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USAID's Teacher Education Project (Pre-STEP)

Quarterly Report: October 1st - December 31st, 2011

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Acronyms

ADE	Associate Degree in Education
AJK	Azad Jammu and Kashmir
AIOU	Allama Iqbal Open University
AKU-IED	Agha Khan University – Institute for Educational Development
B.Ed.	Bachelors in Education
BISE	Board of Intermediate & Secondary Education
BLM	Blended Learning Module
BoC	Bureau of Curriculum
BOCEC	Bureau of Curriculum and Extension Centre
CDM	Camp Dresser and McKee Inc.
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
FATA	Federally Administered Tribal Areas
FJWU	Fatima Jinnah Women University
GB	Gilgit-Baltistan
GCET	Government College for Elementary Teachers
GECE	Government Elementary College for Education
HEC	Higher Education Commission
HIPE	High-level Interactive Projections in Education
HU	Hazara University
ICT	Information Communication Technology
IER	Institute of Education and Research
KIU	Karakorum International University
KPK	Khyber Pakhtunkhwa
LoA	Letter of Agreement
LoP	Life of Project Work Plan
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	USAID's Teacher Education Project (Pre-STEP)
PPR	Performance Plan Report
PSC	Provincial Steering Committee
PTC	Primary Teaching Certificate
PU	Punjab University
RFP	Request for Proposal
SALU	Shah Abdul Latif University
SBKW	Sardar Bahadur Khan Women University
SST	Secondary School Teacher
STTP	Short-Term Training Program
UAJK	University of Azad Jammu and Kashmir
UE	University of Education, Lahore
TC-CU	Teachers College – Columbia University

Executive Summary

After having spent a significant part of the previous quarter on re-engaging partners and providing them with technical assistance to augment and expand teacher education initiatives, USAID's Teacher Education Project (Pre-STEP) undertook a number of important activities during the first quarter (October – December 2011) of FY 11-12, with a focus on implementation of capacity development and training activities. During this time, Pre-STEP staff worked closely with the Higher Education Commission (HEC), provincial education departments, partner universities and colleges to effectively implement activities related to the expansion and implementation of ADE and B.Ed. (Hons.) Programs. After having received an interim approval from USAID on the Life of Project (LoP) and FY 2012 Work Plan, Pre-STEP put together plans on convening a national consultative interchange early next quarter to bring all stakeholders together to provide feedback on the Life of Project and FY 2012 work plan. The following section briefly summarizes key activities and achievements of the project:

Provincial Strategic Planning

Staff from Pre-STEP and Teachers College, Columbia University worked closely with the provincial teacher education taskforces to assist them to prepare and finalize their strategic plans titled 'Teacher Education Strategy 2018.' A total of twenty workshops were organized during the quarter, which were attended by taskforce members from all regions of the country. After having successfully carrying out strategic planning activities in Azad Jammu and Kashmir, Balochistan, Gilgit-Baltistan, Khyber Pakhtunkhwa, Punjab and Sindh, the project plans to start the process in Federally Administered Tribal Areas (FATA) of Pakistan in Quarter 2 of FY 2012.

University Strategic Planning

During the reporting period, Pre-STEP organized seven strategic planning workshops, which were attended by 45 taskforce members from five universities. After having provided continuous technical assistance on strategic planning, Pre-STEP was successful in facilitating the completion of the strategic plan of the Department of Education at Sardar Bahadur Khan Women University in Balochistan. This was the first strategic plan to be completed of Pre-STEP's fifteen partner universities.

Revision of Recruitment Rules for Elementary Teachers

A major achievement for Pre-STEP during this quarter was the Higher Education Commission's decision to institutionalize the four-year, 136 credit hour B.S. (Education)/B.Ed. (Hons.) degree for the direct recruitment of teachers into Basic Pay Scale 17 of Government of Pakistan. This decision will be beneficial to not only facilitate recruitment of teachers, but will also make the new education degree programs more attractive to candidates interested in choosing teaching as a career. Also during this quarter, Pre-STEP was instrumental in assisting the Provincial Government of Gilgit-Baltistan in amending its recruitment policy and rules for teachers. As a result ADE graduates will be moved from grade 9 to grade 14 on the Basic Pay Scale.

Course Development

Pre-STEP in collaboration with curriculum advisors from EDC's Learning and Teaching Division and Teachers College, Columbia University, organized four course design

workshops during the period to prepare drafts of syllabi and course guides for ADE and B.Ed. (Hons.) degree programs. Ninety-seven participants attended these workshops. As a result of these activities, faculty members from Pre-STEP's partner colleges and universities were able to develop course syllabi, personalized teaching guides and support materials to teach these courses.

Professional Development Activities

Pre-STEP's professional development activities with college and university instructors this quarter included organizing capacity building workshops for ADE Foundation Modules (1 and 2), Practicum Modules, Semester System Orientations and content-specific Professional Development Institutes.

Practicum

To help strengthen linkages between practicum schools and colleges and to promote the implementation of the practicum, Pre-STEP organized ten practicum workshops on Modules 1 and 2 for college faculty and school teachers. Also during this quarter, the respective apex bodies issued notifications for ten additional colleges in Azad Jammu and Kashmir (AJK) and Balochistan for instituting practicum. This decision brings the total number of Pre-STEP partner colleges with officially notified practicum schools to 40, out of a total of 75.

Research

The Research, Evaluation and Advisory Committee (REAC) approved three research proposals submitted by universities for funding through USAID's Teacher Education Project (Pre-STEP). In order to facilitate research teams with proposal writing, Pre-STEP organized three proposal-writing workshops. Nine research teams consisting of twenty-seven participants attended these three-day workshops.

USAID Merit And Needs Based Scholarships

In order to attract strong teacher candidates into the recently introduced ADE and B.Ed. (Hons.) Programs, USAID through Pre-STEP, awarded 253 merit/needs based scholarships to students from four universities and six colleges in Gilgit-Baltistan, Khyber Pakhtunkhwa and Balochistan. These scholarships were awarded at ceremonies organized in the respective provincial capitals.

Sustainability of Project Initiatives

Stakeholders of USAID's Teacher Education Project (Pre-STEP) undertook several policy decisions during this quarter to sustain and expand teacher education initiatives beyond the life of the project. The Higher Education Commission's decision to recommend that graduates of B.S. Education and B.Ed. (Hons.) be hired directly in basic pay scale 17 will promote sustainability of the new pre-service teacher education program. Similarly, the Government of Balochistan announced its decision to hire 200 teachers who have graduated with the ADE degree. The Education Department of Gilgit-Baltistan has revised their service rules for teachers during this quarter, which will enable teachers to be hired at higher pay scales. These steps will not only facilitate recruitment of teachers but will also make the new education degree programs more attractive to candidates interested in choosing teaching as a career.

Pre-STEP at a Glance

USAID's Teacher Education Project (Pre-STEP) is a 30-month initiative, funded by the Government of the United States of America through the United States Agency for International Development (USAID). The project is being implemented by the Education Development Center (EDC) in partnership with Teachers College, Columbia University to support Government of 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 basic education sector, Pre-STEP is working towards institutionalizing reforms to improve the quality of 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 institutional structures and directly supports 15 Pakistani universities and 75 Government Colleges for Elementary Teachers 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 structures 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 three key objectives 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. Defining the minimum requirements for professional development
- v. Getting amended recruitment and service rules of teachers approved
- vi. 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. Providing material support to faculties of education at selected partner universities, colleges of teacher education and provincial apex bodies for teacher education
- ii. Continue providing Ph.D. training for the eight faculty of the selected partner universities completing their doctoral programs in the United States through the life of the project
- iii. Developing capacity of teaching faculty to develop and refine curricula, detailed syllabi and course guides for courses included in the HEC scheme of studies for the two year ADE and four year B.Ed. Programs
- iv. Offering and evaluating the new Bachelor of Education (B.Ed.) curriculum and providing technical assistance to increasing the number of colleges and universities to improve delivery of their programs
- v. 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:

<u>USAID Strategic Objective 3</u>
Increased knowledge, training and infrastructure to improve the quality of education for females and males throughout Pakistan
<i>IR 3.1: Strengthened education sector policy making and planning</i>
<u>Indicator</u>
<ul style="list-style-type: none"> • # Laws, policies, regulations or guidelines developed or modified to improve equitable access to or the quality of education services
<i>IR 3.2: Improved capacity of teachers and education administrators</i>
<u>Indicators</u>
<ul style="list-style-type: none"> • # Teachers/ educators trained with USG support • # Administrators and officials trained • # Textbooks + other teaching + learning materials provided with USG assistance
<i>IR/3.3: Operational Plan</i>
<u>Indicators</u>
<ul style="list-style-type: none"> • # 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
<i>*IR 3.4: Improved access to and delivery of education services</i>

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 measurable learning outcomes of primary and middle level students.

Activities & Achievements

This section of the report presents key achievements and activities of USAID's Teacher Education Project (Pre-STEP) in accordance with the FY 2011-12 work plan. These activities and achievements appear below and fall under the following three core objectives of the project:

1. Improved systems and policies that support teachers, teacher educators and educational managers
2. Support Higher Education Commission (HEC) and Ministry of Education 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: Improve systems and policies that support teachers, teacher educators and educational managers

In this quarter, Pre-STEP further augmented its efforts towards focused activities for the development and finalization of provincial and university-specific strategic plans as scheduled in its FY 2012 work plan.

Staff from Teachers College, Columbia University (TC-CU) worked assiduously with the provincial teacher education taskforces to assist them prepare and finalize their strategic plans. Pre-STEP had additional support from a doctoral student at Teachers College during the quarter to work closely with teams from Azad Jammu and Kashmir (AJK) and Khyber Pakhtunkhwa (KPK) to help revise and finalize their draft strategic planning documents. As the project proceeds to the next quarter, additional technical assistance such as this will be provided to complete the remaining provincial strategic plans.

Strategic planning activities at universities (please refer to Table 2) also continued through participatory and consultative workshops involving university teacher education taskforce members including deans, education department directors, registrars and faculty members from education and other academic departments. On October 10, 2011, a joint strategic planning workshop was initiated with Fatima Jinnah Women University (FJWU) and Hazara University (HU) to make efficient use of the consultants' limited time in the country. Joint workshops proved to be an effective strategy for working with the university task forces as each institution benefitted by learning from the other's experiences and approaches to common challenges. Pre-STEP plans to balance one-on-one strategic planning review visits along with joint workshops to provide for both context-based and peer-learning opportunities for the university task force members.

Result 1.1: Provincial institutional frameworks for teacher development completed

Activity 1.1.1: Guide provincial strategic planning

In order to further streamline the strategic planning process at the provincial level, the Pre-STEP technical team along with a senior advisor from TC-CU, planned and conducted an orientation meeting for Pre-STEP's Provincial Directors and newly hired local consultants to deliberate upon the strategic planning process.

Pre-STEP began this quarter with a two-day joint meeting of provincial task force members in Lahore. Task Force members from AJK, KPK, Balochistan, Punjab, Sindh and Gilgit-Baltistan participated in the meeting, which was aimed at improving their understanding of the strategic planning process. The task force members updated their work plans for developing the *Teacher Education Strategy 2018*. The agenda and list of participants is provided in Annex 1. This joint meeting was organized to efficiently utilize the time of the lead international consultant to develop in consultation with all the provincial task force leaders, a structure of the strategic plans leading to Teacher Education Strategy 2018 and to give them an opportunity to share their key priorities and strategies to implement them that they would like to include in their strategic plans. Pre-STEP provided technical assistance through Pakistani consultants to the education departments of Azad Jammu and Kashmir, Gilgit-Baltistan, Khyber Pakhtunkhwa, Balochistan and Sindh. A total of 20 workshops were organized during the quarter, which were attended by task force members (details attached as Annex 1).

