provincial teams will review and present their priorities for pre-service teacher education as well as exchange best practices and lessons learned from the ADE/B.Ed (Hons) pilot
10:45 - 11:45 AM	<b>Defining the path ahead</b>	Provincial discussion groups will analyze and suggest the government key policy and systemic actions, along with related timelines, that are required to achieve the provincial government priorities outlined in the earlier presentations
11:45 - 12:30 PM	<b>Plenary Discussion</b>	Provincial teams will share the highlights of their analysis and reflection
Lunch Break (one hour)		
1:30 - 2:30 PM	<b>Extending Linkages</b>	Provincial discussion groups will examine the current and possible linkages between teacher education at the universities and the needs of the provincial government. In particular: <ul style="list-style-type: none"> <li>• What is required?</li> <li>• What is possible?</li> <li>• How can we make it work better?</li> </ul>
2:30 - 3:00 PM	<b>Gallery Walk</b>	Reviewing feedback from the provincial teams
Working tea		
3:00 - 4:00 PM	<b>Empowering the next generation of teachers</b>	Provincial discussion groups will consider and define the processes, policies and resources that will be mobilized to scale-up and roll-out the ADE/B.Ed (Hons) in 2012 and 2013
4:00 - 4:30 PM	<b>Plenary demonstration</b>	Provincial teams will reveal their action steps for activating the rollout and scale-up of the new degrees in their provinces
4:30 - 4:45 PM	<b>Next Steps for Pre-STEP</b>	A summary on Pre-STEP's action items drawn from the day's dialogue and discussions as shared by Pre-STEP's Provincial Directors, Chief of Party and the Higher Education Commission
4:55 - 5:00 PM	<b>Vote of thanks</b>	Muhammad Tariq Khan, Education Advisor, USAID

Pre-Service Teacher Education Program (Pre-STEP) in Pakistan

Reaching tomorrow's teachers...today!



GOVERNMENT OF SINDH  
EDUCATION & LITERACY DEPARTMENT

Karachi, dated the 27<sup>th</sup> August, 2011

**NOTIFICATION**

NO.SO(G-III)E&L/PITE/ITE&CPD/1-980/10: With the approval of competent authority, Education & Literacy Department, Government of Sindh notifies the following Government Elementary Colleges of Education (GECEs) to be the service providers for the upgraded Initial Teacher Education (ITE) programs i.e. Associate Degree in Education (ADE) in Sindh till further order:

1. GECE(M) Sukkur.
2. GECE(W) Larkana
3. GECE(M) Dadu
4. GECE(M) Hyderabad.
5. GECE(M) Mirpurkhas
6. GECE(M) Qasimabad, Karachi.
7. GECE Lyari, Karachi.
8. PITE Nawabshah.
9. GECE(M) Khairpur.
10. GECE(W) Hussainabad, Karachi.
11. GECE(W) Tilak Incline Hyderabad.
12. GECE(M) Mithi.

GECE(M) Mithi has been included subject to the fulfillment of sanctioned faculty.

All the notified colleges will immediately start the necessary formalities for launching the ADE program from January 2012.

-MUHAMMAD SIDDIQUE MEMON-  
SECRETARY TO GOVT. OF SINDH

NO.SO(G-III)E&L/PITE/ITE&CPD/1-980/10: Karachi, dated, the 27<sup>th</sup> August, 2011

A copy is forwarded for information and necessary action to:-

1. The Principal Secretary to Chief Minister, Sindh Karachi.
2. The Principal Secretary to Governor, Sindh, Karachi.
3. P.S. to Senior Minister for Education & Literacy Sindh, Karachi.
4. P.S. to Additional Chief Secretary (Development), P&D Karachi.
5. P.S. to Secretary, Finance Department, Govt. of Sindh, Karachi.
6. P.S. to Secretary (Services)/GA/S&GAD, Govt. of Sindh, Karachi.
7. P.S. to Secretary, Local Government, Sindh, Karachi.
8. P.S. to Secretary Law Department, Govt. of Sindh, Karachi.
9. P.S. to Special Secretary Education, Govt. of Sindh, Karachi.
10. P.S. to Chairman Sindh Public Service Commission, Hyderabad.
11. All members of BoG STEDA.
12. All Chairman, Board of Intermediate and Secondary Education Sindh.
13. Deans Faculty of Education of Affiliating Universities in Sindh.
14. All Controller of Board of Intermediate and Secondary Education Sindh.
15. All Additional Secretary, Education & Literacy Department, Karachi.
16. The Chief Program Manager, RSU Govt. of Sindh, Karachi.
17. The Director Private Schools Institutions Sindh, Karachi.
18. The Director, Bureau of Curriculum & Extension Wing Sindh, Jamshoro.
19. The Director General PITE Sindh Shaheed Benazirabad.
20. The Dev. Partners (Education Sector), Concerned/USAID-ED-links/Pre-STEP/EU SERTA.
21. All Public / Private TEIs Concerned.
22. All TED Working Group Members/Representative Concerned.
23. The Deputy Program Manager, TED, EMR, (RSU), Karachi.
24. Concerned file.

(GHULAM HAIDER CHANDIO)  
DEPUTY SECRETARY (GA)



No. SO(D:) <sup>3-27</sup> /2011/Edn/ <sup>2661</sup>  
GOVERNMENT OF BALOCHISTAN  
SECONDARY EDUCATION DEPARTMENT  
(Development Section)

Dated Quetta, the <sup>29</sup> September, 2011.

To


✓  
The Director,  
Bureau of Curriculum & Extension Centre,  
Balochistan, Quetta.

Subject: - **Starting of ADE in place of PTC, CT and Diploma in Education.**

I am directed to refer to decision of Provincial Advisory Committee (PAC) for Pre-STEP meeting held on 1<sup>st</sup> August, 2011 wherein it was decided that the following colleges will start ADE from March 2012 along with the termination of Diploma in Education, PTC and CT courses;

1. GCET (Female) Sibi
2. GCET (Male) Quetta
3. GCET (Female) Quetta
4. GCET (Male) Loralai
5. GCE (Male-Female) Quetta
6. GCET (Male) Uthal (conditional subject to fulfillment of other requirements and provision of sufficient staff by Director Bureau of Curriculum and Extension Centre to the college.

2. Permission is hereby granted to start ADE in the above mentioned institutions as per decision of the said meeting. You are directed to take necessary measures accordingly.

  
(Abdul Waheed Khan)  
Deputy Secretary (Dev:)

Copy to the:-

1. Director of Education (Schools), Balochistan, Quetta.
2. Provincial Director, Pre-STEP, Balochistan, Quetta.
3. Master file.

**Minutes of Meeting**  
**Provincial Steering Meeting for Finalizing Rolling Out Plan of ADE in**  
**Khyber Pakhtunkhwa**  
**July 28<sup>th</sup>, 2011**

A meeting of the Provincial Steering Committee for Pre-STEP was held on July 28, 2011 in the committee room under the chairmanship of Additional Secretary Elementary & Secondary Education Department Khyber-Pakhtunkhwa. List of participants is attached. Following were the agenda points of the meeting:

1. Amendment in Service Rules
2. Selection of RITEs for rolling out ADE in RITEs
3. Finalizing the scholarships for ADE students
4. Finalizing admission policy for 2011
5. Approval of ADE advertisement in news papers
6. Capacity building of RITEs selected for ADE
7. Development of quality assurance and support mechanism for ADE
8. Development of Task force for preparing strategic plan of Pre-Service Teacher Education

The meeting started with the recitation from the Holy Quran. The Chairman welcomed the participants and thanked the representative of Pre-STEP and CIDA for their technical, professional and financial support in implementing the new degree programs in the province. After the detail discussion was held on each agenda point and future course of actions were finalized.

**1. Amendment in Service Rules for ADE and B.Ed. (Hons.) Elementary**

Director DCTE shared with the forum that without amendment in current service rules it is becoming difficult to implement ADE program in true spirit. We committed students in September 2010 that service rules will be approved soon and 11 months have passed and rules are not approved. He shared that the delay in approval of amendment in rules could affect the current admission in ADE.

Additional Director E&SE Mr. Muhammad Rafiq briefed that SSRC meeting is necessary for the approval of any amendment in the service rules. Therefore, Additional Secretary Mr. Sharafat Rabani decided that a meeting will be held with Mr. Muhammad Arifeen (former Secretary Education E&SE) to review the status of the amendment. Mr Muhammad Qasim, Section Officer E&SE and Muhammad Ayub Khan Section Officer Primary will also accompany Additional Secretary for the meeting. After this meeting Secretary Education E&SE will be requested to call SSRC meeting. He assured that this will be completed very soon.