The following are the overall province-specific Teacher Education Strategy 2018 updates and key activities for the quarter:

Table 1: Provincial updates on development of Teacher Education Strategy 2018

Province/Area	Update
Azad Jammu and Kashmir (AJK)	<ul style="list-style-type: none"> • The Provincial Task Force with assistance from Pre-STEP developed the first draft of the <i>Teacher Education Strategy 2018</i>. TC-CU Advisors led the process which included a series of consultations with the task force as well as focus group discussions with teachers, students and education managers from Muzaffarabad, Rawlakot and Mirpur. • The draft <i>Teacher Education Strategy 2018</i> was shared with a larger group of 35 stakeholders during a consultative workshop held on 27-28 Dec 2011 in Muzaffarabad. Participants reviewed the draft strategy and provided their feedback and comments, which were incorporated before its formal approval by the Secretary of Education. • The draft <i>Teacher Education Strategy 2018</i> was also shared with Provincial Steering Committee (PSC) in a meeting held on 29 Dec 2011 in Muzaffarabad and was approved by the Education Secretary of AJK (attached as Annex 2). • The printing and launching of AJK's strategy is scheduled for the next quarter with assistance of Pre-STEP
Gilgit-Baltistan	<ul style="list-style-type: none"> • The Provincial Task Force on Strategic Planning through technical assistance from Pre-STEP developed the first two chapters of their strategy. Subsequently, a series of consultations with stakeholders were conducted, which included focused group discussions with teachers, head teachers, teacher educators, students and education managers. These events were held in Gilgit, Skardu and Gahkuch respectively.

	<ul style="list-style-type: none"> The first draft of <i>Teacher Education Strategy 2018</i> for Gilgit-Baltistan was prepared during the reporting period and will be reviewed and finalized during the next quarter.
Khyber Pakhtunkhwa	<ul style="list-style-type: none"> Pre-STEP assisted the Provincial Task Force and developed the situation analysis report (first two chapters of strategy). A series of consultations with stakeholders were held in Abbottabad and Peshawar, including focus group discussions with teachers, teacher educators, and students currently enrolled in the new pre-service teacher education programs and education managers. Pre-STEP consultants shared the draft situation analysis report with senior government officials during a meeting of the Task Force held on 26 Dec 2011. The first draft of <i>Teacher Education Strategy 2018</i> for Khyber Pakhtunkhwa will be prepared and finalized during the next quarter.
Balochistan	<ul style="list-style-type: none"> The Provincial Task Force began developing the situation analysis report and consulted key stakeholders including teachers, head teachers, teacher educators, students and education managers through focused group discussions and consultative meetings. The <i>Teacher Education Strategy 2018</i> for Balochistan will be finalized during the next quarter.
Sindh	<ul style="list-style-type: none"> Pre-STEP consultant and technical staff held preliminary discussions with Task Force members from Sindh and planned for the development of the <i>Teacher Education Strategy 2018</i> during the next quarter.
Punjab	<ul style="list-style-type: none"> Directorate of Staff Development (DSD) has already notified a working group for developing teacher education strategy however, the process of strategic planning is not formally launched as a clear decision is pending on USAID funded projects by Punjab Government

Activity 1.1.2: Support the design and implementation of university strategic plans and college improvement plans (CIP)

During this quarter, Pre-STEP was successful in getting the strategic plan of the Department of Education at Sardar Bahadur Khan Women University completed, making it the first of Pre-STEPs 15 partner universities to do so. Such has been the success and impact of the development of this plan within the university that other departments are now following suit and have begun developing their own department-specific strategic plans. Faculty members of the university who were associated with the development of the strategic plan for the Education Department have become mentors for other departments. A launching ceremony for the university strategic plan was planned for this quarter, however, due to security concerns it has now been postponed to the next quarter.

A total of seven strategic planning workshops were organized by Pre-STEP during the quarter, which were attended by 45 taskforce members from five universities. As per the life of the project work plan, strategic planning activities in Gilgit-Baltistan and Sindh will begin in the upcoming quarter. The following is a summary of workshops held with Task Force members of universities during the reporting period:



Group work during a strategic planning activity at Sardar Bahadur Khan Women University in Balochistan

Table 2: Summary of university strategic planning workshops

Strategic Planning Workshops					
Province/Area	University	No. of Workshops	No. of participants		
			Male	Female	Total
Azad Jammu and Kashmir (AJK)	University of AJK	No activity was planned for this quarter in AJK			
Balochistan	SBK Women University	A launching ceremony was planned during this quarter, however due to prevailing security situation, it has now been postponed to the next quarter			
Gilgit-Baltistan (GB)	As per LoP, strategic planning activities will begin from the next quarter				
Khyber Pakhtunkhwa (KPK)	Hazara University	01	7	3	10
Punjab	Institution of Education and Research (IER), University of Punjab	02	6	5	11
	University of Education	02	6	4	10
	Fatima Jinnah Women University (FJWU)	02	1	13	14
Sindh	As per LoP, strategic planning activities will begin from next quarter				
	Total	07	20	25	45

In follow-up to earlier contacts with the university, Pre-STEP staff held meetings during the quarter with officials from Allama Iqbal Open University (AIU). University officials showed their eagerness to work with Pre-STEP and have decided to launch the B.Ed. (Hons.) program in late 2012 as well as approve the scheme of studies and will begin strategic planning early next quarter.

The following table provides an overall status of the strategic planning documents of universities:

Table 3: Overall status of university strategic planning document

Sections of Strategic Planning Document	SBKWU	UE	PU	FJWU	HU	U AJK	AIU
1. Background	✓	✓	✓	✓	✓	✓	✓
2. Institutional Analysis	✓	✓	✓	✓	✓	✓	
3. Vision and Goals	✓	✓	✓	✓	✓		
4. Strategies, Targets, Benchmarks	✓	✓	✓	✓			
5. Action Plan	✓	✓	✓	✓			
6. Budget	✓						
7. Progress Indicators and Monitoring Plan	✓						

SBKWU: Sardar Bahadur Khan Women University, Balochistan

UE: University of Education, Lahore

PU: University of the Punjab

FJWU: Fatima Jinnah Women University, Rawalpindi

HU: Hazara University, KPK

UAJK: University of Azad Jammu and Kashmir

AIU: Allama Iqbal Open University, Islamabad

In view of the goals set by the universities in their strategic plans, four universities completed reports for the conceptual design of proposed physical infrastructure development/renovation. This was achieved through a participatory planning process initiated by Pre-STEP. The universities that completed their reports include University of the Punjab, Fatima Jinnah Women University, University of Education and Hazara University.

Pre-STEP developed a strong working relationship with CDM Constructors Inc., the contractor that will be implementing the infrastructure projects at selected Pre-STEP partner universities. Both teams jointly visited several university campuses to confirm building sites and special requirements. These visits were also aimed at meeting and working closely with university officials and to brief them about construction details. This regular interaction has allowed for differences to be ironed out when they arise, clarifications to be made of the path forward and an organized, unified process in working alongside our partner universities.

Pre-STEP has hired an Infrastructure Improvement Manager who will begin work on 1st January 2012. This person will serve as the liaison between Pre-STEP, partner universities and CDM as well as coordinate with the same through all phases of construction, operations and activities to ensure that they conform to the requirements

laid out in the university strategic plans and support appropriate teaching learning environments needed to implement the new B.Ed. (Hons) degree program.

Activity 1.1.3: Assist colleges, universities and provincial governments to improve the process and outcomes of affiliation

Pre-STEP held a series of meetings with officials from the Higher Education Commission (HEC) during this quarter in order to facilitate the improvement of the process and outcomes of affiliation. The issue of collaborative affiliation between colleges and universities is a shared concern. Agreement was reached with HEC to appoint a staff member to work with Pre-STEP on affiliation activities.

Result 1.2: New national teacher HR policy designed

Activity: 1.2.2: Revise recruitment rules and pay and grade scales for elementary teachers

A major achievement for Pre-STEP during this quarter was the Higher Education Commission's notification for institutionalizing B.S. (Education)/B.Ed. (Hons.) with grade 17 (Attached as Annex 3). The new notification will not only facilitate recruitment to the four-year, 136 credit hour degree in Education but will also make the new education degree programs more attractive to candidates interested in choosing teaching as a career. This decision will also be useful to the provinces to support changes in policy concerning the amendment of their recruiting rules.

During the period under review, Pre-STEP continued to provide support to the provincial education departments for revision and amendment of teachers' recruitment rules and grade scales. The project Provincial Directors held follow-up meetings with relevant officials from provincial education departments. In Khyber Pakhtunkhwa, Balochistan and Gilgit-Baltistan, Pre-STEP provided technical assistance through consultants who helped in updating proposals and summaries for the amendment of recruitment rules. Gilgit-Baltistan's Department of Education issued a revised recruitment policy including recruitment of ADE graduates in Basic Pay Scale 14 during this quarter. Gilgit-Baltistan's revised recruitment policy 2011 is attached as Annex 4.

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

Activity 1.3.1: Enhance capacity of education managers

During this reporting period, EDC and TC-CU staff worked on developing SOW and plans for the US short-term Study Tour focusing on strategic planning. The trip is planned to take place in April 2012. Fifteen Deans/Department of Education heads and 12 high-level officials from five provinces, FATA and Azad Jammu and Kashmir (AJK) will participate. Nominations were requested and received this quarter and in the next quarter the project will begin the process of interviewing and finalizing candidates, initiating the visa process and finalizing travel arrangements.

Objective 2: Support Higher Education Commission and Ministry of Education teacher institutes to develop/revise, evaluate and finalize standards, curricula and modules for pre-service teacher education degrees

Result 2.1: Complete curricula, courses of study and materials for the ADE and B.Ed. degree programs

Activity 2.1.1: Engage representatives of the Higher Education Commission and provincial apex institutions in developing and institutionalizing curricula and syllabi

In order to engage representatives of the Higher Education Commission (HEC) in institutionalizing curricula and syllabi of teacher education programs, Pre-STEP met with officials from HEC on December 1, 2011 (minutes attached as Annex 7). Participants from HEC included their Advisor Academics, Deputy Director of Curriculum and Director for Quality Assurance. The key purpose of the meeting was to discuss and agree upon a process of reviewing and approving the course materials being designed by university and college faculty members through technical support from by USAID's Teacher Education Project. HEC's Advisor Academics accentuated that the only document that universities are obligated to follow is the Scheme of Studies and only with approval from their Board of Studies, could they make changes amounting to approximately 20% of the total content. He agreed that HEC would review and approve the materials via the National Curriculum Review Committee (NCRC); however, they would only be approved as a resource for teaching the new education degree programs. HEC also agreed to nominate the Deputy Curriculum Director to work as a focal person for coordination between Pre-STEP and the NCRC. Furthermore, it was also decided during the meeting that Pre-STEP officials would meet with NCRC to explain the task and agree upon a process for the review of curricula. Accordingly, a meeting with the NCRC is scheduled for January 30, 2012. This is a time when the curriculum advisors from Teacher's College are expected to be in Pakistan. Pre-STEP intends to have all course materials reviewed and approved by the end of FY 2012.

Activity 2.1.2: Develop, pilot, revise and finalize materials and resources for ADE and B.Ed. (Hons.) degree programs with selected universities and colleges

A larger part of the current quarter focused on two key activities:

- Designing Semester 4 courses for Year 2 of the ADE and B.Ed. (Hons.) Programs
- Preparing for designing courses in Years 3 and 4

Four course design workshops were organized during the reporting period to prepare drafts of syllabi and course guides. These workshops were attended by a total of ninety-seven participants. Course design for the Teaching Mathematics course was incorporated into the Professional Development Institute (details under Result 2.2). During these three-day workshops, participants identified the content of the course and structured it into weeks for the entire semester. Participants also outlined the content by sessions in the course guide and draft lesson plans. The course design leaders continued work on designing and revising the course materials for the Methods of Teaching, Teaching Literacy and two science courses. The following table provides a summary of course design workshops for the reporting period:

Table 4: Summary of course design workshops

Course Title	Course design leaders	Number participants	Number universities and colleges involved
Classroom Assessment	Margaret Jo Shepherd (Teacher's College)	15	15
Teaching of Social Studies	Dr. Frances Schoonmaker (Teacher's College) and Shabnum Sohail	16	15
School Teacher and Community	Dr Frances Schoonmaker (Teacher's College) and Dr Rashida Qureshi (SZABIST)	18	18
Teaching of English	Dr Graeme Cane and Shaista Bano (Centre for English Language, Agha Khan University)	22	20
Teaching of Mathematics	Loretta Heuer, EDC	26	21

In October 2011, during the visit of two curriculum advisors from Teachers College, Columbia University, the approach to designing courses in years three and four of the B.Ed. Program was discussed and finalized. The course design and development process for years three and four is designed to provide each faculty member with professional development in both content and curriculum development. As a result of the proposed cycle of activities that will occur over the academic year prior to the course being offered, faculty members will have:

- A completed syllabus for the program
- A personalized teaching guide that includes notes, essential information and teaching ideas
- A set of reading and support materials for use in the course

As the project moves ahead, faculty members will be invited to submit syllabi, teaching guides and reading material they developed for inclusion in a manual titled, *Windows on Practice*. This manual will also be submitted to USAID and the Higher Education Commission.