## 2. Selection of RITEs for rolling out ADE in RITEs

Director DCTE made a detailed presentation on the process and findings of the capacity assessment exercise of RITEs. This assessment helped in selection of RITEs for rolling out ADE in 2011. He mentioned that a meeting was held with all the principals of RITEs on July 13, 2011 where a detailed assessment questionnaire was shared with all the principals/representatives of RITEs. The members of the committee reviewed the assessment findings of the RITEs individually and made policy decisions mentioned in the below table:

Considering the existing staffing, enrolment, building and learning resources situation of RITEs total 13 RITEs have been selected for starting ADE courses in 2011. Although the staff situation of RITE Male and Female Chitral is not favourable however, members recommended that since it covers the large geographical area therefore department should take necessary action to fill out its vacant posts so that ADE can be launched during 2011. There are only 3 staff members which are insufficient to manage the classes of ADE. Similar situation is with RITE male Lower Dir. The members have given approval to start ADE in these two RITEs subject to the availability of staff.

Following RITEs have been selected for launching ADE in 2011:

RITEs Selected for 2011 Admissions	Regional Areas Covered by RITE	Seats for ADE admissions	Affiliated Universities
1. RITE Female Manshera	Mansehra, Batagram, Kohistan, Torgher (KalaDhaka)	31 (30 for regional area and 1 for FATA region)	Hazara University
2. RITE Female Peshawar	Peshawar, Nowshera	31 (30 for regional area and 1 for FATA region)	University of Peshawar
3. RITE Female Charsadda	Charsdda, Mardan	31 (30 for regional area and 1 for FATA region)	Wali Khan University – if NOC obtained the Hazara University
4. RITE Female Kohat	Kohat, Hangu, Karak	31 (30 for regional area and 1 for FATA region)	KUOST – if NOC obtained then with University of Peshawar
5. RITE Female D.I.Khan	D.I.Khan, Tank	31 (30 for regional area and 1 for FATA region)	Gomal University, D.I.Khan
6. RITE Female Dargai	Dargai, Malakand, Shangla, Swat	31 (30 for regional area and 1 for FATA region)	Malakand University –if NOC obtained then with Hazara University
7. RITE Male Haripur	Haripur, Bagram, Mansehra, Abbottabad, Torgher (KalaDhaka)	31 (30 for regional area and 1 for FATA region)	Hazara University
8. RITE Male Mardan	Mardan, Swabi	31 (30 for regional area and 1 for FATA region)	Wali Khan University – if NOC obtained the with Hazara University
9. RITE Male D.I.Khan	DIKhan, Tank	31 (30 for regional area and 1 for FATA region)	Gomal University, D.I.Khan
10. RITE Male Kohat	Kohat, Hangu, Karak	31 (30 for regional area and 1 for FATA region)	KUOST – if NOC obtained then with University of Peshawar

Following RITEs have been selected for launching ADE in 2011 subject to availability of staff:

RITEs Selected for 2011 Admissions	Regional Areas Covered by RITE	Seats for ADE admissions	Affiliated Universities
11. RITE Male & Female Chitral	Chitral	40 (20 for male and 20 for female)	Peshawar University
12. RITE Male Lower Dir	Lower Dir, Upper Dir	31 (30 for regional area and 1 for FATA region)	Malakand University – if NOC obtained then Hazara University

### 3. Finalizing the scholarships for ADE students

The Director DCTE requested Pre-STEP and CIDA to enhance the number of scholarships for Khyber Pakhtunkhwa province as the province is scaling up ADE in majority of the RITEs where possible. He mentioned that in order to make this degree successful these scholarships are very important.

Provincial Director Pre-STEP Mr. Kamran Iftikhar Lone informed that Pre-STEP similar to 2010 will again offer 100 scholarships for Khyber Pakhtunkhwa province in 2011. These scholarships will be available for two years of ADE students 2011-13. The total amount of scholarship would be Rs. 20,000/- per semester and will be available to each student for 4 semesters.

On the other hand Project Manager CIDA Mr. Shahzad Masood also confirmed that he has proposed 3 scholarships for each RITE in the new PC-1 that means a total of (13 X3) 39 scholarships for ADE students from CIDA funds will be available. The total amount of scholarship would be around Rs. 24,000/- per semester and will be available to each student for 4 semesters.

Additional Secretary mentioned that there should not be any duplication of scholarships. Total 139 scholarships (100 from Pre-STEP and 39 from CIDA) should be available for 139 students on merit and these scholarships should be distributed among RITEs equally. It was also decided that since the amount of scholarship of CIDA is high therefore first three top students will get CIDA scholarship and below will get Pre-STEP scholarships.

Director DCTE also mentioned that since the Khyber Pakhtunkhwa is responding considerably well to the launching and rolling out of ADE programs as compared to other provinces therefore, a strong request was made to the management of Pre-STEP and CIDA to increase the number of scholarships for the province.

### 4. Finalizing Admission policy for 2011

Admission policy for 2010 was reviewed by the members of the meeting and amendments were finalized to manage the admissions in 2011. The revised admission policy is attached with the minutes and will be circulated to all concerned after the notification of department. Following policy decisions were made by the committee:



- a) Diploma in Education will be phased out from the RITEs who will offer ADE program. That means admissions in Diploma in Education will not be held in selected RITEs during 2011.
- b) The admissions will be held on regional basis which means that the students from the districts falling under specified regions against each RITEs will be allowed to submit their application in their respective RITEs.
- c) One seat in each RITEs has been allocated for FATA region.

#### **5. Approval of ADE advertisement in news papers**

Director DCTE stressed that the proper and timely advertisement is critically important for getting maximum applications and attracting best students. He also appreciated the support of Pre-STEP during 2010 in this regard and mentioned that due to this they were able to attract very outstanding students in both RITEs. Additional Secretary suggested that proper advertisement should be circulated in at least 3 leading newspapers. The members recommended Mashriq, Aaj and The News. In addition to these the member gave approved for any local news paper if identified by the DCTE. It was agreed that the advertisement should be circulated in Sunday news papers and be circulated twice. The dates proposed were August 7, and 14. The members strongly recommended to circulate advertisement through cable as well. DCTE will finalize the advertisement and share it with Pre-STEP for circulation.

While discussing the process of circulation of advertisement, Provincial Director Pre-STEP mentioned that last year we coordinated with PID department for circulation. That experience was little bit tough and caused some delays. Moreover, the payment procedure of PID is also very difficult for Pre-STEP to manage. According to the policy Pre-STEP cannot make any payment to Government Agency. Reviewing the whole procedure and time line the chair allowed that Pre-STEP in coordination with DCTE finalize the advertisement and circulate in the news papers. It was also decided that this can be managed through agencies by Pre-STEP without routing through PID.

#### **6. Capacity building of RITEs selected for ADE**

The orientation of the faculty of selected RITEs is important to teach the courses of ADE. Since this course will be taught through semester system therefore without proper orientation on curriculum, assessment and semester system the faculty will not be able to manage the academic calendar. Director DCTE appreciated the trainings and follow up support provided by Pre-STEP for two RITEs. He mentioned that a visible affect can be seen in these RITEs.

Pre-STEP Provincial Director shared that Pre-STEP can manage a batch of 25 to 30 faculty members at a time. He mentioned that in order to provide training to all the faculty members of selected RITEs (around 60), DCTE will have to release the faculty members who have attended our previous trainings especially those who have attended TOT program. These

faculty members will work as master trainers with Pre-STEP trainers and conduct the training sessions. On this Director DCTE and Additional Secretary granted permission to utilize the trainers for the capacity building of selected RITEs. Pre-STEP has been asked to share the names of Master Trainers (List attached).

#### **7. Development of quality assurance and support mechanism for ADE**

Provincial Director Pre-STEP mentioned that no training program can be successful until and unless proper follow support mechanism is not attached to it. Therefore, request was made to Director DCTE to develop a team of quality assurance within the DCTE who in future will visit all these RITEs regularly to provide support in teaching and ensuring quality. This also needs allocation of funds for their follow-up visits.


#### **8. Development of Task force for preparing strategic plan of Pre-Service Teacher Education**

In order to effectively plan the overall policies of the education department in the Teacher Education, Pre-STEP has been extending technical and financial support for developing a comprehensive Strategic Plan. The Provincial Strategic Plan (PSP) for Teacher Education will document and guide future role of the provincial Department of Education (DoE), Apex Bodies managing teacher Education and teacher training colleges in improving the quality of pre-service teacher education and, in particular, introducing and scaling up the 2-year ADE Program as well as strengthening the collaboration of Apex Body and Colleges with concerned Universities. In other words, the PSP for Teacher Education will reflect ongoing teacher education policy as mandated by the National Education Policy (NEP) 2009.

In this regard a two day workshop was held in PC Peshawar on June 15-16 to build a consensus on the strategic plan. In order to proceed further Pre-STEP has requested to develop a Task Force on Strategic Planning for Teacher Education. The detail ToRs were shared with the members and attached with these minutes. Additional Secretary with the consent of members has proposed following members of the Task Force:

1. Additional Secretary (Chair of the Task force)
2. Director DCTE
3. Director PITE
4. Director ESRU
5. CPO
6. Representative of FATA
7. Educationalist from RITE
8. Representative of PreSTEP

The meeting was ended with vote of thanks by Chair and appreciated the support of Pre-STEP and CIDA for uplifting the quality of Teacher Education in the province. He assured all the support from the department in this regard.


**Directorate of Staff Development**  
Wahdat Colony, Lahore

No. DSD/AD/GCET/ADE/Step/2010/ 3422 Dated: Aug 12, 2011.

**ADMISSION POLICY FOR ADE PILOTING AT 4 GCETS**

In partial modification to this department' letter of even number dated 14-07-2010, on the subject noted above, the following admission policy has been approved by this Directorate of Staff Development, for following four Colleges ie GCET (F) Bahawalpur, GCET (M) Lala Musa, GCET Shahpur Sadar , Sargodha and GCET Kasur which are initiating the 3 years Associate Degree in Education (ADE) programme leading to B.Ed (Hons),

1. Candidates having passed the Intermediate /FA/FSC or equivalent from Government recognized/affiliated institutions with at least 2<sup>nd</sup> division are eligible to apply for admission in 3 years Associate Degree in Education (ADE) leading to B.Ed (Hon's)
2. The admissions will be purely on merit; however, fresh students will be given preference.
3. Maximum age limit for admission is 22 years; however, 01 year age relaxation can be extended by the Principal, in consultation with the college committee. No age limit will be observed for in-service teachers/ semi Government organizations/teachers.
4. Seats will be reserved for quotas as notified by Government from time to time. However, the left over seats/ unfilled quota seats will be filled in through open merit and every effort will be made to make 100% admission.
5. Scholarships, in collaboration with different organizations, will be available for needy students on merit/ academic performance. The decision will be made by the college committee headed by the Principal of every respective GCETs.
6. 50 seats in each GCETs have been allocated for ADE programme, while the GCETs will make two sections of 25 students each keeping in view the interactive learning methodology.

  
**DEPUTY DIRECTOR (GCETS)**

CC

1. PS to Chairman PAC/ Additional Secretary (ER) Government of the Punjab, School Education Department.
2. PS to University of Education Township, Lahore.
3. PS to Programme Director, DSD, Lahore.
4. Provincial coordination, Pre-step, Punjab, Lahore.
5. The Principal Concerned.
6. Office record.

Annex 3(e): ADE notification – Government of Gilgit-baltistan

**Government of Gilgit-Baltistan**  
**Gilgit-Baltistan Secretariat**  
**(Office of the Secretary Education, Social Welfare, WD and Special Education, GB)**  
\*\*\*\*\*

Ref. No. Sec-Edu-3(41)/2011

Gilgit, dated: 05 August 2011

**Subject: Admission Policy of Associate Degree in Education (ADE) leading to B.Ed (Hons.) Elementary, Gilgit-Baltistan**

This admission policy has been developed for admission in Associate Degree in Education (ADE) leading to B.ED (Hons.) Session 2011-13, as per decision of GB Department of Education Steering Committee meeting held on 3-4 Aug 2011 at Gilgit.

The Associate Degree in Education Program is a 2 year Pre-Service Teacher Education degree program linked to the four year B.Ed. (Hons) Elementary approved by HEC and offered by universities. During 2010 the ADE was piloted in two institutions **1) Government College of Education Gilgit** and **2) Government Elementary College of Education for Women Gilgit.**

**1. ADE replacing Diploma in Education in 2011**

All the training colleges of GB Department of Education will offer ADE courses replacing Diploma in Education (DIE) and no admission of DIE will take place in 2011 onwards.

**2. Colleges and class size for ADE Admission Session 2011-13**

The following colleges are allowed to offer ADE in 2011 with a total number of 140 seats allocated as below (Table 1):

Table-1: ADE Class size

Sr #	Institutions	Class size for ADE Session 2011-13		
		Male	Female	TOTAL
1.	GCE (Male) Gilgit	35	0	35
2.	GCET (Female) Gilgit	0	35	35
3.	GCET (Female) Skardu	35	35	70
	<b>TOTAL</b>	<b>70</b>	<b>70</b>	<b>140</b>

In order to meet the future needs of science teachers in the province, 50% seats have been reserved for students with HSSC in science subjects (FSC) and 50% for students who have passed HSSC with arts subjects (FA or equivalent).

**3. Admission Criteria**

Following criteria will be followed for admission in ADE:

- 1.1 Basic qualification is HSSC (FA/FSC) or equivalent with second division



1

- 1.2 Maximum age limit of the applicant should be less than 25 years at the time of admission
- 1.3 Candidates with GB domicile only are eligible for admissions.
- 1.4 5% admission quota in open merit is reserved for non-local candidates whose parents are serving in Education Department, GB
- 1.5 Seven seats (1 seat per district) reserved for sons/daughters of GB Education Department employees. In case if any candidate is not available in a district, the seat will be filled on merit basis among the candidates of other districts.
- 1.6 Admissions and scholarships will be purely based on 40% open merit and 60% quota (district wise based on population refer to **table 3:** )
- 1.7 Merit index (Table 2: 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 (25 for SSC and 35 for HSSC), and 40 marks for entrance test.
- 1.8 Entrance test will be observed by the Department of Education which is compulsory for the admission. Total 100 marks test will be observed, where qualifying marks will be 40%.
- 1.9 In case of equal merit on one seat the decision of the admission committee would be the final.

4. Merit index

Table 2: Merit Index

Category of Qualification		Marks reserved for admission
Basic Qualification for admission in ADE	SSC or Equivalent	Obtained marks / total marks ( ) X 25
	HSSC or Equivalent	Obtained marks / total marks ( ) X 35
Entrance test	Entrance Test	Obtained marks/ total marks ( ) x 40  <b>Qualifying marks in Entrance test will be 40%</b>  The test will be designed to test applicant's knowledge and will be categorized in 5 sections of: 1) Math 2) English 3) Urdu 4) Social Studies/ General Knowledge 5) General Science
<b>Grand Total</b>		<b>100</b>

Note: The above merit index will be valid and used for scholarships (if any) offered by the Department of Education.



**5. District wise quota for ADE Scholarships:**

Table 3: Distribution of Scholarships

Districts	Female			Male			Total
	FA	FSC	Total	FA	FSC	Total	
<b>Open Merit (40%)</b>							<b>40</b>
<b>District Quota (60%)</b>							<b>60</b>
Gilgit (17%)	2	3	5	2	3	5	10
Skardu (26%)	4	4	8	4	4	8	16
Diamer (16%)	2	3	5	2	3	5	10
Ghizer (14%)	2	2	4	2	2	4	8
Ghanche (8%)	1	1	2	1	1	2	4
Astore (8%)	1	1	2	1	1	2	4
Hunzanagar (11%)	2	2	4	2	2	4	8
<b>Total District Quota</b>	<b>14</b>	<b>16</b>	<b>30</b>	<b>14</b>	<b>16</b>	<b>30</b>	<b>60</b>
<b>TOTAL</b>							<b>100</b>

*Note- 1: The population calculations have been made on the basis of 1998 census and also used under the CIDA project.*

5.1 In case of not qualifying the criteria of admission in district quota the district reserved seat will be shifted to open merit pool

5.2 Merit list will be placed at:

- 1) Government College of Education Gilgit
- 2) Government Elementary College of Education for Women Gilgit
- 3) Government Elementary College of Education for Women Skardu
- 4) On the website of education department <http://www.gbdoe.edu.pk>

**6. Announcement of Admissions:**

6. Admissions will be announced every year in August/September through national/ local print media and local radio.

6.1 The ADE prospectus with admission application form will be available at the cost of Rs. 100/- from the admission office of: 1) Government College of Education Gilgit; 2) Government Elementary College of Education for Women Gilgit; 3) Government Elementary College of Education for Women Skardu; 4) District Education offices (DDE Offices) Ghizer, Chilas, Astore, Hunza-Nagar, Ghanche.

6.2 The entry test fund of Rs. 400 should be submitted along with application form. This fund will be utilized by admission committee to arrange and conduct entry test (i.e. test preparation, administration, marking and final results etc.).

6.3 The admission application forms will be available on the website of education department <http://www.gbdoe.edu.pk>



6.4 Applicants are required to submit attested copies of following documents with the application form:

- I. SSC/ Matric certificate or equivalent
  - II. HSSC/ FA/F.SC. or equivalent
  - III. CNIC or Form "B"
  - IV. CNIC of Father or Guardian
  - V. 4 color photographs (passport size) attested on backside
  - VI. Domicile
- Candidates with GB domicile only are eligible for admissions

**7 Admission Committee**

Following will be the members of the Admission Committee who will be responsible for ensuring the transparency in merit list as per the criteria mentioned above. The decision of the committee will be the final.