While syllabi for the course and teaching guides may vary slightly in the order in which faculty members choose to present particular concepts or activities selected, they will all reflect the same key concepts and learning objectives. Pre-STEP will distribute the manual to curriculum design participants and to institutions so that faculty members who are assigned to teach the course will have a rich resource to use in preparing their own courses. A detailed description of the process is attached as Annex 5.

During this quarter, Pre-STEP's Director for Curriculum visited partner universities to discuss the process in detail and to identify the faculty members who would be involved in course design. This also included a first visit by the technical team to Shah Abdul Latif University (SALU) in Khairpur, Sindh. As a result of these visits, arrangements are in place to begin course development from January 10 2012. Pre-STEP staff also held initial meetings with Beaconhouse University and Agha Khan University Institute for Educational Development (AKU-IED) to discuss the possibility of these organizations

working with partner universities to assist them with course design. Pre-STEP expects to have an arrangement in place with these or similar organizations in the next quarter.

Result 2.2: Capacity built within selected universities and colleges of education to offer the new programs leading to the ADE and B.Ed. degrees

Activity: 2.2.1: Train, guide and support master trainers from the provincial apex institutions as they train and support university and college faculties to implement the new degree programs

Professional development activities with college and university instructors this quarter included:

- ADE Foundation Modules (1 and 2)
- Practicum Modules
- Semester Orientations
- Professional Development Institutes (science, math and assessment)

During this quarter, before any professional development activity was carried out, Master Trainers identified by each province took part in a Training of Trainers alongside Pre-STEP Professional Development Specialists. To date, Pre-STEP has worked with 28 Master Trainers (19 male and 9 female) and during the reporting period, five training trainer sessions were offered.



Faculty members participate in Pre-STEP's Semester 1 Orientation Workshop

The three Foundation Modules offered by Pre-STEP provide a basis for professional development for college faculty members implementing the ADE. They are currently being offered to the second cohort of colleges that are starting the new degree in academic year between October 2011 and March 2012. The first module looks at how people learn and cooperative learning (a common feature in the new degree). The second module looks at instructional design and the third module at assessment. Foundation Modules are offered primarily to college faculty at their institutions. Interested university faculty members are also invited to attend these modules.

One important element of professional development of university and college faculty is semester orientation. These one or two day meetings are organized at the beginning of the semester the first time it is offered at the institution and course materials are shared and discussed. Pre-STEP professional development specialists lead the training in first cohort institutes and for the second cohort colleges, faculty from the affiliating university are requested to offer the orientation alongside Pre-STEP staff. Given the variation in

semester start dates, these are a challenge to organize and universities have yet to take the lead on orientation for their affiliated colleges. The exception the quarter was Hazara University, which played an active role in orientation sessions. The following table provides a summary of Foundation Module and Semester Orientation workshops offered during the quarter:

Table 5: Summary of workshops during the reporting period

	Sindh	Balochistan	KPK	Punjab	GB	AJK
Foundation Module 1						
No. of Colleges	8	FM1 completed in Q1 Y2				
No. of Universities	0					
No. of Participants	81					
Foundation Module 2						
No. of Colleges	8	8	6	4	FM2 completed	6
No. of Universities	0	1	0	1		1
No. of Participants	85	80	60	62		51
Semester 1 Orientation						
No. of Colleges	9	6	11	Completed in Q1 Y2		
No. of Universities	0	0	1			
No. of Participants	96	46	62			
Semester 3 orientation						
No. of Colleges	Planned for Jan 2012	Planned for March 2012	2	Completed in Q1 Y2		
No. of Universities			0			
No. of Participants			19			

Also during this quarter, four Professional Development Institutes were offered on science, math and assessment. The purpose of the institutes is to bring a subject matter focus to professional development for instructors at colleges and universities teaching the ADE and B.Ed. (Hons.) Programs.

Thirty eight instructors from 30 partner institutions attended the four-day, Science Professional Development Institute hosted by AIOU in October, which was led by Dr. Bettina Dembek from EDC's Teaching and Learning Division. Although there was an enthusiastic response to this institute, it was a challenge to manage so many participants together.

Twenty-five instructors from 25 partner institutions attended the five-day Mathematics Professional Development Institute hosted by the University of Education in December 2011. Dr. Loretta Heuer from EDC's Teaching and Learning Division led the institute. Both institutes were designed around the content of the courses designed for the ADE

and B.Ed. (Hons.) and provided faculty with the opportunity to experience and reflect on the content and methods encouraged in the course syllabi and course guides. The math institute also set aside time for the design of the syllabus for the second math course in semester four. A second institute for science is planned for March 2012 and another for math in the second quarter of FY 2012. Pre-STEP's monitoring and evaluation department will be looking at how both of these (and other) courses are taught to determine whether the professional development offered has had an effect on classroom practice.

A third professional development institute was held in December, at the Institute of Education and Research (IER), University of the Punjab. The purpose of this institute was to enhance faculty skills in the area of developing and scoring essay test items, and, more importantly, to increase understanding around good assessment practices. The focus on essay questions was derived following a review of tests and exams set by universities and colleges as part of the B.Ed. (Hons.) and ADE Programs. Pre-STEP's reviews revealed how questions developed by faculty members are often vague and focused on the lower order skill of recall. The institute was very well received and faculty members left with a set of essay questions for their subjects. However, the EDC staff leading the institute, Ms. Mary Burns, observed that a considerable amount of work is still required on improving the skills of instructors on assessment. Ms. Burns also recommended having subject specific assessment workshops. The project team is considering ways to respond to the needs identified by providing additional professional development specifically on assessment over the remaining project period.

Activity 2.2.2: Design and introduce a series of blended learning materials to colleges and universities to support implementation of the new degree programs

Pre-STEP's Blended Learning (BL) Program aims to increase access to learning materials by prospective teachers. It also aims at providing opportunities for continued self-study by teacher educators across the country. Pre-STEP plans to present this entire program in 10 modules on DVDs, accompanied with print material. Each of the 10 modules will be designed around one of the following two core themes:

- Pedagogy and Teaching Basics
- Content (including teaching)

In FY 2012, the first four modules will be designed, produced, formatively assessed and finalized. The first module will focus on Collaborative Learning and the second on higher-order thinking skills and asking questions. Modules three and four will be content-based modules; one on a math topic and the other on a science topic.

These Blended Learning Modules (BLM) will include learning materials on different multimedia formats, including video vignettes and models of diverse instructional strategies, videos of standards-based classroom practices that offer opportunities for observation and analysis, enrichment/practice activities for learners - that would be enhanced through a balanced combination of video, audio and text.

The implementation and training of the Blended Learning Modules (BLM) will be organized through Professional Development Specialists, master trainers and select faculty members from provincial educational departments and apex institutions.

The development of the first Blended Learning Module (BLM) was initiated during this quarter. The design and structure of the BL Module-1 was finalized, while classroom activity plans and scripts for rehearsals and video-recording sessions were developed. BL Module-1 is planned to offer up to 100 minutes of edited classroom practice videos in addition to other multimedia learning materials.

The selection of potential vendors for the production of the Blended Learning Modules was initiated and completed through a competitive process. The advertisement for the Expression of Interest for the respective procurement was placed in two national dailies (The daily Dawn and The daily Jang – combined editions) on Nov 6, 2011. In response to the advertisement, eighteen firms expressed their interest, of which eleven submitted their proposals. Five of these applicants were short-listed through the first round of evaluation. A pre-submission Question & Answer meeting was held with the representatives of the shortlisted vendors at the Pre-STEP office in Islamabad on November 29, 2011. Two proposals have been selected from the second and final round of technical and financial evaluation. The contract for the production of modules will be awarded early next quarter.

Production of instructional videos in trainee and school classrooms is a major part of the Blended Learning Module 1. For video production, matters related to coordination and seeking of approvals was routed through the Bureau of Curriculum (BoC) and Extension Wing, Sindh. To seek the institutional approval and consent for the video recordings, a coordination and orientation meeting was held with the Director Bureau of Curriculum (Sindh) in early November 2011. A significant achievement was the signing of the Institutional Letter of Approval and Consent by the BoC, Sindh. The apex institution has also agreed on the proposed support role for the production of BLM. (Letter attached as Annex 7).

In close consultation with the BoC, Government Elementary College for Education (GECE) Hussainabad, Karachi was selected as the location to record videos for the first BLM. A preliminary orientation of the faculty and the prospective participants for the video recording was carried out in the second week of December 2011. Signing of consent and release of videos form by the prospective participants of the recording was also done through the Bureau of Curriculum, Jamshoro Sindh.

The first session of collaborative learning activities for Blended Learning Module-1 was video-shot from December 19-21, 2011 at GECE Hussainabad Karachi. This three-day video recording session was organized with 27 prospective-teachers from GECE Hussainabad Karachi. These video case studies and instructional models will become part of the multimedia Blended Learning Module-1. The first BL module focuses on pedagogy.

Recording of video and seeking consent for release from female participants is a noteworthy achievement in an environment where mass distribution and potential of exposure through video is extremely discouraged for various cultural and social reasons. This is one of the primary reasons for the lack of availability of video resources for education and learning all over Pakistan. With the Blended Learning program, Pre-STEP is pioneering the development of collaborative classroom-based video and multimedia for teacher education purposes.

Activity 2.2.3: Improve implementation of the practicum component of the ADE/B.Ed. (Hons.) programs by supporting universities and colleges to expand linkages with practicum schools

Practicum is a vital part of the ADE and B.Ed. (Hons.) Elementary Program and Pre-STEP supports colleges and schools through a three step process:

1. Selection and notification of practicum schools prior to starting the ADE Program
2. Practicum Module 1 is offered to colleges when they start implementing the ADE. This is followed by regular visits from professional development specialists to put in place the regular school visits for student teachers required by the ADE and to follow up on practicum action planning.
3. Practicum Module 2 is offered at the start of semester 3 and helps faculty choose the model for extended practice during semester 3 and 4. The focus of this module is on mentoring and evaluation.



A student enrolled in an ADE Program in Gilgit, practices her teaching skills at a local school

To help strengthen linkages between schools and colleges and to promote joint planning and implementation of the practicum, schoolteachers from practicum schools are also invited to attend the practicum workshops imparted by Pre-STEP.

During this quarter, the respective apex bodies and the concerned Executive District Officers notified ten additional colleges in AJK and Balochistan for practicum. This brings the total number of partner colleges with notified practicum schools to approximately 40 (out of 75). Pre-STEP intends to target all partner colleges towards the end of next quarter. The following is a summary of Practicum Module workshops held during the quarter:

Table 6: Summary of Practicum Modules offered during the quarter

	Sindh	Balochistan	KPK	Punjab	GB	AJK
Practicum Module 1						
No. of Colleges	3	0	0	3	0	0
No. of college faculty	44	0	0	39	0	0
No. of Practicum School Teachers	55	0	0	46	0	0

Practicum Module 2						
No. of Colleges	0	0	0	2	2	0
No. of College Faculty	0	0	0	22	25	0
No. of Practicum School Teachers	0	0	0	40	9	0

Colleges and their practicum schools in Balochistan, Khyber Pakhtunkhwa and AJK will complete Module 1 during the next quarter, while colleges in Gilgit-Baltistan have already completed Module 1. The first cohort colleges will complete Module 2 in Q2 in FY2012.

Result 2.3: Universities and colleges incorporating use of standards within their implementation of the new degree programs

Activity 2.3.1: Finalize national professional standards and create subject-specific standards

Accreditation of teacher education programs is a relatively new concept for most institutions. Faculty and administrative staff of these institutions require a thorough orientation and awareness of the process of accreditation based on National Accreditation Council for Teacher Education (NACTE) standards.