- i. Director Education (Planning)
- ii. Director Education (Academics), Gilgit
- iii. Director Education (Baltistan Region), Skardu
- iv. Principal College of Education Gilgit
- v. Principal GCET Women Gilgit
- vi. Principal GCET Women Skardu

**8 Cancellation of Admission:**

The college fee will not be refundable in case a student leaves the college for any reason after one month of admission to the college. However 50% of the dues will be returned to the candidate if admission is withdrawn within a period of one month after admission.

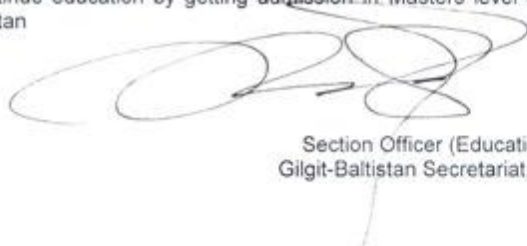
**9 Future Options for ADE graduates:**

The Associate Degree in Education (ADE) Program is a 2 year Pre-Service Teacher Education degree program linked to the four year B.Ed. (Hons) Elementary degree. The ADE will be equivalent to BA and degree will be awarded by KIU. After completing ADE students will have following options:

**Option A:** eligible for teaching in schools at elementary level

**Option B:** or continue education at KIU or any other University with two more years to obtain a B.Ed. (Hons) Elementary degree

**Option C:** or continue education by getting admission in Masters level degree in any university of Pakistan



Section Officer (Education)  
Gilgit-Baltistan Secretariat, Gilgit

**AZAD GOVERNMENT OF STATE OF JAMMU & KASHMIR**  
**Directorate of Curriculum Research and Development MZD.**

No./DCRD/1067/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 Muzaffarabad. The meeting was chaired by DG, DCRD Ms. Nighat Mubasher. The meeting was also attended by the Raja Ikhtlaq 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 Muzaffarabad 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 Muzaffarabad.
- 2) Government College of Elementary Education for Teachers (GCET) Female Muzaffarabad.
- 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 Ifkhar Lone, Provincial Director Pre-STEP shared the advocacy and advertisement efforts made during 2010 admission in other provinces. Dr. Mahmood 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.

**AZAD GOVERNMENT OF THE STATE OF JAMMU & KASHMIR**  
**EDUCATION SECRETARIAT (SCHOOLS)**



Block No. 10 Chatter Domal Muzaffarabad. (AJK)

No. SF/19314-23/2011

Dated: Aug 03 - /2011

Phone No.: 05822-960826

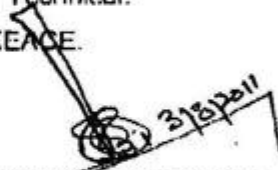
To,

Mr. Kamran Iftikhar Lone,  
Provincial Director Pre-STEP,  
Muzaffarabad.

**Subject: Developing Task Force on Strategic Planning for Teacher Education**

With reference to your letter dated 29<sup>th</sup> July, 2011, it is to inform you that worthy Secretary Education Schools has been pleased to accord approved for formation of the following Task Force on Strategy Planning for Teacher Education in AJK. Task Force will be responsible to develop provincial Strategy Plan leading to improved systems and policies for teacher preparation.

1. Mrs. Nighat Mubashar DG DCRD.
2. Raja Akhlaq Hussain Khan Additional Secretary Education Schools.
3. Mrs. Jamshed Naqvi DDS Muzaffarabad Division.
4. Raja Mohd. Khurshid Khan Director Technical.
5. Abdul Hamid Afghani Coordinator KEACE.

  
Additional Secretary Education  
Secretariat (Schools) Muzaffarabad

CC:

1. DG. DCRD.
2. Additional Secretary Education Secretariat Schools.
3. Mrs. Jamshed Naqvi DDS Muzaffarabad Division.
4. Raja Mohd. Khurshid Khan Director Technical.
5. Abdul Hamid Afghani Coordinator KEACE.
6. Mr. Kamran Iftikhar Lone Provincial Director Pre-STEP, Muzaffarabad.



Government of Balochistan  
Secondary Education Department  
(Development Section)

Dated Quetta the 8th August, 2011.

**Notification.**

No. E-SO(Dev.)/2011/ 2403-9. The Secretary, Government of Balochistan, Secondary Education Department is pleased to constitute a Task Force for the development of Strategic Plan for Pre-Service Teacher Education comprising the following:

1. Mr. Rashid Razzak, In Chair  
Additional Secretary(Dev),  
Secondary Education Department, Quetta.
  2. Mr. Pir Muhammad Sayyal, Member  
Additional Director,  
Bureau of Curriculum and Extension Centre,  
Balochistan.
  3. Mr. Rattan Chand, Member,  
Director,  
Provincial Institute for Teacher Education, Quetta.
  4. Mr. Abdul Khaliq Bangulzai, Member  
Project Director, CIDA, Balochistan.
  5. Mr. Zulfiqar Jatoi, Member  
Deputy Focal Person PPIU, Balochistan.
  6. Mr. Ehsan Ullah, Member  
Principal GCET (M) Quetta.
  7. Mr. Farook Akbar, Member/Secretary  
Provincial Director Pre-STEP, Balochistan.
2. The ToRs of the Task Force are as under,
- I. To conduct situation analysis.
  - II. To establish the priorities.
  - III. To develop a Provincial Strategic Plan and allied scheduled activities.

**Government of Gilgit-Baltistan**

**Gilgit-Baltistan Secretariat**

**(Office of the Secretary Education, Social Welfare, WD and Special Education, GB)**

\*\*\*\*\*

Ref. No. Sec-Edu-3(41)/Pre-STEP/2009

Gilgit, dated: 05 August 2011

**Subject: Establishment of Task Force for Strategic Planning on Teacher Education**

I am directed to say that the Secretary Education GB has been pleased to notify the task force for strategic planning on teacher education as per decision made the Gilgit-Baltistan Education Department's Provincial Steering Committee (PSC) meeting held on 3-4 Aug 2011 at Gilgit. The Task Force will consist of following members:

1. Director Education (Academics), Gilgit
2. Director Education (Baltistan Region), Skardu
3. Director Education (Planning), Gilgit
4. Section Officer (Education), GB Secretariat
5. Teacher Educator/Educationist from GCET
6. Representative of Pre-STEP

**TORs of Task Force:**

1. *Conduct Situational Analysis:* Consultation with the relevant stakeholders including officials of Education Secretariat, Directorate of Education, Teacher Training Institutions, Development Partners working in the province, Universities and Teachers to identify strengths and weaknesses of teacher education system in the province. Plan and organize inception workshop for strategic planning in the province to consult relevant stakeholders.
2. *Offer Solutions:* Based on the situation analysis,
  - a. come-up with recommendations to overcome the weaknesses and
  - b. propose structural changes pertaining to Strategic goals such as
    - Scale-up, down-size, and align teacher education programs in line with the provincial strategic framework
    - Implement quality assurance criteria mechanisms
    - Strengthen the collaboration of affiliated colleges with concerned universities for scaling-up ADE Program
3. *Establish Priorities:* Based on consultation to identifying priority & needs to be incorporated in the strategic plan



**GOVERNMENT OF SINDH  
EDUCATION & LITERACY DEPARTMENT**

Karachi, dated the 3<sup>rd</sup> August, 2011

**NOTIFICATION**

No. SO (G-I)E&A/RSU/2011:- The Secretary Education & Literacy Department, Government of Sindh is pleased to constitute a task force for the development of strategic plan for Teacher Education Development comprising the following members:-

Sr. No.	Designation	Name
1.	Executive Director STEDA	Mr. Parvez Ahmed Seehar
2.	Director BoC	Mr. Abdul Majeed Bhurt
3.	Director General PITE	Mr. Abdul Malik Lakhmir
4.	Additional Secretary (A&T)	Mrs. Aftab Inayat
5.	Dean Faculty of Arts/Education	Affiliating Universities
6.	Additional Director TEIs	Mr. Afzal Ahmed
7.	Provincial Director Pre-STEP	Mr. Anjum Pervaiz
8.	Any other Donor working in Pre-service	
9.	DPM TED	Ms. Raisa Adil
10.	Coordinator TED	Mr. Muhammad Saghir Shaikh

ToRs of the task force will be as follows:-

1. To help developing a strategic plan and allied schedule of activities.
2. To perform Strengths, Weakness, Opportunities and Threats (SWOT) analysis of whole TED domain.
3. To set out priorities for TED policy implementation in consultation with all stake holders.
4. To provide guidance and oversight for the implementation of activities of strategic plan.
5. To propose structural changes for improvement in the system regarding Teacher Education.
6. To align TED Programs being run in the province in accordance with the TED policy.
7. To design the implementing of QA Mechanism for TED policy.

The task force shall come in force immediately.


**-MUHAMMAD SIDDIQUE MEMON  
SECRETARY TO GOVT. OF SINDH**

No. SO (G-I)E&A/RSU/2011.

Karachi, dated the 3<sup>rd</sup> August, 2011

A copy is forwarded for information & necessary action to :-

1. The Additional Secretary (Schools) Education & Literacy Department
2. The PS to Senior Minister for Education & Literacy Sindh.
3. The PS to Secretary, Education & Literacy Department
4. The PS to CPM RSU, E&L Department, Sindh, Karachi.

  
(ABDUL AZEEM)  
SECTION OFFICER (G-I)



GOVT. OF KHYBER PAKHTUNKHWA  
ELEMENTARY & SECONDARY EDUCATION  
DEPARTMENT

NO.CPO/PO-III/1-1/PRE-STEP/2009-10

Dated:23-08-2011

To

1. Director DCTE, Abbotabad.
2. Director, PITE, Peshawar.
3. Director, ESRU E&SE, Peshawar.
4. Additional Director, E&SE Peshawar.
5. Section Officer, S&GAD, Civil Secretariat Peshawar.
6. Provincial Director, Pre-STEP Khyber Pakhtunkhwa.
7. Project Manager, CIDA.
8. Professional Development Specialist, Pre-STEP.

Subject: MINUTES OF THE MEETING OF PROVINCIAL STEERING COMMITTEE HELD ON JULY 28<sup>TH</sup>, 2011 UNDER THE CHAIRMANSHIP OF ADDITIONAL SECRETARY ELEMENTARY AND SECONDARY EDUCATION.

I am directed to refer to the subject noted above and enclose herewith the minutes of meeting held on 28<sup>th</sup> July, 2011 under the chairmanship of Additional Secretary E&SE in the committee room of E&SE Department for information and further necessary action.

Encls: as above:

(Muhammad Imran Kazim)  
Planning Officer-III

Copy for information:

1. P.A to Additional Secretary, E&SE Department.
2. P.S to Secretary E&SE Department.



Annex 5(a): REAC Members

HEC-Pre-STEP RESEARCH ADVISORY COUNCIL MEMBERSHIP					
Sr. No	Name	Designation	University / Institution	REAC	Email
1	Prof. Dr. Mohammad Nizamuddin	Vice Chancellor	University of Gujrat	Chair	<a href="mailto:dmnizamuddin@gmail.com">dmnizamuddin@gmail.com</a>
2	Prof. Dr. Muhammad Latif	Director General, Research & Development	Higher Education Commission Pakistan	HEC representative	<a href="mailto:mlatif@hec.gov.pk">mlatif@hec.gov.pk</a>
3	Prof. Dr. Mahmood ul Hassan Butt	Chief of Party	Pre-STEP	General Secretary	<a href="mailto:mbutt@prestep.org">mbutt@prestep.org</a>
4	Dr. Nelofer Halai	Associate Professor	Aga Khan University-Institute for Educational Development	Member	<a href="mailto:nednhalai@yahoo.com">nednhalai@yahoo.com</a>
5	Dr. Fareeha Zafar	Director	The Society for the Advancement of Education (SAHE).	Member	<a href="mailto:fareehazaf@gmail.com">fareehazaf@gmail.com</a>
6	Dr. Farooq Naseer	Assistant Professor	Lahore University of Management Sciences	Member	<a href="mailto:farooqn@lums.edu.pk">farooqn@lums.edu.pk</a>
7	Dr. Sajid Ali	Assistant Professor	Aga Khan University-Institute for Educational Development	Member	<a href="mailto:sajid.ali@aku.edu">sajid.ali@aku.edu</a>
8	Dr. Nasir Mahmood	Associate Professor	University of Punjab	Member	<a href="mailto:mahsirm@ier.pu.edu.pk">mahsirm@ier.pu.edu.pk</a>
9	Dr. Irfan Muzaffar	Education Research Coordinator	Education & Social Research Collective	Member (overseas)	<a href="mailto:imuzaffar@gmail.com">imuzaffar@gmail.com</a>
10	Dr. Anila Asghar	Assistant Professor	McGill University	Member (overseas)	<a href="mailto:anila.asghar@gmail.com">anila.asghar@gmail.com</a>



**ITEM 2: REAC SOW**

Suggested revisions include:

- 1) REAC will 'read' instead of 'review' the final research report.
- 2) Dr. Nizamuddin asked Pre-STEP to provide REAC with a background paper to apprise REAC of the objectives and history of Pre-STEP, and its progress to date, especially that of the research component.
- 3) Drs. Nizamuddin and Irfan Muzaffar also suggested that Pre-STEP should first decide upon some sub-areas within research on pre-service teacher education programs and invite RFPs within those areas, allowing the faculty to choose them according to their interests, but also forcing them to do it within the larger set of issues identified by Pre-STEP.
- 4) Dr. Nizamuddin also asked Pre-STEP to share research questions developed by various teams so far.
- 5) Dr. Sajid Ali asked Pre-STEP to share member profiles of university research teams.

**Decisions**

It was agreed that:

- 1) REAC will only read the final research reports, and suggest improvements instead of reviewing them for evaluation purposes.
- 2) Pre-STEP research staff will provide REAC with a background paper, research themes, and university teams' profiles & research questions.

**ITEM 3: RFP**

Suggestions included:

- 1) Inclusion of themes/topics/ research questions in the RFP so that university research teams confine their research within the scope of Pre-STEP research agenda. In this regard, Dr. Irfan Muzaffar suggested that Pre-STEP research staff does a cursory review of the journals of teacher education (Specifically Journal of Teacher Education) to see the kind of research that gets done specifically in teacher education. Dr. Irfan Muzaffar also suggested opening up the RFP to accommodate various kinds of possible methodologies. He pointed out that the current RFP format gives an impression that it is seeking proposals for experimental and/or quasi-experimental research only which may limit the ideas from university teams.
- 2) Dr. Nasir Mahmood suggested expanding the methodology section to 600 words, instead of the original word limit of 450. He also suggested including detailed instruments with the proposal in order to assess proposal quality.
- 3) Dr. Irfan Muzaffar suggested that instrument details may not be necessary to evaluate the strength of the proposal. Instead, participants should be encouraged to reflect more on the conceptual framework which may be tied together with the literature review. He also suggested shuffling the sequence of various sections on the proposal application, where formulation of research questions should follow the background and lit review.

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#### **Decisions**

It was agreed that:

- 1) Themes/ topics of interest to Pre-STEP will be included in the RFP.
- 2) The word limit for the methods section will be in the range of 450-600 words.
- 3) University research teams will be asked to attach data collection instruments to their proposals as an appendix (provided they have it developed by the date of the review meeting).

#### **ITEM 4: Budget Worksheet**

- 1) Dr. Nizamuddin suggested including information on grant size.
- 2) Dr. Latif suggested using HEC guidelines for allocation of faculty stipend (a onetime salary, with monthly salaries for research assistants/associates) and honorarium, and university overheads (15%).

#### **Decisions**

It was agreed that Pre-STEP will:

- 1) Use HEC guidelines for the allocation of honorarium/ stipends.

#### **ITEM 5: REAC Guidelines for Review**

- 1) Dr. Farecha Zafar suggested taking out primary factor# 2 from page#2 "...A proposal that suggests policy implications will be considered more favorably" of the document.
- 2) Dr. Nelofer Halai suggested that REAC members read up on proposals before the quarterly review meetings convene, so that the day of meeting is utilized for deliberation on the submitted proposals as a group.

#### **Decisions**

It was agreed that Pre-STEP will:

- 1) Delete primary factor# 2 on page#2 of the document.
- 2) Language used to convey the level of effort by REAC members will be flexible.

#### **ITEM 6: Guidelines for Mentors**

- 1) It was suggested that REAC should be provided the criteria for suggesting mentors for university research teams.
- 2) Dr. Sajid Ali suggested that mentor-research team interactions should be monitored to ensure that the process is transparent.

#### **Decisions**

It was agreed that Pre-STEP will develop and share the criteria for recommending mentors.

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**Other issues raised.**

- 1) Dr. Nizamuddin suggested that capacity building for research should be institutionalized, by reaching out to university faculty beyond the primary research teams. In order to achieve this and to make the process more efficient, a large scale workshop maybe more feasible than the one on one hand holding exercises currently being practiced.
- 2) Drs. Nizamuddin and Fareeha Zafar also suggested that research teams should be provided extensive training in various skills needed for the successful implementation of their projects, including data collection, data management, data analysis and research write up.

**Decisions:**

- 1) In the first round, teams will be provided one-on-one training for proposal development, and inroads towards institutionalization of research will be explored by blending one-on-one trainings with large scale training workshops.

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**Research, Evaluation and Advisory Council (REAC)  
2<sup>nd</sup> REAC Meeting  
September 29, 2011  
HEC Main Building, Sector H-9, Islamabad  
Minutes of the Meeting**

**REAC Attendees:**

Dr. Muhammad Nizamuddin  
Dr. Muhammad Latif  
Dr. Mahmood-ul-Hassan Butt  
Dr. Sajid Ali  
Dr. Nasir Mahmood  
Dr. Anila Asghar (through video conferencing)  
Dr. Irfan sent his comments on research proposals through email  
Dr. Fareeha could not attend the meeting due to delay in flight  
Dr. Nelofer Halai will send assessment sheet of research proposals via email

**Attendees Pre-STEP Office**

Helen Kamal  
Syed Naeem Ahmad  
Ayesha Razzaque  
Naveed Ali

**Summary**

REAC members opened the review meeting by reviewing minutes of "REAC Inaugural Meeting," held August 16, 2011.