University staff being briefed about the accreditation process during NACTE seminar in Gilgit

Through Pre-STEP's efforts, Karakorum International University (KIU) and the Department of Education for Gilgit-Baltistan agreed to implement NACTE standards for the new teacher education degree programs. To better acquaint officials from KIU and department of education on these topics, Pre-STEP in collaboration with NACTE and KIU held a three-day seminar on National Professional Standards of (NPST) and NACTE standards in Gilgit. The key objectives of the seminar were to guide and facilitate officials to conduct internal audit of their programs in order to develop an institutional self study, prepare self-evaluation reports and facilitate external audit/ accreditation by NACTE.

Result 2.4: Research programs conducted

Activity 2.4.3: Develop capacity for conducting educational research

During this quarter, based on feedback from members of the Research, Evaluation and Advisory Committee (REAC), three universities submitted revised proposals. These proposals were accepted for funding through USAID's Teacher Education Project (Pre-STEP). The research grant agreements are currently being reviewed by university officials and will be signed early next quarter. Reimbursement to the selected institutions and their research teams will be according to the milestones included in the final proposal early in the next quarter.

The following three proposals were accepted for funding through Pre-STEP:

- 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

During the initial reporting period, Pre-STEP staff visited partner universities to assist them to develop and/or refine research proposals. During these visits it was realized that many teams were still at rudimentary stages of developing persuasive proposals and that it would be useful for them to attend focused proposal-writing workshops. Therefore, the research team at Pre-STEP organized three proposal-writing workshops that took place in November 2011.



Members of research teams enhance their proposal writing skills at a Pre-STEP Proposal Writing Workshop

Nine research teams consisting of 27 participants attended the three-day workshops held in Quetta, Muzaffarabad and Islamabad. Following these meetings, a two-member Pre-STEP research team provided virtual support to finalize proposals. All nine proposals were submitted for review to REAC in late December 2011.

The nine research proposals were reviewed by REAC members during its meeting held on December 22, 2011 in Islamabad. While recognizing the potential in each proposal that was submitted, REAC members recommended some changes to further strengthen them. Pre-STEP staff shared this feedback with the concerned research teams and they are expected to re-submit the proposals early January 2012 after making the suggested modifications. Pre-STEP is planning a signing ceremony of the nine grant agreements in February 2012. The following table provides a list of proposals submitted to REAC during this quarter:

Table 7: Research proposals submitted during the quarter

	Proposal Title	Institution
1.	The Characteristics of Prospective Teachers in Associate Degree in Education (AED) and B.Ed. (Hons) Elementary programs in Gilgit-Baltistan	Karakoram International University, Gilgit-Baltistan
2.	A study of the implementation of suggested pedagogical practices in B.Ed. (Hons.) and ADE program in universities and affiliated colleges in Balochistan	Sardar Bahadur Khan Women's University, Balochistan
3.	A case study of assessment techniques in Child Development, General Mathematics, and Classroom Management courses in ADE/B.Ed. (Hons.) Program in Balochistan	Balochistan University, Balochistan
4.	A study to explore demographic, Intrinsic & extrinsic motivational factors of prospective teachers on enrolment in the first semester of the ADE program in Sindh	Provincial Institute of Teacher Education, Nawabshah, Sindh
5.	Assessment Practices in the B.Ed. (Hons.) and ADE Programs	Fatima Jinnah Women's University, Rawalpindi
6.	A study of gaps between beliefs and practices of teacher educators in B.ED (Hons.) and ADE classrooms in universities and affiliated colleges in Punjab	Institute of Education and Research, University of the Punjab, Lahore
7.	The teaching practices of Teacher Educators in ADE/B.Ed. (Hons.) Elementary program in Sindh	University of Sindh, Jamshoro
8.	A descriptive study on relationship of background variables and types of motivation of prospective teachers in ADE/B.Ed. (Hons.) Program in Balochistan	Sardar Bahadur Khan Women University, Balochistan
9.	The role of collaborating teachers in facilitating prospective teachers for their first teaching experiences: A multi-case study of teaching practicum	Azad Jammu and Kashmir University, Muzaffarabad

Activity 2.4.1: Revise the grant-award process to make additional 20 research grants

The research proposals submitted by research teams during this quarter were relatively small in scope and budget. Pre-STEP will continue to work with the various research teams to assist them in developing proposals that would be eligible for receiving additional grants during the lifetime of the project. However, considering that there are more funds available than these institutes can utilize, Pre-STEP is planning to revise the call for proposals in Q2 of FY 2012. This will lead to broader pool of potential applicants to include, for example, private sector institutions. The focus of these research grants will remain teacher education.

Also during this quarter, the Pre-STEP's research team worked with Dr. Cathryn Magno Associate Professor at Southern Connecticut State University and Dr. Jamie Lew, Associate Professor at Rutgers University to prepare for a national research seminar planned for January 10-13 for partner university research teams at Lahore.

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 B.Ed. (Hons.) Elementary and ADE programs

Activity 3.1.1: Provide scholarships to 1490 student teachers enrolled in B.Ed. and ADE programs

In order to attract strong teacher candidates into the recently introduced B.Ed. (Hons.) and ADE programs, USAID is providing merit and needs based scholarships. This quarter, USAID provided a total of 253 scholarship grants to students from four universities and six colleges in Gilgit-Baltistan, Khyber Pakhtunkhwa and Balochistan. A breakdown of the scholarships awarded is detailed in the table below. Next quarter, it is anticipated that an estimated 95 students of ADE and B.Ed. (Hons.) Programs from Punjab will receive the scholarship grants in January-2012. According to the guidelines the merit and needs based scholarship grant agreement provides the funds directly to each student upon satisfactory completion of all courses for each semester. Prior to awarding the scholarship grant to the student, supporting documentation is collected from each student as well as the respective university and college. 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 grant is Rs. 20,000 per student, per semester and covers tuition fees, room and board as well as textbooks, photocopying and transport to and from campus.



A student being awarded a USAID scholarship by Mr. Sardar Hussain Babuk, Minister of Education for Khyber Pakhtunkhwa during a ceremony held in Peshawar

Table 8: Status of scholarship grants

	Region/University/Colleges	Scholarships Awarded for Semester 2 (Students)	Total Amount Disbursed PKR
	Gilgit-Baltistan		
1	Karakorum International University	12	240,000
2	Govt. College of Education Gilgit (Male)	13	260,000
3	Elementary College of Education Gilgit (Female)	38	760,000
	Khyber Pakhtunkhwa		

4	RITE Female Abbottabad	49	980,000
5	RITE Male Peshawar	29	580,000
6	University of Peshawar	15	300,000
7	Hazara University	15	300,000
	Balochistan		
8	Baluchistan University	10	200,000
9	GCET Punjgoor (Balochistan)	50	1,000,000
10	GCET Pishin (Balochistan)	22	440,000
	Total	253	5,060,000

Sustainability and Ownership of Project Initiatives

The following are key steps that have been undertaken during this quarter by USAID's Teacher Education Project stakeholders, which demonstrates their commitment to sustain and expand on initiatives beyond the life of the project:

In order to bring Pakistan's elementary teacher education degree programs on par with international standards, Pre-STEP has played a key role in helping the Higher Education Commission (HEC) and Provincial Education Departments successfully introduce the new four-year B.Ed. (Hons.) and a two-year Associate Degree in Education (ADE) in colleges and universities across the country. Through Pre-STEP's efforts, it is the first time in Pakistan that a two-year Associate Degree has been introduced in any discipline. The new degrees are providing opportunities to practicing teachers to improve their qualifications.

The Higher Education Commission of Pakistan (HEC) during this quarter, approved the launch of the two-year Associate Degree Program in all professional disciplines across public and private universities in Pakistan through a public announcement (Annex 9). The new Associate Degree Program will now provide an opportunity to deserving students across Pakistan to enroll in a two-year degree program to develop their professional knowledge and work skills.

Another major step taken during this quarter to sustain initiatives introduced by Pre-STEP, was the Higher Education Commission's decision for institutionalizing B.S. Education/B.Ed. (Hons.) by recommending that graduates of these programs be granted pay grade 17 (Attached as Annex 3). The new notification will not only facilitate recruitment of teachers but will also make the new education degree programs more attractive to candidates interested in choosing teaching as a career. This decision will also be useful to the provinces to support changes in policy concerning the amendment of their recruiting rules.

Through technical assistance from Pre-STEP, the Government of Balochistan is in the process of revising its service and recruitment rules in order to attract more students to the teaching profession and accommodate teachers who have graduated with an Associate Degree in Education (ADE). At a recent USAID Scholarship Awards Ceremony held in Quetta, the Education Secretary for Balochistan announced a decision to hire 200 teachers who have graduated with ADE. Based on the revised service rules, these teachers will now be hired on a higher level of Grade 16.

The Education Departments of Azad Jammu and Kashmir and Gilgit-Baltistan revised their service rules during the reporting period and teachers graduating with ADE will be hired at pay grade 14. B.Ed. (Hons.) graduates will now be hired at a higher pay grade as notified by HEC.

Monitoring and Evaluation

The project monitoring and evaluation system (M&E) system is in place to provide timely and high quality data and analysis on progress towards achieving results. The system for Pre-STEP is being designed to supply a continuous and systematic flow of data on specific indicators related to implementation, provide up-to-date information about activities and to document any changes to its design. During the quarter, a number of activities were undertaken and the key highlights are as follows:

Result 4.1: Monitoring systems designed, approved and established

Activity 4.1.1: Design, create and establish monitoring systems

A continued focus took place this quarter on the recruitment and hiring of monitoring and evaluation staff. The lead position, Senior Director Monitoring and Evaluation, was successfully recruited and joined Pre-STEP on October 01, 2011. Additionally, the recruitment for three other M&E positions was carried out this quarter for Qualitative Evaluation Specialist Coordinator, Manager Quantitative Evaluation, and Monitoring and Evaluation Database Manager. A candidate for the Qualitative Evaluation Specialist Coordinator was identified and selected and is expected to join by January 01, 2012. The remaining positions are in the process of being filled.

The Project Performance Monitoring Plan (PMP) was revised and re-submitted to USAID based on feedback provided by USAID during a meeting on November 22, 2011. The revised PMP included specific F-list and custom indicators that the Pre-STEP M&E system will be required to capture including, targets, disaggregation categories, data sources, responsible entities for data collection, and data collection considerations for each of the proposed indicators. On November 28, 2011, USAID provided Pre-STEP with interim approval on the PMP. Meanwhile, USAID is undertaking a review of all PMP's of USAID assisted projects to assess their alignment to the USAID Mission's PMP. Further revisions may be required to the Pre-STEP PMP based on additional feedback from USAID.

An important part of establishing a monitoring and evaluation system is making sure that all project staff are aware of the system requirements. This quarter, senior management, field managers & provincial M&E Officers were provided with an orientation on the latest version of PMP with a focus on the targets and outcomes. During the orientation, the monitoring and evaluation work plan we shared and discussion took place on how to strengthen internal coordination and work planning. A reference handbook with guidelines and procedures to conduct a US-based short term training program (STTP) was developed to help the program managers to plan, organize and conduct the STTP in accordance with USAID rules and regulations.

The establishment of a Monitoring and Evaluation database system for national and provincial levels is underway. This quarter, Pre-STEP procured the required information technology equipment which includes computers, camcorders, voice recorders and computer tablets for undertaking surveys in the field. Standardized activity codes were also formulated to track all project activities and their outputs by triangulating the events/activities with the Annual Work Plan and the PMP. Additionally, faculty-related

data from all partner institutions was consolidated, updated and streamlined for use by both technical teams and provincial setups.

The data for a total of 55 completed in-country trainings has been consolidated & entered into the TraiNet VCS database. These activities took place across the Pre-STEP project from June – November 2011. The consolidated figures for these trainings are as follows (details attached as Annex 8):

Table 9: Consolidated figures of trainings

Total Number of Trainings	Total Males Trained	Total Females Trained	Total Trainees	Budgeted Amounts (US\$)	Actual Expenditures (US\$)
55	749	577	1326	205,625	205,624

Result 4.2: Evaluation activities designed and conducted

The project M&E plan outlines two distinct objectives for evaluation: first, it is to provide timely feedback to project management and technical leads about Pre-STEP products and services, including curricula, professional development, and materials. The second is performance evaluation, which aims to assess changes in administrators, teachers, policies, and implementation of curriculum, in relation to the immediate goal of improved teacher education, as a result of Pre-STEP interventions.

Formative evaluation of the select courses of the new curriculum is being planned to provide faculty and student feedback to curriculum development teams so that required improvements could be made before the next round of curriculum implementation. The evaluation team is working closely with curriculum development teams to ensure that relevant questions are addressed.

Outcome (summative) evaluation activities will also be undertaken to collect both qualitative and quantitative data to assess the results of Pre-STEP activities, including curriculum development, professional development and strategic planning trainings.

Activity 4.2.1: Conduct formative evaluation of ADE curriculum, materials and implementation

Classroom Management Formative Evaluation Survey and Focused Group Discussions with faculty & students was planned and pre-tested in three institutions (GECE for Women in Hyderabad & Hussainabad Karachi and University of Sindh, Karachi). A total of 52 female students in these two GECE's took part in the pre-testing exercise along with their faculty members. This survey will be used to obtain their opinions about the course so that the course developers will be able to strengthen the course.

Tools for the survey are in the process of being fine-tuned and translated based on the responses from the students who took part in the course at these selected universities and colleges to better understand how these courses can be improved and highlight any future challenges in the field in future.

Activity 4.2.2: Conduct process evaluation of professional development activities

Professional Development survey is designed to gather opinions of faculty members about their teaching practices and professional development provided by Pre-STEP.

The survey tools were developed along with the Pre-STEP Professional Development Team and pre-tested in three selected institutions in Sindh. These tools are being fine-tuned and will be translated into Urdu. Analysis from faculty members responses from all universities and colleges will help to better understand teaching practices, how well Pre-STEP professional development activities suit the needs of the faculty and to adjust the new curricula that is being developed.

Activity 4.2.3: Conduct evaluation of provincial and university strategic planning process

The evaluation objectives were discussed during the reporting period and developed along with the concerned team members and are in the process of being finalized.

Communications

This quarter, Pre-STEP focused on identifying and hiring the key position of Director Communications and successfully filled the position this quarter. Additionally, efforts were made to identify candidates for the provincial communications positions and all outstanding positions are expected to be filled before the end of the next quarter. A communications strategy was also developed this quarter to ensure that the Pre-STEP program is clear about the approach that will be used to accomplish the communications goals and outputs. Pre-STEP will prepare a presentation of the strategy for the USAID AOTR in the next quarter and refine the strategy based on guidance and feedback.

A revised draft branding and marking plan was submitted to USAID this quarter and discussion took place between Pre-STEP and the AOTR about making some additional edits and modifications to strengthen the plan. Pre-STEP anticipates that all of the edits and modifications will be made early in the next quarter and should result in a finalized and approved branding and marking plan.

Result 5.1: Products for stakeholder communications created

Activity 5.1.3: General material prepared

Pre-STEP carried out a number of program activities for which backdrops, standees, roll-up stands, banners, name-tags, folder slides etc. were required. The materials developed all focused on promoting the specific activity with support of USAID as per branding and marking requirements. In addition, press briefs were prepared for scholarship distribution ceremonies held in Balochistan, Gilgit-Baltistan and Khyber Pakhtunkhwa.

Result 5.2: Project and new admissions website designed, created, launched and maintained

During this quarter, the program website that was designed during Phase-I of Pre-STEP was further developed and updated with revised content and uploaded for live user acceptance testing (UAT). Pre-STEP engaged a local firm based in Islamabad for this purpose. The website includes information for teacher-scholars, teacher-educators, USAID scholarships and grants, as well as detailed program information, news updates and electronic resources on teacher education. The beta version of the website was shared with USAID and other stakeholders for feedback and approval. The feedback received was incorporated into the website and further reviewed by Pre-STEP Communications team during the current reporting quarter. The website will be fully functional at <http://prestep.org/> in the next quarter.

The New Admissions sub-domain was also updated during this quarter with fresh information regarding ADE/B.Ed. (Hons.) degree programs and the second cohort institutions that are currently offering these new degrees. Both the websites will be regularly updated every month with new information, recent events, admission notices, press releases, etc.

Result 5.3: Project photo library created/maintained

A digital single lens reflex (DSLR) Nikon camera D7000 was procured for the Islamabad office and similar cameras will be provided to each provincial office that will ensure staff can capture quality photographs of programmatic activities. It is important to note that in order to assemble a photo library of quality photographs, it will be necessary for Pre-STEP to capture all aspects of the project and not just focus on training activities. Pre-STEP has started planning to address this need by seeking opportunities to visit various schools and colleges outside of Pre-STEP training activities for capturing interaction between students and teachers in a classroom setting. Pre-STEP is working with the Director Administration, Federal Directorate of Education (FDE) to obtain written permission to make such visits. In order to build the photo library, Pre-STEP staff will be making visits to public sector schools and colleges across the project. This quarter a number of visits to public sector schools and colleges in Gilgit-Baltistan were made and a good number of quality images were captured. It is anticipated that similar visits to other project schools and colleges will be carried out in the coming quarters. An assortment of select photographs will be shared with USAID on periodic basis.

Moreover, Pre-STEP will also be engaging a number of professional development sector photographers to help build the photo library. A present, five photographers have been identified and the group has the ability to cover the Pre-STEP activities being held across the different provinces and areas.

Result 5.4: Annual outreach campaign conducted

Activity 5.4.1: Create thematic print advertisements

The Pre-STEP work in this area has thus far utilized previously developed materials utilized under the earlier Pre-STEP program. These materials were used during the November-December, 2011 admissions campaigns rolled-out in partner colleges and universities in Sindh and Balochistan provinces. Admissions advertisements were placed in the leading regional English and Urdu newspapers on weekends as suggested by the provincial education departments and or the partner universities. .

In the previous quarter, Pre-STEP engaged an advertising firm to assist in the development of thematic material and it is unfortunate but the results were not of the quality and creativity that was expected. It is for this reason the previously developed materials were utilized. In the next quarter, the Pre-STEP program will be engaging a new advertising firm with the goal of developing enhanced materials for the up coming admissions campaigns in 2012 that will be aligned with the target audience.

Annexures

1. Summary of Strategic Planning Workshops
2. Provincial Task Force Meeting (Agenda & List of Participants)
3. Official approval of AJK's Teacher Education Strategy 2018
4. HEC notification of equivalency of B.S. (Education)/B.Ed. (Hons.) Programs
5. Gilgit-Baltistan's revised Recruitment Policy 2011
6. Course design process for B.Ed. (Hons.) Elementary Program
7. Minutes of meeting with HEC on curricula
8. Institutional letter of approval for production of BLM
9. Consolidated training figures
10. HEC's announcement of Associate Degrees

Annex 1: Summary of strategic planning workshops

Khyber Pakhtunkhwa				
Title of Activity	Date	Number of participants		
		Male	Female	Total
Focus Group Discussion on Provincial Teacher Education Strategy with PITE Faculty	2/11/2011	10	9	19
Focus Group Discussion on Provincial Teacher Education Strategy with DCTE Staff	18-11-2011	11	5	16
Focus Group Discussion on Provincial Teacher Education Strategy with RITE (Female) Abbottabad faculty & students	18-11-2011	0	24	24
Focus Group Discussion on Provincial Teacher Education Strategy with RITE (Male) Peshawar faculty	29-11-2011	10	0	10
Focus Group Discussion on Provincial Teacher Education Strategy with Parent Teacher Council (PTC) members at Peshawar	30-11-2011	4	0	4
TOTAL		35	38	73
Azad Jammu and Kashmir				
Title of Activity	Date	Number of participants		
		Male	Female	Total
Focus Group Discussion on Provincial Teacher Education Strategy with GCET Mirpur Faculty and Students	10/10/2011	32	23	55
Focus Group Discussion on Provincial Teacher Education Strategy with GCET Muzaffarabad Faculty and Students	14-15 Oct 2011	44	24	68
Consultative Workshop on Provincial Teacher Education Strategy with Provincial Education Managers and Faculty	27-28 Dec 2011	25	12	37
TOTAL		101	59	160

Balochistan				
Title of Activity	Date	Number of participants		
		Male	Female	Total
Focus Group Discussion on Provincial Teacher Education Strategy with GCE Quetta	22-11-2011	28	12	40
Focus Group Discussion on Provincial Teacher Education Strategy with GCEE (W) Pishin	23-11-2011	3	38	41
Focus Group Discussion on Provincial Teacher Education Strategy with GCEE (M) Uthal	17-11-2011	10	4	14
Focus Group Discussion on Provincial Teacher Education Strategy with BOC Staff	19-12-2011	15	6	21
Focus Group Discussion on Provincial Teacher Education Strategy with PITE Staff	22-12-1011	19	13	32
Focus Group Discussion on Provincial Teacher Education Strategy with SBKW University	20-12-2011	0	30	30
Consultative Workshop on Provincial Teacher Education Strategy with Provincial Education Managers	23-12-2011	13	6	19
TOTAL		88	109	197
Gilgit-Baltistan				
Title of Activity	Date	Number of participants		
		Male	Female	Total
Focus Group Discussion on Provincial Teacher Education Strategy with GCET (F) Skardu Faculty	14-11-2011	11	5	16
Focus Group Discussion on Provincial Teacher Education Strategy with faculty of GCET Gilgit	22-11-2011	11	6	17
Consultation on Provincial Teacher Education Strategy with ADE and B.Ed students of GCET (F) Gilgit	22-11-2011	0	92	92

Focus Group Discussion on Provincial Teacher Education Strategy with teachers, principals and district education managers at Gahkuch	26-11-2011	18	6	24
TOTAL		40	109	149
National Events				
Title of Activity	Date	Number of participants		
		Male	Female	Total
Meeting of Provincial Task Force Members on Teacher Education Strategy	27-28 Oct 2011	22	6	28
TOTAL		22	6	28

Annex 2: Provincial Task Force Meeting (Agenda & list of participants)



Meeting of Provincial Task Force Members on Teacher Education Strategy Oct 27-28, 2011, Lahore

Draft Agenda

Day 1 (27 Oct 2011)		
Time	Activity	Resource Person
0840 - 0900	<i>Registration of participants</i>	
0900 - 0905	<i>Recitation</i>	
0905 - 0920	<i>Welcome Note</i>	Dr. Mary Lackie, Senior Technical Director, Pre-STEP
0920 - 1000	<i>Structure of a Strategic Plan</i>	Dr. Gita Steiner Khamsi, Policy Advisor Pre-STEP
1000 - 1040	<i>Provincial Strategic Planning Process: A Case Study of AJK</i>	Nasreen Gul, Consultant Pre-STEP Raja Qadeer, Task Force Member, Education Department AJK
1040 - 1100	Tea Break	
1100 – 1215	<i>Teacher Education in Pakistan: Issues and Challenges</i> <i>Provincial Priorities: Similarities & differences across provinces</i>	Dr. Syed Fayyaz Ahmad, Policy Advisor, Pre-STEP Nooruddin Shah, Education Policy Specialist, Pre-STEP
1215 – 1300	<i>Sharing experience of University Strategic Planning</i>	Dr. Khalid Mahmood, Director Strategic Planning, Pre-STEP
1300 – 1400	Lunch & Prayer Break	
1400 – 1530	<i>Group Work-1:</i> Consolidation, Rationalization, Bridging of Pre-Service Teacher Education: Enrollment and Projections Review of provincial strategic plan timelines	Nooruddin Shah, Education Policy Specialist, Pre-STEP – facilitator
1530 – 1645	<i>Provincial Group Presentations</i>	Group Representatives (3 presentations)
1645 – 1700	Review of Day	Dr. Mary Lackie, Senior Technical Director, Pre-STEP

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

Reaching tomorrow's teachers.... today!