The Chair REAC suggested that the decision, to use HEC guidelines for allocation of research team's stipend, should be revisited. He suggested an increase in stipends for research team members to act as an incentive for research teams. The General Secretary REAC stated that the policy for the allocation of stipends can be reformulated such that it does not conflict with USAID's policy.

After this brief discussion the REAC members endorsed and adopted the minutes of the inaugural meeting.

The agenda for the rest of the meeting consisted of four items:

- Review of three research proposals
- Review of research themes
- Dissemination of guidelines to nominate/ suggest mentors for the university research teams
- Discussion about possibilities of engagement by REAC members with the research teams.

Note that the fourth item was not discussed because insufficient numbers of REAC members were in the meeting when this agenda item was reached.

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### **Review of Research Proposals**

REAC members were invited to share their feedback on the three proposals being reviewed from the University of the Punjab, IER, the University of Education and Hazara University. A summary of the feedback for each proposal is attached with these minutes.

#### *Decisions*

- 1) REAC members agreed that while each of the proposals had potential and represented a good effort, they all required major revisions.
- 2) The members present then discussed what would happen next because in the previous meeting, REAC members had agreed that they would simply share feedback on proposals and not approve or disapprove proposals. Pre-STEP staff present at the meeting explained that proposals do approval if an award is to be made, and that this is in the REAC ToR. Various next steps were discussed. REAC members agreed that they did not want the teams to have to wait until the next REAC meeting before submitting their revised proposals. Pre-STEP will facilitate a virtual review of revised proposals (as soon as they are revised) by a small group of REAC members and will ask them to approve, or not, an award.

### **Review of Research Themes**

The guidelines for submitting a proposal will include information about research themes. A draft document was shared with REAC members for comment.

#### *Suggestions*

- 1) Dr. Sajid Ali proposed categorizing research themes. He also suggested providing a brief description explaining each theme.
- 2) Send out the themes in soft copy for REAC member comments. A revised version is attached with these minutes

#### *Decisions*

- 1) Descriptions will be added to each theme to help research teams develop their proposals.
- 2) Themes document to be shared with REAC meeting minutes.

### **Review of Guidelines to Suggest Mentors**

#### *Suggestions*

- 1) The description of the type of person required to be a mentor was reviewed by REAC members and the template for suggesting mentors. Dr. Latif offered to suggest relevant mentors from HEC's research database.

#### *Decisions*

- 1) The mentor SoW, and template for submitting details about potential mentors will be sent out with meeting minutes and REAC members will nominate mentors via email.
- 2) Dr. Latif will suggest possible mentors after consulting HEC's database.

The meeting closed at 2.30 pm.

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### **Pre-STEP Research Evaluation & Advisory Committee**

The USAID supported Pre-Service Teacher Education in Pakistan (Pre-STEP) Program is working with the Higher Education Commission, Provincial Departments of Education and Universities in Pakistan to conduct research that contributes to the knowledge, understanding & informed decision making of pre-service teacher education in Pakistan.

Within the context, HEC and Pre-STEP have jointly proposed the establishment of a Research Evaluation and Advisory Committee (REAC). The REAC will advise, inform and promote research being supported through the HEC-Pre-STEP research initiative.

The REAC will comprise seven eminent researchers from both the public and private education sectors. A senior academician and practicing researcher will be nominated by HEC to Chair the committee and Pre-STEP Chief of Party will serve as the General Secretary. The REAC members will be identified based on the following criteria:

- a. Expertise in designing and conducting education research;
- b. HEC recognized publications in education, preferably in the area of teacher education and teacher preparation;
- c. Knowledge *and* experience offering pre-service teacher education Pakistan;
- d. Experience in advising/supervising research studies and doctoral students.

#### *Terms of Reference for the REAC:*

1. Inform HEC and Provincial Departments of Education on the pre-service teacher education research agenda supported through Pre-STEP
2. Review and finalize processes, guidelines and instruments for reviewing research proposals for support through Pre-STEP
3. Use agreed processes, guidelines and instruments to review proposals and provide structured feedback regarding proposal content and methods to Pre-STEP applicants
4. Recommend proposals for approval or revision through Pre-STEP
5. Identify potential research mentors in Pakistan to support research teams, and propose them to Pre-STEP
6. Refer research teams to relevant national and international research, journal articles, reports, training opportunities and other resources that may assist them with their research
7. Use their organizations/institutions and professional links to facilitate broad dissemination of research completed with the support of Pre-STEP.

REAC members joining meetings from overseas may be video-conferenced into meetings.

Individual REAC members will agree to a scope of work describing their responsibilities (as per this ToR). The SoW will contain information regarding confidentiality, conflict of interest and terms of membership.

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*Term of appointment*  
From July 2011 to July 2013

*Level of effort/participation of the REAC members:*

- Prepare for quarterly meetings (one day)
- Meet every quarter (maximum two days)

Total days per quarter = 3 days

REAC members will be paid as per Pre-STEP policy. REAC members' travel and accommodation for REAC related activities (including field visits) will be paid for by Pre-STEP.

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## Annex 5(d): REAC Members – Scope of work



### Scope of Work for members of the Research Evaluation & Advisory Committee

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The Higher Education Commission, Provincial Departments of Education, and Universities in Pakistan are collaborating with the USAID supported Pre-Service Teacher Education in Pakistan (Pre-STEP) Program to award funds to university research teams to conduct research that contributes to knowledge, understanding and informed decision-making of pre-service teacher education in Pakistan. Within this context, HEC and Pre-STEP have jointly proposed the establishment of a Research Evaluation and Advisory Committee (REAC).

REAC members will carry out the following tasks:

1. Serve as REAC members for the full term of appointment. If a member unable to complete his or her term of appointment, he or she will notify the Chair/General Secretary immediately. Should a member not meet his or her obligations as agreed upon herewith, the Chair/General Secretary may request that member's discharge from REAC.
2. Participate in REAC quarterly meetings. The purpose of the quarterly meetings will be either to review and recommend submitted proposals or to review final research reports and advise regarding dissemination of findings. These meetings will be called by the Chair/General Secretary of REAC when needed. If a member cannot attend a meeting, he or she will inform the Chair/General Secretary as soon as possible.
3. Participate in REAC proposal review meetings by 1) reading proposals using guidelines provided, 2) discussing each proposal with other REAC members to determine strengths and weaknesses of each proposal, and 3) evaluating proposals using instruments provided and previously agreed upon.
4. Provide structured feedback on each section of the proposal to applicants as to how to improve their proposals if required.
5. Recommend proposals for grant award through Pre-STEP or recommend minor or major revisions and future resubmission.
6. Identify potential research mentors in Pakistan to support research teams. Members will propose such mentors to REAC for approval prior to introducing them to the research teams. Members will review guidelines for the role of mentors.
7. Participate in REAC quarterly meetings in which final research reports are reviewed and discussed. Members will make suggestions as to how reports might be revised for stronger impact.
8. Refer research teams to national and international research, journal articles, reports, training opportunities, and other resources that may assist them with their research.
9. REAC members will facilitate broad dissemination of research results by using their organizations/institutions and professional links and contacts to connect the research teams to opportunities for publishing and/or presenting their research in newsletters, bulletins, conferences, etc..
10. REAC members agree to protect the confidentiality of applicants, their research topics and their proposals until the research studies have been completed.
11. REAC members may be from universities receiving funding from Pre-STEP for research but to avoid a conflict of interest, they should not be a member of the research team. During

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## REAC GUIDELINES FOR REVIEW HEC - Pre-STEP Research Grants

### Background

The USAID funded Pre-Service Teacher Education Program (Pre-STEP) is a five-year program which is supporting Pakistan to improve the quality of basic education through better-prepared teachers. Pre-STEP directly impacts new and practicing teachers by helping them gain revised and upgraded teaching qualifications through the newly introduced four-year Bachelor's Degree in Education (B.Ed.) and a two-year Associate Degree in Education (ADE). Pre-STEP's strategy entails working closely with the Higher Education Commission (HEC), Provincial Departments of Education and teacher training institutes across the country. Linked to achieving program objectives, Pre-STEP with HEC is offering grants to help conduct research that has potential to provide insights into the theory and practice of pre-service teacher education in Pakistan, and in particular, the implementation of the new ADE and B.Ed. (Hons.) degrees.

### REAC Reviewer Role

REAC members have agreed to review submitted proposals in terms of content and feasibility. Proposal review will occur one time per quarter and may include review of approximately three proposals each quarter. In some quarters there may be fewer proposals to review, and in some quarter more proposals to review. The following provides a step-by-step guide to the review process.