**Meeting of Provincial Task Force Members on
Teacher Education Strategy
Oct 27-28, 2011, Lahore**

Day 2 (28 Oct 2011)		
Time	Activity	Resource Person
0900 - 0905	<i>Recitation</i>	
0905 - 0925	<i>Amendments in Teacher Recruitment/Service Rules</i>	Dr. Syed Fayyaz Ahmad, Policy Advisor, Pre-STEP
0925 - 1020	<i>Group Work-2: Creating Incentives for Upgrading Teacher Qualification/ Service Rules</i>	Nooruddin Shah, Education Policy Specialist, Pre-STEP – facilitator Provincial Groups
1020 - 1100	<i>Group Presentations</i>	Group Representatives (3 presentations)
1100 - 1115	Tea Break	
1115 - 1245	<i>Group Work 3: Quality Assurance in Provincial Teacher Education</i>	Nooruddin Shah, Education Policy Specialist, Pre-STEP Mixed Groups
1245 -1415	Lunch and Prayer Break	
1415 - 1445	<i>Presentations on Group Work 3</i>	Group Moderators
1445 - 1515	<i>Introduction to Inter-Provincial Network for Teacher Education</i>	Dr. Gita Steiner Khamsi, Policy Advisor Pre-STEP
1515 - 1530	Way forward	Nooruddin Shah, Education Policy Specialist, Pre-STEP – facilitator
1630 - 1650	Closing Remarks	Dr. Mary Lackie, Senior Technical Director, Pre-STEP
	End of Meeting	

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

Reaching tomorrow's teachers...today!



LIST OF PARTICIPANTS

S. No	Name	Designation	Institution
1	Mr. Intizar Butt	Assistant Professor	UoE, Lahore
2	Ms. Aneela Hasan	Course Coordinator	DSD, Lahore
3	Mr. Islam Siddiq	DPI	DPI-EE, Lahore
4	Mr. Abdur Rauf	Principal	GCET, Faisalabad
5	Mr. Tanvir Majid	Deputy Secretary	Punjab Govt, Lahore
6	Mr. Javed Iqbal Khawaja	Principal	Education Department, AJ&K
7	Mr. Raja Muh Khurshid	Director Education	Directorate of Education, AJ&K
8	Mr. Abdul Hameed Khan Afghani	Coordinator	KEACE, AJ&K
9	Mr. Raja Muh Qadir Khan	Snr. Subject Specialist	KEAC, AJ&K
10	Mr. Raja Iftikhar Hussain	Subject Specialist	DCRD, AJ&K
11	Ms. Samina Naz	Snr. Subject Specialist	PITE, Balochistan
12	Ms. Aqeela Nadir Ali	Assistant Focal Person	PPIU, Balochistan
13	Mr. Peer Muh Sayal	Principal cum Director	PITE, Balochistan
14	Mr. Ehsan Ahmed	Director	BoC, Balochistan
15	Mr. Syed Zaheer ul Hasan	Snr. Subject Specialist	BoC, Balochistan
16	Mrs. Aftab Inayat	Add Secretary	Govt of Sindh
17	Mr. Abdul Majeed Bhurt	Director	BoC, Sindh
18	Mr. Haroon Laghari	Additional Director	GCTE, Qaiserabad, Sindh
19	Mr. Muhammad Abideen	Director	GB-Ministry of Education
20	Mr. Sharafat Rabbani	Add Secretary	E&SE Deptt, KP
21	Ms. Shahida	ADO	D.I Khan, KP
22	Ms. Sarwat Jahan	Director PITE	PITE, KP
23	Prof. Dr. Gita Steiner-Khamsi	Snr. Technical Advisor	Pre-STEP
24	Dr. Mary Lackie	Snr. Technical Director	Pre-STEP
25	Dr. Fayyaz Ahmed	Snr. Policy Advisor	Pre-STEP
26	Dr. Khalid Mahmood	Director Strategic Planning & Acting PD Punjab	Pre-STEP
27	Mr. Kamran Iftikhar Lone	Provincial Director-KP, GB & AJ&K	Pre-STEP
28	Mr. Anjum Perviaz	Provincial Director-Sindh	Pre-STEP
29	Mr. Farooq Akbar	Provincial Director-Balochistan	Pre-STEP
30	Mr. Ghulam Mustafa	Consultant-KP	Pre-STEP
31	Ms. Roshni Kumari	Consultant-Sindh	Pre-STEP
32	Mr. Muh Babur	Consultant-Balochistan	Pre-STEP
33	Mr. Muhammad Bashir	Coordinator-AJ&K	Pre-STEP
34	Ms. Nasreen Gul	Consultant-AJ&K	Pre-STEP
35	Mr. Atiq-ur-Rehman	Coordinator	Pre-STEP
36	Mr. Nooruddin Shah	Policy Specialist	Pre-STEP
37	Mr. Zakir Abbas	Program Associate	Pre-STEP
38	Mr. Tasaddaq Bokhari	Professional Develop	Pre-STEP
39	Mr. Faisal Amir	Operations Officer	Pre-STEP
40	Mr. Jawad	Finance Officer	Pre-STEP

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

Reaching tomorrow's teachers.... today!

Annex 3: Approval of AJK's Teacher Education Strategy 2018



AZAD GOVT. OF THE STATE OF JUMMU & KASHMIR
Education Secretariat (Schools) Block# 10 Chatter Muzaffarabad

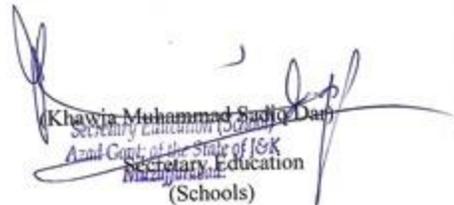
To
Chief of Party
Pre-STEP Pakistan
House No. 3 Street No. 4 F-7/3
Islamabad

No: 31293

Date: 28-12-2011

Subject: Approval of Teacher Education Strategy 2018 Azad Jammu & Kashmir

I hereby approve the Teacher Education Strategy 2018 Azad Jammu & Kashmir in principle subject to its editing by a Professional Editor. A copy of edited document may be submitted to this office before printing the final document.


(Khawja Muhammad Saif-ud-Din)
Secretary Education (Schools)
Azad Govt. of the State of J&K
Muzaffarabad
Secretary Education
(Schools)

Muzaffarabad AJK

Annex 4: HEC notification of equivalency of B.S. (Education)/B.Ed. (Hons.)

FROM :

FRM NO. :

Dec. 23 2011 12:06PM P. 1



HIGHER EDUCATION COMMISSION

Sector H-9, Islamabad Ph:9257508 Fax No.9257505

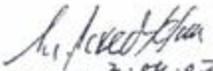
URL: www.hec.gov.pk

Director General
(Accreditation & Attestation)

S-1/HEC/A&A/2006/552
March 29, 2007

NOTIFICATION

The Higher Education Commission recognizes all the Bachelor's degrees such as BE/B.Sc.Engg. /B.Sc.(Hons)Agri./B.Pharm/MBBS/BS(CS)/BS(IT)/BBA(Hons)/BS Education /BS.Ed and LL.B or equivalent held after 4-years/8 semester (16-18 weeks each) studies and upon qualifying minimum 124 to 136 credit hours with admission requirement as Intermediate or equivalent involving 12-year schooling as equivalent to M.A/M.Sc degrees awarded after 4 years of post-intermediate education (2-year B.A/B.Sc + 2-year M.A/M.Sc.) in general stream for the purpose of employment in B-17 and for higher education.


2.04.07
Muhammad Javed Khan

Annex 5: Gilgit-Baltistan's Revised Recruitment Policy

③ 'A'

Government of Gilgit-Baltistan
Gilgit-Baltistan Secretariat
(Secretary Education, Women Development, S.W & S.E)

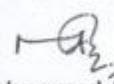
No. Sec.Edu-5(4)/2011 Gilgit the 4th Nov, 2011.

From: The Section Officer (Education),
Gilgit-Baltistan Secretariat.

To: 1. The Director Education (Academics),
Gilgit.
2. The Director Education (Baltistan Region),
Skardu.

Subject: Recruitment Policy

I am directed to enclose herewith a copy of revised recruitment policy approved by the worthy Chief Secretary, Gilgit-Baltistan dated 05-10-2011 and Supplement Recruitment Policy dated 03-11-2011 are enclosed herewith for circulation to all DDE's concerned for strict compliance, please.


(Muhammad Alam)
Section Officer (Education)
Ph: 05811-960288

*As discussed, draft
letter may please
be seen before issuing of*

*Secretary Education
04/11*

Seen. 4/11/11

*PS(E)
S.O(A)*

ISSUE. 4/11/11

No.Sec-Edu-5(4)/2011

Gilgit dated the 3rd Nov, 2011

NOTIFICATION

RECRUITMENT POLICY OF EDUCATION DEPARTMENT GILGIT-BALTISTAN APPROVED ON 05-10-2011

The policy for recruitment in Education Department Gilgit Baltistan is hereby notified as under:-

A. MERIT BASED CRITERIA FOR STAFF RECRUITMENT.

1- Preamble.

Education Department Gilgit-Baltistan is now expanding rapidly. The positions of teaching and non-teaching staff are also being created on completion of various development projects continuously. On the other hand Govt. is emphasizing on quality education as well as education for all. To achieve the objectives of quality education and access to all, the department tries its best to ensure transparent, fair, merit based and gender sensitized selection of teaching and non-teaching staff for which the following criteria has been chalked out and agreed upon in consultation with the experts taking into account the approved/notified recruitment rules.

2- Criteria.

- i. A teacher who is recruited for the job must possess all the competencies to teach the prescribed syllabus at desired level. All the candidates must under-go a test to confirm that they can teach all the subjects. This will be a compulsory condition for recruitment.
- ii. Recruitment committees will be constituted to conduct proficiency test at Gilgit Baltistan, Regional, and District levels to determine the eligibility of a candidate as under:-
 - a. A candidate will apply for any post on the domicile of one district only.
 - b. All posts of teachers will be filled-up at the following level by initial appointment.

- All female post of teachers (B-14) shall be filled at Union level and male posts at Tehsil level.
- c. The posts other than teacher will be filled inat the following level:-
All post of TGTs BS-16 and above shall be at GB level
 - BS -16 and above at GB level
 - BS-11 to BS-15 at Regional level
 - BS-10 and below at District level
- d. All candidates who have obtained at least 33% marks in written test will be considered as qualifying candidate and all of them will be called for interview
- e. 05 additional marks will be allocated to the candidates having the additional professional qualification i.e B.Ed, BS.Ed, M.ED/ MA Education or equivalent.
- f. Each teaching year experience in Government schools as contract, contingent and volunteer teacher under the orders of competent authority will be awarded 01 number for each year upto maximum of 05 marks.
- g. 2% quota will be reserved for disabled persons as per Govt policy on merit basis subject to production of medical certificate from a medical board.
- h. 2% quota will be given to Ex-army service man as per Govt. policy on merit basis.
- i. 03 numbers will be given to Hafiz-e- Quran.
- j. In case some tot the candidates secure equal points their merit will be determined keeping in view their higher age.
- k. Merit list will be prepared and scrutinized in the light of recruitment criteria by the concerned Recruitment committee. But final merit list will be kept confidential under the custody of appointing authority.
- l. One time employment opportunity will be given for free of cost land donor or his nominee without advertisement. Terms / conditions will be evaluated through agree mended, authority not below the rank of Deputy Director Education. Land should be mutated and transferred in the name of Education Department Gilgit Baltistan. Only one post of Grade -1 can be offered to land donor on creation of posts for the school.
- m. In future land shall not be obtained in lieu of post of Grade-1

BREAK UP OF MARKS ALLOCATED TO DETERMINE THE MERIT OF A CANDIDATE FOR RECRUITMENT OF TEACHERS

i) Written test = 60

ii) Academics Qualification = 30

Qualification	First Division	2 nd Division	3 rd Division
Matric/SSC	08	05	03
FA/ FSc/HSSC	08	05	03
CT	08	05	03
BSc	01	Nil	Nil

iii) Interview = 10

C

BREAK UP OF MARKS ALLOCATED TO DETERMINE THE MERIT OF A CANDIDATE FOR RECRUITMENT AGAINST VACANCIES OTHER THAN TEACHERS.