### REAC Reviewer Materials

The following materials will be sent to REAC members.

- 1- Proposals which have been submitted in the format requested by Pre-STEP and REAC. Each proposal contains five parts:
  - a. Application Form
  - b. Research Project Summary
  - c. Proposal Narrative
  - d. Budget
  - e. Timetable
- 2- Assessment Sheet (one per proposal)

If you believe that any materials are missing from the packet that has been sent to you, please contact Mr. Syed Naem Ahmed at [naahmed@prestep.org](mailto:naahmed@prestep.org).

### Instructions to REAC Reviewers

#### Step 1 – Before the quarterly meeting – Review and assess proposals

Approximately one week prior to the REAC meeting, you will receive a packet containing the above-listed REAC Reviewer Materials. Using those materials you are asked to review and assess each application.

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Please record your notes on the Assessment Sheet. It is important that you read each proposal and note your impressions prior to the meeting, in order to make the meeting time productive. If you are not able to complete the entire Assessment Sheet, please do as much as you can.

Primary factors to consider:

- ✓ The proposal must pertain specifically to pre-service teacher education.
- ✓ Proposals that connect to policy implications are encouraged.
- ✓ Proposals should have a very clear focus and small enough scope to be feasible within the (approx.) one-year time frame.

**Step 2 – During the quarterly meeting – Assess and make suggestions for improvements of proposals**

1. You should bring to the meeting the proposals and completed assessment sheets for each proposal.
2. Please inform the REAC General Secretary of any conflict of interest with any of the proposals. In such cases, you may sit in the discussions but refrain from participation.
3. Discussions will center not on approving or disapproving proposals for funding, nor on accepting or rejecting proposals. Rather, REAC members should determine if the proposal is a) acceptable as is (i.e., researchers may immediately begin the data collection process), 2) in need of minor revisions before data collection can begin, or 3) in need of major revisions before data collection can begin. Minor revisions will include such errors as typing errors, small additions of clarifications at one or two points, or a small modification to in methods or data collection procedures. Major revisions include changes to research questions, substantial additions to particular sections, or a significant change in methodology or instruments.
4. In the cases in which minor or major revisions are needed, REAC members are asked to provide specific suggestions as to where the revisions are needed and the nature of such revisions. The more precise and concrete the suggestions are, the more able Pre-STEP staff and the research mentors will be to assist the research teams with appropriate revisions. A lively debate and deliberation among REAC members about the substance, potential, and future of research methodology in this area of pre-service teacher education (via the proposals) is encouraged.
5. The discussion of proposals will be commenced and facilitated by the REAC General Secretary with the support of Pre-STEP staff members. Pre-STEP staff members will take notes during the meeting. Assessment Sheets will be collected at the conclusion of all discussion. If members prefer to hand in assessment sheets after further review, they must do so within four calendar days of the meeting.
6. Other business may be prompted by discussions or other events and may begin after discussion of proposals has concluded.
7. The meeting will be subject to closure by the General Secretary, after all discussion has been exhausted.

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## HEC-Pre-STEP Research Grants CALL FOR PROPOSALS (DRAFT SEPTEMBER 30)

### INTRODUCTION

The USAID funded Pre-Service Teacher Education Program (Pre-STEP) is a five-year program which is supporting Pakistan to improve the quality of basic education through better-prepared teachers. Pre-STEP directly impacts new and practicing teachers by helping them gain revised and upgraded teaching qualifications through the newly introduced four-year Bachelor's Degree in Education (B.Ed.) and a two-year Associate Degree in Education (ADE). Pre-STEP's strategy entails working closely with the Higher Education Commission (HEC), Provincial Departments of Education and teacher training institutes across the country. Linked to achieving program objectives, Pre-STEP with HEC is offering grants to help conduct research that has potential to provide insights into the theory and practice of pre-service teacher education in Pakistan.

### BACKGROUND & RESEARCH THEMES

Around the world, significant long-term questions are being raised about the need for school systems to become much more competitive in recruiting skilled and motivated people as teachers, and how to improve the effectiveness of teachers' work. Education policy makers and teachers alike are concerned with the interrelated issues of teacher recruitment, preparation and retention.<sup>1</sup>

In Pakistan, where UNESCO projections<sup>2</sup> estimate that more than 200,000 extra teachers are required to achieve universal primary education by 2015, some of these questions and concerns are reflected in the National Education Policy 2009. The policy states that: "Reform is required in all areas: pre-service training and standardization of qualifications; professional development; teacher remuneration, career progression and status; and governance and management."

The HEC-Pre-STEP research initiative is inviting proposals that engage with the following themes:

- Teacher Preparation
- Recruitment into Teaching

<sup>1</sup> Attracting, Developing and Retaining Effective Teachers - Final Report: Teachers Matter at [http://www.oecd.org/document/52/0,3746,en\\_2649\\_39263231\\_34991988\\_1\\_1\\_1\\_1,00.html#PR](http://www.oecd.org/document/52/0,3746,en_2649_39263231_34991988_1_1_1_1,00.html#PR)

<sup>2</sup> The Global Demand for Primary School Teachers – Update 2011  
<http://www.uis.unesco.org/Education/Documents/IS6-2011-Teachers-ENS.pdf>



Applicants are encouraged to submit proposals that consider the implementation of the ADE/B.Ed (Hons) curriculum, the outcomes of professional development with teacher educators, conceptions and practices of assessment in pre-service teacher education programs, and the implementation of the practicum.

Proposals that consider issues and experiences related to the introduction of B.Ed (Hons.) and ADE programs, and change management in pre-service teacher education at institutional and provincial levels may also be submitted.

Related to the theme of teacher recruitment, proposals are invited that consider questions such as: who joins which pre-service teacher education programs where, and why, what career paths do graduates from teacher education programs follow, and how selective is admission into pre-service teacher education programs?

#### **ADVICE TO APPLICANTS**

- Proposals in which the applicants address implications for policy are especially encouraged.
- You may propose to use any research methodology. Note that submissions related to Case Studies are also accepted, as well as Action Research.
- You are encouraged to submit research proposals that are comparative in nature.
- If appropriate to your research topic, you are encouraged to collaborate with other institutions to design and implement your research.
- Aim to include experienced researchers alongside less experienced researchers, including graduate students, in the research team.
- Applicants are encouraged to submit proposals for research projects that can be completed in a period of between nine and twelve months.
- Applicants should be willing to collaborate with Pre-STEP research team, mentors and national and international advisors to refine or improve their proposal and throughout the proposal refinement, data collection, analysis and reporting phases.

#### **ELIGIBILITY**

University faculty members in the field of education from institutions offering the four year B.Ed.(Hons.) degree and/or ADE are eligible to apply.

#### **APPLICATION DEADLINE**

There is a rolling application process. You may submit your proposal for consideration any time until October 31, 2012. Keep in mind that all research projects and resulting reports must be



completed by June 30, 2013. After submitting proposal for review by REAC, applicants will be advised of the date of the next REAC meeting. Applicants will be notified about the progress of their application within two weeks of the REAC meeting.

#### **REVIEW PROCESS**

A HEC-led Research Evaluation and Advisory Committee (REAC) has been formed for the purpose of providing guidance to the Research Grants Program proposal selection process. REAC comprises university faculty members, representatives of the Higher Education Commission, and other education stakeholders in Pakistan and abroad. Each proposal will be blinded and sent to the members of REAC who will review them, discuss them, and provide feedback to applicants in the form of suggestions for improvement. The Pre-STEP research team will follow up with applicants to assist in making revisions or adjustments as necessary.

#### **RESEARCH MENTORS**

The Higher Education Commission and Pre-STEP are committed to providing ongoing support and to building a research network in Pakistan in the area of pre-service teacher education. Therefore, research teams may be assigned an experienced research mentor who will be available to guide and support them in carrying out the research, completing the study and disseminating the results.

#### **PREPARING YOUR APPLICATION**

Applicants should complete the following **five parts** of the application.

**1. Application Cover Sheet**

Please complete the attached cover sheet.

**2. Research Project Summary** (maximum 150 words)

Provide a summary of the purpose of your research project, what your project will achieve and how. Highlight the potential insights it may provide about pre-service teacher education in Pakistan.

**3. Proposal Narrative** (maximum 1200 words, not including references or appendices)

The proposal narrative should include the following sections. Please use the headings below in your application. Keep in mind that the proposal will be read by "informed generalists" who might not have expertise in your particular area of interest. The narrative should be limited to 1200 words, in up to five pages of printed text using Arial 10 point font (or equivalent) and one-inch margins in MS Word format. You may attach appendices as needed to support your proposal narrative. Approximate word counts are provided for each section below.

3



**Background and purpose of the study** (250 words)

This section should include a clear description of the research project, including the purpose and significance of the study. Explain how you came to choose this topic of study. Describe the question to be investigated along with a convincing argument as to why it is a question worthy of investigation. Use existing research, studies, or publications to support your argument. This section should also contain an explanation of how pre-service teacher education would benefit from the results of your study, who will be most interested in your study and why, and, if relevant, how it will inform policy.

**Research Question(s)** (100 words)

Clearly state the research question(s) for your proposed study. You may have one question, several questions, or an overall question(s) with sub-questions. Consider the one-year timeframe as well as feasibility when determining the scope of your research questions.

**Literature Review** (250 words)

Include a concise summary of the existing literature on your topic. The literature can include theoretical and/or empirical studies and they should all directly relate to your topic of study. Your synthesis should clearly highlight the existing gaps in the literature and what new information you will add to the knowledge base.

**Methodology** (450-600 words)

In this section:

*Describe the methodology you have chosen and why.* In addition to describing the methodology you will use, make sure that this section includes an explanation of why you have chosen to use this methodology and how it is appropriate to your research.

*Nature of data and data sources.* Explain the nature of the data you will collect and data sources. Explain how you will recruit/invite participants for your study. If appropriate, describe the type of sample you will use (for example, random, systematic) and your rationale for using that sampling technique. State the anticipated sample size and characteristics and why you expect this sample to best meet the needs of your study.

*Data collection instruments.* Describe each data collection instrument (e.g. reflective journal, interview guide, observation schedule, survey, etc.) and provide a rationale for its use. If these are already developed, attach them to your proposal. Also explain which sample participants will complete each instrument. Include procedures for pilot testing research instruments if necessary.

*Data collection procedures.* Explain step-by-step your procedures for collecting the data including obtaining permission to collect the data. If you plan to use additional data



collectors, explain how they will be trained. Describe and justify the time period(s) and frequency of data collection.

*Data analysis.* Briefly describe your anticipated methods of data organization and analysis.

*Ethical considerations.* Describe how you will protect participants (for example, teaching faculty, student teachers, government officials) from harm. For example, how will you avoid coercion to participate, how will you keep responses anonymous, and how will you safeguard raw data? If you plan to use a consent form, attach the English and Urdu version to your proposal.

**Dissemination of Results (150 words)**

Describe in this section how you plan to disseminate the results of your study to, for example, stakeholders, study participants, the wider research community, and provincial and/or national policymakers. Include any plans to publish your findings in journals or other media or present them at conferences or seminars.

**Institution and Personnel (100 words)**

Please describe the institutional capacity available to support this research. What human, structural, technological, and/or financial resources will your institution provide? Explain which personnel you intend to include in carrying out your study and what role each will fill. Especially important will be specification of the roles of the primary researcher and any research assistants. (You may provide the personnel information in the form of a detailed list or chart.)

**4. Budget**

Proposals should include a budget that provides adequate funds to carry out the research and writing. Please see the attached sample Research Proposal Budget Worksheet. Qualifying categories of expenses as determined in accordance with USAID disbursement and procurement policy, practice and procedure under a grant include: staff, consultants, training, data collection, knowledge generation and dissemination, and limited support for overhead, travel, and computing infrastructure (no more than 10 percent of the total grant amount shall be allocable to equipment, communications, computing infrastructure or software). Budgets that include in-kind contributions from the partner university will be favorably considered.

**5. Timeline for conducting research**

Provide a detailed schedule showing your anticipated start date, permission and recruitment period, data collection points, and any other relevant milestones (for example, analysis and

5





write up) until the completion of your study. Include persons responsible for each task. See Research Implementation Worksheet attached.

**INSTRUCTIONS FOR SUBMISSION**

Submit your grant application via email to: [research@prestep.org](mailto:research@prestep.org) with a cc to [nahmed@prestep.org](mailto:nahmed@prestep.org)

Write 'Proposal for REAC review' in the subject line.

You should also send a hard copy of your grant application with supporting documents to:  
HEC- Pre-STEP Research Initiative  
P.O. Box #513, Islamabad

**Checklist for completed application**

Application	Completed (X)
Cover Sheet	
Introduction	
Proposal Narrative	
Budget Worksheet	
Timeline	

*Annex 6(a): List of partner colleges & universities – 1<sup>st</sup> Cohort*

**1st cohort institutions**

<b>Cohort 1 colleges</b>	<b>Start date for ADE</b>	<b>1st cohort universities</b>	<b>Start date for B.Ed.</b>
DG Khan W	September 2010	BZU	2012
Faisalabad M	September 2010	Punjab	September 2010
Kasur M	September 2011		
Talagang W	Not decided		
Hussainabad W	October 2010	Karachi	2012 January
Hyderabad W	October 2010	Sindh	January 2011
Mithi M	January 2012		
Sukur M	January 2012		
Abbotabad W	September 2010	Hazara	September 2010
Charsadda W	October 2011		
Peshawar M	September 2010	Peshawar	September 2010
Haripur M	October 2011		
Quetta M	March 2012	Balochistan	March 2011
Pishin F	March 2011		
Sibi W	March 2012		
Panjgoor W/M	March 2011		
Gilgit M	September 2010	Karakorum	September 2010
Gilgit W	September 2010		
Muzaffarabad W	September 2011		

*Annex 6(b): List of partner colleges & universities – 2<sup>nd</sup> Cohort*  
**2nd cohort institutions**

Cohort 2 colleges	Start date for ADE	2nd cohort universities	Start date for B.Ed.
Bahawalpur W	September 2011	FJWU	October 2011
Lalamusa M	September 2011	UoE	October 2012
Sarghoda M	September 2011		
Larkana M	January 2012		
Dadu M			
Hyderabad M			
Mirpurkhas M			
Qasimabad, Karachi			
Lyari, Karachi			
Khairpur M			
Mithi M			
Sukkur M			
Peshawar (W)		October 2011	Gomal
Dargai (W)			
*Kohat (W)			
Kohat (M)			
DI Khan (W)			
DI Khan (M)			
*Chitral (M/W)			
Mardan (M)			
Mansehra (W)			
*Lower Dir (M)			
GCE Quetta M/W	March 2012	SBKU	October 2011
Uthal (M)			
Lorelai (M)			
Quetta (W)			
Quetta (M)			
Skardu (W)	January 2011		
Rawalakot (W)	September 2011	AJK	September 2011
Rawalakot (M)			
Muzaffarabad (M)			
Mirpur (W)			
Mirpur (M)			



**Reaching tomorrow's teachers....today!**

Earn a modern teaching degree through  
HEC-approved Programs  
Associate Degree in  
Education (ADE) – 2 years  
Bachelor of Education  
(B.Ed. Hons) – 4 years

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Reaching tomorrow's teachers....today!



**Nation-wide roll-out of HEC-approved  
New Degree Programs for Pakistan's teachers**

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# اُستاد ہی لکھتے ہیں نئی صبح کی تحریر



ایچ ای سی سے منظور شدہ نئے ڈگری پروگرام کو پاکستان کے اساتذہ کیلئے،  
ملکی سطح پر شروع کر دیا گیا ہے۔

ایسوسی ایٹ ڈگری ان ایجوکیشن (اے ڈی ای) - دو سالہ





پیپلر آف ایجوکیشن (بی ایڈ۔ آنرز) - چار سالہ

مزید معلومات کیلئے ہماری ویب سائٹ ملاحظہ کیجئے۔ <http://newdegrees.prestep.org>



یہ پیغام امریکی ادارہ برائے عالمی ترقی کے پروجیکٹ، پری سروس نیچرز ایجوکیشن پروگرام پاکستان کے ذریعے پیش کیا گیا ہے۔

Annex 7(a): Screenshot of admissions portal

## New Degrees: Pre-STEP Pakistan

[About](#) [Institutions Offering the ADE/B.Ed Degree Program](#) [Scholarships](#) [Campaign Materials](#) [FAQs](#) [Contact Us](#)

### Introduction

In keeping with the National Education Policy, Pre-STEP is supporting the Government of Pakistan, provincial Departments of Education and the Higher Education Commission (HEC) in implementing the B. Ed. (Hons.) Elementary to replace the Diploma, CT and PTC teaching credentials. In the short term, the initial two years (in Punjab the first three years) of the B. Ed. (Hons.) Elementary, will comprise a teaching degree for elementary school teachers called the Associate Degree in Education (ADE).

The new degree is designed to be offered in eight semesters (four semesters for the ADE). This will be a significant change from the annual system followed by colleges and RITEs, and the hybrid annual/semester system followed by some universities.

The new degrees encourage a change in approaches to teaching and learning, away from an over reliance on a teacher-centered lecture method to learner centered, active learning approaches that encourage the development of skills and dispositions for teaching, in addition to knowledge required for teaching. This change also involves a change in the way prospective teachers are assessed. In the new degree, work completed during a course will count towards a final grade at the end of a semester.

Pakistan has a set of 10 national professional standards for teachers. The new degree is designed to help prospective teachers achieve the highest quality of teaching as described by these standards.

*Last updated on: August 19, 2011*