i) Written test = 60
 ii) Practical / Academic Qualification = 30 (Practical is Meant clerical staff)
 iii) Interview = 10

SUPPLEMENT IN RECRUITMENT POLICY OF EDUCATION DEPARTMENT APPROVED ON 03-11-2011

Supplementary recruitment policy has also been added as under:-

- Eligibility: M.Sc (Physics, Chemistry, Biology, Mathematics and MCs) will also be considered eligible for recruitment where professional trained candidates are not available within the concerned Unions/Teshills.
- The candidates having the professional qualification i.e CT, Diploma in Education (DIE) or Associate Degree in Education (ADE) will be eligible for appointment as Elementary School Teacher.
- Candidates having prescribed qualification will also be eligible for appointment in Lab Assistant (BS-9).
- Basic professional & academics qualifications for appointment as OT, DM, PET and Lab. Assistant will be considered as under:

OT

Qualification	First Division	2 nd Division	3 rd Division
Matric	08	05	03
Al-Shahadatul Alia/ Sultanul Fazil	08	05	03
A.T.T.C	08	05	03

④

⑦ A/4

DM

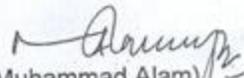
Qualification	First Division	2 nd Division	3 rd Division
Matric	08	05	03
FA/FSc or equivalent	08	05	03
Diploma in Drawing	08	05	03

PET

Qualification	First Division	2 nd Division	3 rd Division
Matric	08	05	03
FA/FSc or equivalent	08	05	03
Diploma in Physical Education	08	05	03
Master in Physical Education	08	05	03

Lab Assistant

Qualification	First Division	2 nd Division	3 rd Division
Matric with Science	08	05	03


(Muhammad Alam)
Section Officer(Education)

DISTRIBUTION

1. The Director Education (Academics) Gilgit.
2. The Director Education Baltistan Region.
3. PS to Minister Education Gilgit Baltistan
4. PS to Chief Secretary Gilgit Baltistan.
5. PS to Secretary Education Gilgit Baltistan
6. PS to Secretary Services GB Gilgit

Annex 6: Designing courses in years 3 and 4 of the B.Ed. (Hons.) Program

Designing Courses in Years 3 and 4 of the B.Ed (Hons) Elementary

This note describes the process Pre-STEP will facilitate to design courses in year three and four (semesters five to eight) of the B.Ed. (Hons.) Elementary degree program.

The course design and development process for years three and four is designed to provide each faculty member who participates with professional development in both content and in curriculum development. As a result of the proposed cycle of activities that will occur over the academic year prior to the course being offered, they will have in hand 1) a completed syllabus, 2) a personalized teaching guide that includes notes, essential knowledge and teaching ideas 3) a set of readings and support materials for use in the course.

Faculty participants will be invited to submit syllabi, teaching guides and readings they develop for inclusion in a manual: *Windows on Practice* and submitted to HEC and USAID. While syllabi for the course and teaching guides may vary slightly in the order in which faculty choose to present particular concepts or activities selected, they will all reflect the same key concepts and learning objectives. Pre-STEP will distribute the manual to curriculum design participants and to institutions so that faculty who are assigned to teach the course in the future will have a rich resource to use in preparing their own courses.

I. University visits

The Curriculum Director, in coordination with the Director Strategic Planning, will visit partner universities to discuss the curriculum design process for years three and four in the B.Ed.(Hons) program and to enlist faculty participation.

II. Course Design Workshop

Participants: University faculty who will be teaching the course in the new B.Ed. Elementary (Honors). Participants who have taught the course previously or are teaching one similar to it are asked to bring their course syllabus and any materials they have used.

Day 1 Content-Specific Seminar

Faculty participating will have a seminar led by a noted national or international scholar. The purpose of this seminar is to intellectually engage faculty with the content of the course, update them on latest thinking and inform how they plan the curriculum. Participating in a small group with a noted scholar should also be an incentive to faculty.

Day 2 & 3 Design Work

Following the seminar, faculty participants will engage in discussion and activity around course design. This will include the following:

- Identifying the big themes/ideas that underpin the course
- Discussion of Learning Outcomes related to the ideas/themes

- Study of the HEC Scheme of Study for the course and setting priorities on topics in light of their “Big Ideas” discussion
- Discussion of scope and sequence of content
- Preliminary identification of materials and resources

Organization of Design Partners—From the outset, faculty will engage in collaborative work in small groups. Over the three days, they will be encouraged to identify one or two peers they would like to partner with in completing development of their own course. Some faculty may prefer to develop their course individually, exchanging ideas with a peer. Others may find it productive to develop their course together and share the same syllabus.

Plan for Completion of the Course—Faculty participants will given a set of next steps, including a time line for course development so they can complete the work in a timely manner.

III. On-site Support for Course Development

Curriculum specialists will be identified to provide local support to faculty. The specialist will participate in the course design workshop and will periodically visit universities to meet the faculty who are engaged in course development to discuss their progress, exchange ideas, and problem-solve.

III. National Conferences on Curriculum Issues and Practice

For each year that course development will occur, a three-day national conference will be offered twice midway through the process. All faculty who are engaged in course development for courses in the B.Ed. Elementary (Honors) program will be expected to attend one of the conferences. The Conference will serve two purposes: it will provide a forum for a peer review of course materials being developed while at the same time offering intellectual stimulation and exchange of ideas. Each day of the conference will be divided into two parts:

Part 1: Plenary Keynote and Discussion

A notable International Scholar of Curriculum and Teaching will lead a plenary session each of the three days of the workshop focusing on issues of curriculum and teaching. Following a general Question/Answer period, participants will meet in small groups for discussion of the plenary session. Over the three days, the scholar will sit with each of these small groups for direct interaction. The plenary/discussion sessions will give participants an opportunity to engage intellectually with a renowned scholar and grapple with important ideas and issues pertinent to teacher preparation. It should serve as both “reward” for their efforts and further incentive for participation.

Part 2: Subject-Specific Curriculum Groups

Half the day will be spent in course development groups, reconvening the group that met in the initial Course Design Workshop. These groups will be led by a national curriculum Specialist for the subject. Pre-STEP Director of Curriculum, Rana Hussain and Curriculum Specialists Margaret Jo Shepherd and Frances Schoonmaker will each assume responsibility for working with particular groups. Faculty will be expected to bring the materials they have worked on with peers or

individually. These materials will be submitted for peer review. The meetings will combine intensive peer review and discussion of issues such as establishing congruence between learning outcomes and activities, choice of particular strategies, formative assessment, materials and readings. Participants will leave the curriculum groups with specific feedback for completion of their courses.

IV. On-site Support for Completion of Course Development

Immediately following the national conference, Curriculum Technical Advisors Shepherd and Schoonmaker will visit universities to meet with Faculty, Deans and Heads of Department who are participating in the course design process. They will also provide feedback to peer teams to supplement feedback given at the national conference as needed.

The curriculum specialists for each course will continue to visit university faculty who are engaged in course development to discuss their progress, exchange ideas, and problem-solve. Faculty will be encouraged to complete their course on time and submit it for inclusion in the *Windows of Practice* manual.

V. Review and Publication

Courses will be reviewed by a panel comprising the curriculum specialists and international technical advisors. Syllabus, course notes, materials and readings selected by reviewers will be included in a *Windows on Practice* volume to be made available to faculty who will teach the course in the future.

Tentative Dates, Seminar Leaders and Technical Advisors

Year 3 courses

Course	Course Design Workshop Seminar Leader	Course Design Workshop Technical Advisor	Dates
Foundations in Education	Dr Butt	Dr Frances Schoonmaker	19-21 Jan
Curriculum Development	Dr Frances Schoonmaker	Dr Frances Schoonmaker	23-25 Jan
Educational Psychology	Dr Jo Shepherd	Dr Jo Shepherd	26-28 Jan
Contemporary Issues	Dr. Aameena Ghaffar-Kucher	Dr Frances Schoonmaker	22-24 Feb
Comparative Education	Dr Gita Steiner Khamsi	Dr Frances Schoonmaker	10-12 Jan
School Management	TBD	Dr Jo Shepherd	31 Jan -2 Feb

National Curriculum Conferences – early April 2012

Year 4 courses

Course	Course Design Workshop Seminar Leader	Course Design Workshop Technical Advisor	Dates
Pedagogy	Dr Frances Schoonmaker	-	TBD but starting in Course design workshops will start in Quarter 4 of FY12
Pedagogy	Dr Jo Shepherd	-	
Pedagogy	Nancy Clark Chiarelli/Dr Susan Stires	Dr Jo Shepherd	
Research Methods	Dr Frances Schoonmaker/Dr Cathryn Magno	Dr Frances Schoonmaker	
Test Development & Evaluation	NEAS	Dr Frances Schoonmaker	
Research Project*	Dr Frances Schoonmaker	-	

National Curriculum Conferences – early November 2012

Annex 7: Minutes of meeting with HEC on curricula

Pre-STEP/HEC Meeting
1 December 2011
Meeting Notes

Pre-STEP attendees:

Helen Kamal	Sr.Technical Director/Curriculum & PD
Rana Hussain	Director -Curriculum Development
Syed Fayyaz Ahmed	Advisor -Education Policy
Mary Lackie	Sr.Technical Director/Policy & Planning

HEC attendees:

Mr. M. Javed Khan	HEC Advisor Academic
Dr Tahir Ali Shah	Deputy Director of Curriculum
Mr. Fida Hussain	Director Quality Assurance

Action Items:

1. HEC to appoint a focal person responsible for coordinating reviews of course materials and contacting NCRC members (to be coordinated through Dr. Sohail Naqvi's office).
2. NCRC members to review ADE/B.Ed (Hons) course materials. Pre-STEP and HEC to meet with NCRC members in January 2012 to identify small group for each course and to prepare for a review.
3. HEC will coordinate a committee to discuss the upgrading of qualifications of current teachers
 - a. Pre-STEP will recommend the TOR for the committee
4. Upon written request from Pre-STEP, HEC will appoint a focal person for us to work with on affiliation issues.
5. HEC Advisor Academic will request notification letter for B.Ed. (Hons.).
6. Pre-STEP to share minutes with HEC, including Dr. Sohail Naqvi

Discussion:

Review and approval of ADE/B.Ed (Hons) course materials

1. Director Academics noted that the NCRC develops the Scheme of Studies that is approved by HEC; actual course content is decided by universities and agreed by their statutory bodies. If course materials are approved, they are approved as a resource – not as an approved or required program. Materials could be produced by Pre-STEP with the HEC logo on them after an NCRC review and their approval.
2. Director Academics and Director Quality assurance advised Pre-STEP to send materials to NCRC members for review. Could work with a sub-group for each course/subject. Pre-STEP shared that it would be useful for technical advisors for course design work to meet the NCRC members to prepare them for the review on their next visit to Pakistan in January.
3. HEC will appoint a focal person responsible for administering the meetings and getting nominations from the universities/NCRC as subject specialists to review the supplementary materials (course guides and reading resources).
4. Pre-STEP will conduct a day workshop with the selected review committee to give details of what the courses entail and the processes used to develop them. A time line for review and the ToRs of members will also be discussed to have clarity on the assigned task.
5. PreSTEP will send a set of draft resources to the Heads of Education departments of the universities and to the NCRC members responsible for reviewing the courses.

6. A two-day workshop will be conducted in collaboration with HEC where reviewers will share their comments and these will be deliberated for inclusion/ improvement.
7. Pre STEP will accordingly make adjustments in the agreed changes and will convert the documents into CDs with HEC and PreSTEP Logos for dissemination to the field.
8. The first meeting with NCRC members is proposed in January 2012 with the international curriculum adviser and PreSTEP Curriculum team.
9. Throughout the deliberations and setting future actions, members were unanimous that these documents should be seen as guides by the teaching faculty and not as prescribed material imposed on the faculty.

Affiliation

10. Discussion on World Bank work on affiliation of degree colleges with universities
 - a. Work has not started yet – there is an agreement in principle between HEC and the WB to work on affiliation
11. HEC draft rules on affiliation
 - a. Quality Assurance (QA) has the draft rules right now; we can take a look at these.
 - b. HEC & Pre-STEP can review these together to see how we can improve them.
 - c. QA unit can identify a focal person for us to work with on this; Pre-STEP should request in writing that HEC identify this focal person.
 - d. No university can affiliate if they don't have core of faculty with the expertise in the appropriate professional area.
 - e. There is minimum requirement for affiliation concerning books, labs etc.
 - f. Affiliation is a challenge: some universities affiliate hundreds of colleges making visits and quality assurance almost impossible.
 - g. HEC representatives asked if there was a role for NACTE in affiliation. Dr. Fayyaz noted that NACTE accredits programs based on the 7 NACTE standards and that they don't really have a role in affiliation.
 - h. National Teacher Education Council
 - i. Ask them for input on the subject of affiliation
 - ii. Include director in the evaluation of the affiliation criteria
12. Discussion on the upgrading of qualifications of current teachers
 - a. HEC is heavily committed until June 2012 and can't commit a lot of resources to this
 - b. They can request universities to nominate members for a committee to address the subject of upgrading
 - i. Include the Deputy Director of Curriculum, Dr. Tahir Ali Shah
 - ii. We will recommend the TOR for the committee
13. Notification of 4-year B.Ed. (Hons.) degree
 - a. Pre-STEP requested the HEC Advisor Academic to issue notification of the 4-year B.Ed. (Hons.) degree as has been issued for other degrees.
 - b. HEC Advisor Academic informed that he is no longer the one who issues these notifications, but that he would request it.
14. Pre-STEP team members were given copies of "Introduction of Associates Degree Programme in Pakistan."

Annex 8: Institutional letter of approval for production of BLM



Tel: 022-9213406
Fax: 022-2771179

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

No. BC/EXT/DD(E&A)/ 816 /-2011,

Dated: 13.12.2011.

To

Dr. Mahmood ul Hasan Butt
Chief of Party,
Pre-Service Teacher Education Program (Pre-STEP)
Education Development Centre Inc.
House No. 3, Street 4, Sector F-7/3,
Islamabad, Pakistan.

Subject: **INSTITUTIONAL APPROVAL AND CONSENT LETTER**

By signing this Letter of Approval and Consent the **Bureau of Curriculum and Extension Wing (Sindh)** agrees to its role in the production of education videos and tentative schedule as detailed in the Annexure A of the Request for Support letter from the Chief of Party Pre-STEP dated December 9, 2011.

The BoC & EW (Sindh) understands and approves the production and usage of the photograph, videotape, or otherwise record, image and/or voice (hereafter "Recordings") of the participants from the selected Government Elementary Colleges and the apex institutions for non-commercial, educational purposes only.

Rights to the Recordings:

The BoC & EW (Sindh) also grants to Education Development Center (EDC) Inc. its consent to use any or all of these Recordings in the creation, publication, reproduction or promotion of materials in any medium now known or later developed. These "Recordings" may also be reproduced and used by EDC in multiple Pre-STEP-related documentation, curricula, or other EDC materials and resources intended for distribution and dissemination to audiences of teachers, teacher trainees, stakeholders or donor agencies.

The BoC & EW (Sindh) understands that EDC is not obligated to use the Recordings.

These video-recordings will be primarily used as part of other materials in the Blended Learning program of Pre-STEP. The produced Blended Learning Modules will be provided to the BoC & EW Sindh and the affiliated pre-service teacher education institutions.

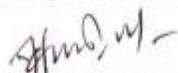
The BoC & EW (Sindh) may use these 'Recordings' as 'Blended Learning Modules' as produced by Pre-STEP and will not modify or create derivative works thereon, nor will transfer these rights to any other organization or person. All other rights are reserved to EDC.

In case the BoC & EW Sindh wishes to reproduce the materials, it will seek prior permission from EDC provided the attribution is mentioned on the reproduced materials that the work was originally produced by EDC with funding from the United States Agency for International Development (USAID) for the Pre-Service Teacher Education (Pre-STEP) program.

The BoC & EW (Sindh) understands that there will be no financial or other payment for the Recordings and hereby release EDC from any liability resulting from or connected with its participation in this project.

I confirm that I have carefully read this APPROVAL AND CONSENT and agree to its terms knowingly in my current authority.

I have signed this CONSENT AND APPROVAL on 13th December, 2011.


Abdul Majeed Bhurt
Director
+92-22-9213406
amajeedb@yahoo.com

Annex 9: Monitoring & Evaluation – Consolidated training figures

Sr. No.	Activity	Activity Start Date	Activity End Date	Budgeted Amount in US\$	Actual Expenses in US\$	# of Participants		
						Males	Females	Total
1	Preparatory meeting for Strategic Planning Workshop in KPK	14/06/11	14/06/11	7305	7305	4	0	4
2	Foundation Module -1	04/07/11	07/07/11	2757	2757	17	19	36
3	Foundation Module 1 & Orientation Semester-1	18/07/11	26/07/11	3982	3982	26	18	44
4	Foundation Module -1 for Cohort #2 Colleges of KPK	21/09/11	24/09/11	5034	5034	19	14	33
5	Foundation Module -1	08/08/11	11/08/11	3979	3979	18	5	23
6	Foundation Module -1	15/08/11	18/08/11	3040	3040	0	18	18
7	Foundation Module -1	15/08/11	18/08/11	1837	1837	13	1	14
8	Orientation Semester -3	19/09/11	20/09/11	2508	2508	11	8	19
9	Foundation Module II Group A	26/09/11	29/09/11	3790	3790	12	16	28
10	Orientation Workshop for Master Trainers (2nd Cohort Colleges)	29/09/11	30/09/11	776	776	5	8	13
11	Professional Development Institute - Teaching Science	03/10/11	06/10/11	13633	13633	25	16	41
12	Foundation Module -2	10/10/11	13/10/11	1409	1409	12	17	29
13	Foundation Module -2 Group 4	17/10/11	20/10/11	2103	2103	22	0	22

14	Foundation Module -1	18/10/11	21/10/11	2502	2502	15	11	26
15	Practicum-Part II	19/10/11	20/10/11	447	447	21	20	41
16	Orientation Semester -3	25/10/11	25/10/11	274	274	8	7	15
17	Orientation Semester -3	26/10/11	26/10/11	150	150	6	2	8
18	Curriculum Review and Design Workshop ADE /B.Ed. (Hons.), Subject Child Development and Methods of Teaching	14/06/11	16/06/11	8455	8455	17	18	35
19	Strategic Planning for pre-Service teacher Education in KPK	15/06/11	16/06/11	7305	7305	49	10	59
20	Curriculum Review and Design Workshop ADE /B.Ed. (Hons), Subject: Islamic Studies and Methods of Teaching Islamic Studies	21/06/11	23/06/11	14993	14992	11	14	25
21	Curriculum Review and Design Workshop ADE /B.Ed. (Hons) Subject: Practicum	22/06/11	23/06/11	7256	7256	4	15	19
22	Curriculum Review and Design Workshop ADE /B.Ed. (Hons) Subject: Urdu Content and Methods of Teaching	28/06/11	01/07/11	3943	3943	6	14	20
23	Foundation Module -1	07/07/11	11/07/11	878	878	5	11	16
24	Foundation Module 1 Group 2	08/07/11	12/07/11	2215	2215	16	23	39
25	Curriculum Review and Design Workshop ADE /B.Ed. (Hons) Subject: Arts, Crafts and Calligraphy	05/07/11	08/07/11	13606	13606	6	15	21

26	Curriculum Review and Design Workshop ADE /B.Ed. (Hons) Subject: English 1 & II	11/07/11	14/07/11	9603	9603	11	10	21
27	Foundation Module -2	12/07/11	14/07/11	867	867	5	11	16
28	Semester-2 Orientation	15/07/11	16/07/11	867	867	4	10	14
29	Foundation Module -1 Group-3 Loralai	19/07/11	22/07/11	2342	2342	25	2	27
30	Semester-2 Orientation Meeting for ADE and B.Ed. (Hons) Elementary	23/07/11	25/07/11	1332	1332	9	12	21
31	Orientation Semester -1	19/08/11	20/08/11	612	612	13	1	14
32	Orientation Semester -1	19/08/11	20/08/11	1013	1013	0	18	18
33	Orientation Semester -1	05/09/11	05/09/11	14	14	0	7	7
34	Professional Development Institute - Teaching Literacy	26/09/11	29/09/11	10324	10324	16	8	24
35	Orientation Semester -1	03/10/11	05/10/11	13151	13151	32	32	64
36	Foundation Module -2	03/10/11	06/10/11	2938	2938	11	16	27
37	Orientation Semester -1	04/10/11	06/10/11	3095	3095	19	13	32
38	Orientation Semester -1	11/10/11	13/10/11	8809	8809	44	14	58
39	Orientation Semester -1 ADE, B.Ed (Hons)	24/10/11	26/10/11	372	372	9	11	20
40	Foundation Module -1 for Cohort #2 Colleges of KPK	07/09/11	10/09/11	10200	10200	20	29	49
41	Orientation Semester -1	27/10/11	29/10/11	372	372	10	10	20

42	ADE /B.Ed. Curriculum Design Meeting / Workshop	03/11/11	05/11/11	163	163	11	4	15
43	Semester -1 Orientation	12/08/11	13/08/11	1326	1326	19	5	24
44	Foundation Module -1	25/10/11	28/10/11	4027	4027	17	3	20
45	Foundation Module -1	25/10/11	28/10/11	465	465	17	2	19
46	Foundation Module -1, Cohort 2 Colleges	25/10/11	28/10/11	3552	3552	11	12	23
47	Preparatory Meeting of DCTE /University Resource Persons for Semester-1 Orientation	02/10/11	02/10/11	191	191	4	1	5
48	TOT Foundation Module -2	01/11/11	03/11/11	8252	8252	21	12	33
49	Curriculum Design Workshop for Classroom Assessment Course Semester IV of 4 Years B.Ed. (Hons)	03/11/11	05/11/11	5426	5426	13	2	15
50	Foundation Module -2	14/11/11	17/11/11	321	321	14	1	15
51	Orientation Semester-3	16/11/11	17/11/11	257	257	0	8	8
52	Orientation Semester-3	18/11/11	19/11/11	229	229	11	0	11
53	Foundation Module -2	21/11/11	24/11/11	279	279	8	1	9
54	Foundation Module -2	22/11/11	25/11/11	471	471	11	3	14
55	Practicum	24/11/11	25/11/11	578	578	16	19	35
	Total			205625	205624	749	577	1326

Annex 10: HEC's announcement on Associate Degrees

www.hec.gov.pk www.hec.gov.pk www.hec.gov.pk www.hec.gov.pk www.hec.gov.pk www.hec.gov.pk www.hec.gov.pk www.hec.gov.pk



Higher Education Commission H-9, Islamabad ANNOUNCEMENT

The Higher Education Commission (HEC), Islamabad has approved the launch of 2-year Associate Degree Programme to be offered by the Public & Private Universities/Degree Awarding Institutions. The Associate degree is designed to help prepare professionals in disciplines of immediate application and relevance to the market. It is equivalent to a Bachelor (Pass) degree.

Guidelines for Associate Degree Programme:

- Universities/Degree Awarding Institutes (DAIs) intending to launch Associate Degree programme will be registered with the Commission and an updated web page with recognized degree programmes will be maintained by HEC.
- Admission requirement for Associate Degree shall be Intermediate/12-year schooling or equivalent. It shall be awarded upon completing 65-68 credit hours in a four semesters/two years programme which will be offered through specially designated campuses / constituent colleges of the Universities and not on the main or principal campus of the University/Institution.
- The degree shall be considered as equal to 14-year Bachelor (Pass) degree.
- The degree shall not be offered to students enrolled for BS programme at the main campus of the University/Institution and, hence, shall not be an exit path for these students.
- Students enrolled for Associate Degree Programme may undertake BS programme seeking admission in 5th semester of the programme, if allowed by the University.

The advertisement is for information of all Public and Private Universities/Degree Awarding Institutions for launching this programme and prospective students desirous of seeking admission in Associate Degree Programmes.

Details alongwith the checklist for launching Associate Degree Programme is available at HEC website <http://www.hec.gov.pk/AssociateDegree>



Director Curriculum
Higher Education Commission
H-9, Islamabad, Pakistan
Ph: 051-90402442-44

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